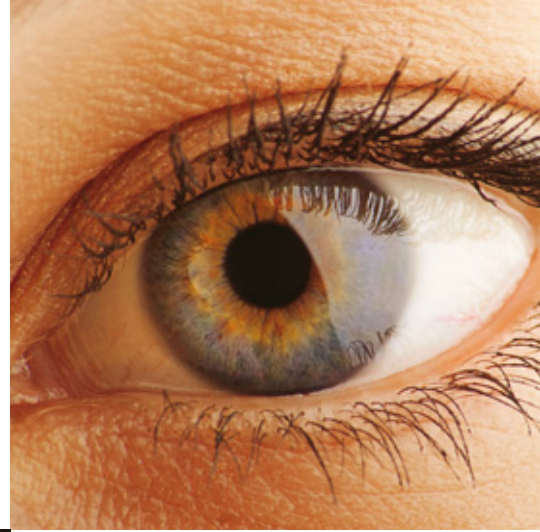


# A MULTISENSORY EXPERIENCE...

Friday 14 & Saturday 15 October 2011  
Business Design Centre, London



## TES HOSTS THE WORLD'S LARGEST GATHERING OF SEN PROFESSIONALS

**See** the landscape for SEN in light of reduced funding and the Green Paper  
**Hear** from renowned experts at the inspirational seminars dedicated to SEN  
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Get a **taste** for the latest technology available for special needs settings in the ICT zone



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EXHIBITION AND SEMINARS

# Special Needs London to host the world's largest gathering of SEN Professionals this October

Knowledge, networking, offers, CPD news and resources. Special Needs London is more than just a show, it is THE event for the field.

Make the most of your limited time and budget by attending just one show this year – Special Needs London, the dedicated event for special needs professionals, offering a hub of advice and resources this one stop shop delivers all things SEN from exciting new products and services showcased by more than 180 exhibitors to inspirational seminars – all under one roof!

Whether you are responsible for one or many pupils with special educational needs, you will find the support and the resources you require at Special Needs London – a truly international, must-attend event.

## How to find us...

The Business Design Centre is situated in Islington, one of London's most vibrant areas. Located within easy walking distance of the Angel tube station (Northern Line) and only minutes from King's Cross and Euston stations, the Centre is also serviced by numerous bus routes and is conveniently located outside the congestion charge zone. The venue benefits from an adjacent Hilton Hotel and has full access for those with disabilities.

For full travel information visit [www.tes.co.uk/events](http://www.tes.co.uk/events)



## Seminars

The comprehensive seminar programme offers a low cost way to benefit from the experts with 100% pure SEN focused and up-to-date CPD training on the issues that matter to you. Your thinking will be engaged, challenged and informed as you discover tools and strategies to support a range of special needs, from visual impairment to ASD, dyspraxia to ADHD. Explore sessions on the Green Paper, preparing for Ofsted, communication skills, ICT, behaviour analysis tools and dyslexia friendly education. Seminar prices start from as little as £10 when you book in advance plus you'll be awarded CPD certification - saving you money on training as well.

## Exhibition

The exhibition area will be buzzing with practitioners and resource providers swapping ideas and best practice. Here you'll discover thousands of resources for every kind of special and additional need – from books, ICT, software, play equipment and arts to music, furniture, teaching aids and professional services. Hundreds of suppliers will be demonstrating their extensive product ranges offering you the chance to try, compare, and buy everything you need for your school or setting. Don't forget to look out for all those bargains, exclusive discounts and free samples to be had!

# Seminar Timetable

## Friday 14 October

11:00 – 12:00	<p>Creating a communication and learning friendly environment <i>Maggie Johnson, Speech and Language Therapy Advisor and Educational Consultant</i></p> <p>All stages   Code: SN01</p>	<p>SEN co-ordination – getting it right <i>Tricia Murphy, Independent SEN Consultant</i></p> <p>All stages   Code: SN02</p>	<p>How to identify specific patterns of reading difficulties in primary school pupils <i>Dr Sue Stothard, Honorary Research Fellow, University of York</i></p> <p>KS1/2   Code: SN03</p>	<p>Assessing and overcoming barriers to communication with hearing impaired children <i>Ruth Merritt, Speech and Language Therapy Consultant</i></p> <p>All stages   Code: SN04</p>	<p>No money for classroom support: effective differentiation for the student with autistic spectrum disorder <i>Ronnie Young, Education Consultant</i></p> <p>All stages   Code: SN05</p>	<p>All different, all equal <i>Dave Vizard, Behaviour Solutions Consultant and Trainer</i></p> <p>All stages   Code: SN06</p>
12:30 – 13:30	<p>Too many on the SEN Register? Time for 'Total Teaching' <i>Neil MacKay, Chief Executive Action Dyslexia Training and Consultancy</i></p> <p>KS1-4   Code: SN07</p>	<p>The SEND Green Paper and beyond <i>Dr Rona Tutt OBE, SEN Consultant, Speaker and Writer</i></p> <p>All stages   Code: SN08</p>	<p>Using technology to support learners with ASD <i>Carol Allen, Advisory Teacher, ICT &amp; SEN</i></p> <p>All stages   Code: SN09</p>	<p>Classroom management and SEBD – Necessary but not sufficient <i>Rob Long, Educational Psychologist</i></p> <p>All stages   Code: SN10</p>	<p>Communicating with parents <i>Pat Chick, Independent Educational Consultant</i></p> <p>All stages   Code: SN11</p>	<p>Making the best use of ICT to support dyslexic learners <i>Victoria Crivelli, Senior Specialist Teacher, Worcestershire Support Service</i></p> <p>KS1-4   Code: SN12</p>
14:00 – 15:00	<p>TA support: A help or hindrance in the classroom? <i>Carol Frankl, Managing Director, The Southover Partnership</i></p> <p>All stages   Code: SN13</p>	<p>Grammatical analysis made accessible <i>Ruth Merritt, Speech and Language Therapy Consultant</i></p> <p>All stages   Code: SN14</p>	<p>Language difficulty or behaviour problem – chicken or egg? <i>Maggie Johnson, Speech and Language Therapy Advisor and Educational Consultant</i></p> <p>All stages   Code: SN15</p>	<p>Inside the Asperger mind <i>Ronnie Young, Education Consultant</i></p> <p>All stages   Code: SN16</p>	<p>Lonesome parenting <i>Dave Vizard, Behaviour Solutions Consultant and Trainer</i></p> <p>All stages   Code: SN17</p>	<p>Achievement for All: Impact and expansion <i>Professor Sonia Blandford, Director, Achievement for All</i></p> <p>All stages   Code: SN18</p>
15:30 – 16:30	<p>"Taking the hell out of homework" – how to support parents to work with their children at home <i>Neil MacKay, Chief Executive, Action Dyslexia Training and Consultancy</i></p> <p>KS1-4   Code: SN19</p>	<p>The intrinsically motivating classroom <i>Rob Long, Educational Psychologist</i></p> <p>All stages   Code: SN20</p>	<p>Making playtimes more enjoyable for all <i>Pat Chick, Independent Educational Consultant</i></p> <p>EY, KS1, KS2   Code: SN21</p>	<p>Partnerships in education: the BDA Dyslexia Friendly Quality Mark <i>Dr Kate Saunders, Chief Executive, British Dyslexia Association</i></p> <p>All stages   Code: SN22</p>	<p>CAMHS goes to school – delivering Child and Adolescent Mental Health Services in schools <i>Elsbeth Pluckrose and Helen Knight, Southwark CAMHS</i></p> <p>All stages   Code: SN23</p>	<p>Support and aspiration: A new approach to special educational needs and disability <i>Srabani Sen, Chief Executive, Contact a Family</i></p> <p>All stages   Code: SN24</p>

## Saturday 15 October

11:00 – 12:00	<p>Finding innovative ways of meeting the needs of children and young people with SEND <i>Dr Rona Tutt OBE, SEN Consultant, Speaker and Writer</i></p> <p>All stages   Code: SN25</p>	<p>Inspire science and maths! Attention-grabbing activities to engage and inspire <i>'Dr Mark' Biddiss, Science and Maths Education Consultant, Trainer and Writer</i></p> <p>All stages   Code: SN26</p>	<p>Sensory processing and the autistic spectrum <i>Alan Heath, Education Consultant, Learning Solutions</i></p> <p>All stages   Code: SN27</p>	<p>A practical consideration of the implications of the Green Paper for the developing role of the SENCO... <i>Dr Alison Ekins, Canterbury Christ Church University</i></p> <p>KS1-4   Code: SN28</p>	<p>How to effectively create a positive learning culture to ensure that we can achieve 'High Achievement for All' <i>Gill Ellis, Headteacher, and Nicola S. Morgan, Independent Behaviour Consultant and Author</i></p> <p>All stages   Code: SN29</p>	<p>Teaching happiness: Positive psychology in your classroom <i>Dr Moya O'Brien and Dr Deirdre MacIntyre, Clinical Psychologist Directors, ICEP Europe</i></p> <p>All stages   Code: SN30</p>
12:30 – 13:30	<p>Preparing for Ofsted 2012: ensuring children with SEN are safeguarded <i>Kay Joel, Senior Consultant Safeguarding in Education Service, NSPCC</i></p> <p>All stages   Code: SN31</p>	<p>The link between good language and communication skills and future educational success <i>Diana McQueen, Clinical lead for the Children's Therapy Service</i></p> <p>FS KS1   Code: SN32</p>	<p>The ADHD XChange Programme <i>Fin O'Regan, Behaviour Consultant</i></p> <p>KS1-4   Code: SN33</p>	<p>Enhancing partnership working to make the school more family friendly <i>Rita Cheminais, Freelance education consultant, author and Director of ECM Solutions</i></p> <p>KS1-4   Code: SN34</p>	<p>Who needs a SENCO? <i>Christopher Robertson, Lecturer in Inclusive Education, University of Birmingham</i></p> <p>All stages   Code: SN35</p>	<p>Judging the effectiveness of interventions <i>Carol Frankl, Managing Director, The Southover Partnership</i></p> <p>All stages   Code: SN36</p>
14:00 – 15:00	<p>The fundamentals of development for attention and learning <i>Alan Heath, Education Consultant, Learning Solutions</i></p> <p>All stages   Code: SN37</p>	<p>The inclusive classroom <i>Carol Allen, Advisory Teacher, ICT &amp; SEN</i></p> <p>All stages   Code: SN38</p>	<p>Partnership working with parents is essential if we are to strengthen relationships... <i>Gill Ellis, Headteacher, Coed Eva Primary School and Nicola S. Morgan, Independent Behaviour Consultant and Author</i></p> <p>All stages   Code: SN39</p>	<p>Behaviour clinic <i>Dr Moya O'Brien and Dr Deirdre MacIntyre, Clinical Psychologist Directors, ICEP Europe</i></p> <p>All stages   Code: SN40</p>	<p>In the right place at the right time – a new way of commissioning services <i>Elizabeth Murphy, Southwark CAMHS and Christina McInnes, Assistant Director of Education, Southwark</i></p> <p>All stages   Code: SN41</p>	<p>Getting your colleagues to differentiate <i>Tricia Murphy, Independent SEN Consultant</i></p> <p>All stages   Code: SN42</p>
15:30 – 16:30	<p>Bounce backability – practical approaches to promoting resilience in the classroom <i>Sarah Rawsthorn, Inclusion Consultant and Rebecca Duckhouse, EDGE Inclusion Consultancy</i></p> <p>KS1-4   Code: SN43</p>	<p>Reading, writing and colour <i>Bob Hext, Founding Director, Crossbow Education Ltd</i></p> <p>All stages   Code: SN44</p>	<p>Boys and girls <i>Fin O'Regan, Behaviour Consultant</i></p> <p>KS1-4   Code: SN45</p>	<p>Achievement for all: Making best use of the pupil premium <i>Rita Cheminais, Freelance education consultant, author and Director of Educational Consultancy &amp; Management (ECM) Solutions</i></p> <p>KS1-4   Code: SN46</p>	<p>Whatever happened to inclusive education? An appraisal of the Green Paper's approach to improving provision... <i>Christopher Robertson, Lecturer in Inclusive Education, University of Birmingham</i></p> <p>All stages   Code: SN47</p>	<p>Abuse and children with disabilities – learning to stay safe <i>Kay Joel, Senior Consultant Safeguarding in Education Service, NSPCC</i></p> <p>All stages   Code: SN48</p>

# Seminars – Friday 14 October

11:00 – 12:00

## Creating a communication and learning friendly environment

*Maggie Johnson, Speech and Language Therapy Advisor and Educational Consultant*

Children are no different to adults when it comes to ensuring that learning opportunities are rewarding and effective. So, when children are reluctant to participate, we need to ask what is stopping them engage and how we can do things differently. Maggie presents eight factors which ensure children experience success and begin to take risks.

All stages | SN01

## SEN co-ordination – getting it right

*Tricia Murphy, Independent SEN Consultant*

With green papers, white papers, single equality acts and public sector duties, new funding and Ofsted arrangements and provision from 0–25, this is a presentation of changes for the SENCO and HLTAs involved in implementation. A PowerPoint CD will be given to all delegates for use back at school for CPD of colleagues.

All stages | SN02

## How to identify specific patterns of reading difficulties in primary school pupils

*Dr Sue Stothard, Honorary Research Fellow, University of York*

With the Government's introduction of a new reading test at age six, there will be a renewed focus on reading at primary level in the coming months and years. This session will address the issues of monitoring children's development of key literacy skills from the age of four to 11, specifically young readers' phonic and alphabetic skills, and reading comprehension skills. The session will also cover the continuity of support and assessment to ensure that interventions are having a positive impact, and to help schools find out whether improvements have been sustained.

KS1/2 | SN03

## Assessing and overcoming barriers to communication with hearing impaired children

*Ruth Merritt, Speech and Language Therapy Consultant*

Using a situation-based approach to assessment and intervention this session is designed to help you look at the barriers that may be found within the classroom setting that will hinder the hearing impaired child's access to communication. Ruth, a specialist speech and language therapist in the field of deafness, will help you to analyse these barriers and provide helpful tips as to how to reduce them in order to maximise the hearing impaired child's communication potential.

All stages | SN04

## No money for classroom support: effective differentiation for the student with autistic spectrum disorder

*Ronnie Young, Education Consultant*

This session looks at the main differences ASD students present and how the classroom teacher can plan and deliver lessons in ways that fully includes those students. Topics under discussion include social interaction and communication, group work, positive uses of obsessions and appropriate tasks and projects.

All stages | SN05

## All different, all equal

*Dave Vizard, Behaviour Solutions Consultant and Trainer*

The Green Paper states that all staff in schools and colleges should be well trained and confident to identify and overcome the range of barriers to learning encountered by children with SEN. This seminar will give ways to easily identify these barriers and give successful classroom support strategies to overcome them, which will help engage learners with complex needs.

All stages | SN06

12:30 – 13:30

## Too many on the SEN Register? Time for 'Total Teaching'

*Neil MacKay, Chief Executive Action Dyslexia Training and Consultancy*

This solution driven session shows how many strategies currently thought to be the domain of SENCOs and specialist teachers are easily delivered by classroom teachers. Inclusive classroom strategies will be presented, which equip teachers with 'just enough' of the skills of a specialist teacher to meet a range of additional learning needs and so reduce the number of pupils on the SEN Register. It will also support busy teachers to help more individuals without always needing to give individual help.

KS1–4 | SN07

## The SEND Green Paper and beyond

*Dr Rona Tutt OBE, SEN Consultant, Speaker and Writer*

2011 has been a momentous year for special needs, with the biggest shakeup of the system since Warnock over 30 years ago. This seminar will give an overview of the changes that have happened recently; the changes that are about to occur; and the implications for the education of children and young people with SEND into the years ahead.

All stages | SN08

## Using technology to support learners with ASD

*Carol Allen, Advisory Teacher, ICT & SEN*

Communication barriers, whether concerned with reading; writing; speaking or listening lie at the heart of the learning difficulties associated with those on the autistic spectrum. Combine these with difficulties in organising thoughts and following unfamiliar routines, and the classroom teacher faces many challenges when trying to successfully include these learners. This session will focus on each of the four areas of communication and offer tried and tested practical possibilities which you can take away and develop in your own practice. This session will offer lively, low cost and no cost ideas to enthuse you, your staff and your pupils.

All stages | SN09

## Classroom management and SEBD – necessary but not sufficient

*Rob Long, Educational Psychologist*

This session will consider why learners with SEBD behave better with Mr Edwards and not Miss Evans. Why they seem to have the necessary skills in one classroom and not another. Classroom management techniques too often separate behaviour from learning. This session will develop a behavioural curriculum that links the skills of school staff with the developing needs of the learner with SEBD.

All stages | SN10

## Communicating with parents

*Pat Chick, Independent Educational Consultant*

The SEN Green Paper says that "parents' confidence that their child's needs are being met is vital to making the system feel less adversarial." Parents "need to be clear about their options and understand how decisions are made that affect their child's support... providing this transparency reduces conflict and builds trust." Pat has worked with Parent Partnership Services for many years and will share insights into parental concerns and offer some practical strategies to help you communicate with parents about the proposed changes.

All stages | SN11

## Making the best use of ICT to support dyslexic learners

*Victoria Crivelli, Senior Specialist Teacher, Worcestershire Support Service*

This session will look at the benefits of using ICT programs and tools for dyslexic pupils from KS 1–4. Victoria will offer live demonstrations and information on some of the latest and popular programs that support literacy and offer advice on low tech alternatives. She will use case studies to exemplify the positive impact of using appropriate ICT.

KS1–4 | SN12

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# Seminars – Friday 14 October

14:00 – 15:00

## TA support: A help or hindrance in the classroom?

*Carol Frankl, Managing Director, The Southover Partnership*

Following the DISS report and review examining the impact of teaching assistants, this session will address the effective use of additional support in the classroom context, especially their contribution to improving the learning experiences of children. Participants will explore ways to help class teachers to manage, support and coach TAs to create more effective teaching and learning teams.

All stages | SN13

## Grammatical analysis made accessible

*Ruth Merritt, Speech and Language Therapy Consultant*

You may often find yourself having to analyse the grammar used by children who have language learning difficulties. Even if you know how to perform standardised assessments such as the STASS, you still need to have a clear understanding of grammar and how to analyse it. This seminar will provide a clear overview of how to analyse the grammar samples you obtain from pupils and some techniques to develop your pupil's skills.

All stages | SN14

## Language difficulty or behaviour problem – chicken or egg?

*Maggie Johnson, Speech and Language Therapy Advisor and Educational Consultant*

The statistics speak for themselves – undiagnosed communication difficulties lead to behaviour problems at best and a criminal record at worst. Why are so many language processing difficulties going undetected? The answer lies in understanding the true nature of communication and recognising early warning signs.

All stages | SN15

## Inside the Asperger mind

*Ronnie Young, Education Consultant*

This is an activity-based session which examines the thinking of people on the autistic spectrum and how they differ from those not on the spectrum, especially when placed in social situations. It also looks at ways of using the activity as a tool to help early diagnosis of older pupils on the spectrum.

All stages | SN16

## Lonesome parenting

*Dave Vizard, Behaviour Solutions Consultant and Trainer*

Being the parent of a child with SEN can be extremely confusing and challenging. Many parents feel bewildered, isolated and alone. One of the key points of the Green Paper was the importance of developing working partnerships with parents. This seminar will give successful ways to develop partnerships and strategies for parents to support and manage their children's problem behaviour.

All stages | SN17

## Achievement for All: Impact and expansion

*Professor Sonia Blandford, Director, Achievement for All*

This session will focus on the impact of Achievement for All in 454 schools across 10 local authorities in England. Details of the plans to expand the programme within the context of the SEN Green Paper – Support and Progression, will also be discussed.

All stages | SN18

15:30 – 16:30

## “Taking the hell out of homework” – how to support parents to work with their children at home

*Neil MacKay, Chief Executive, Action Dyslexia Training and Consultancy*

This session demonstrates how the Lamb Report can be brought to life in school through special “Parent and Child Workshops”. The focus is on the tricks of the trade which help parents support their children with typical homework tasks like comprehension passages, learning spellings, getting ideas down on paper and learning for tests. Managing behaviour for learning is also addressed. Parents/carers regularly observe that, by attending the session, they are able to support homework tasks in a much more relaxed, effective and stress-free way. Feedback from teachers is similarly positive.

KS1–4 | SN19

## The intrinsically motivating classroom

*Rob Long, Educational Psychologist*

This session will explore theories of motivation. Can learners be punished by rewards? What is intrinsic motivation – why is it important more for today's learners? Through a range of techniques participants will leave this session with a project and the necessary skills to promote intrinsically motivated learners.

All stages | SN20

## Making playtimes more enjoyable for all

*Pat Chick, Independent Educational Consultant*

Lunchtimes are so important for developing children's skills and appropriate behaviour, yet midday supervisors are usually those with the least training. Pat will share ways that senior staff, SENCOs and line managers can help midday supervisors explore their role and raise their self esteem to make playtimes (including the dreaded wet playtime) a more enjoyable experience for all.

EY, KS1, KS2 | SN21

## Partnerships in education: the BDA Dyslexia Friendly Quality Mark

*Dr Kate Saunders, Chief Executive, British Dyslexia Association*

The British Dyslexia Association Dyslexia Friendly Quality Mark provides a mechanism through which schools, colleges and universities can ensure good practice throughout the organisation. Dyslexia Friendly policies, teaching and learning, classroom environment and partnerships with parents and pupils help not only dyslexic students but those with other additional needs. Practical teaching solutions are given.

All stages | SN22

## CAMHS goes to school – delivering Child and Adolescent Mental Health Services in schools

*Elsbeth Pluckrose, Principal Child and Adolescent Psychotherapist and Helen Knight, Section Manager, Southwark CAMHS*

This session will describe a Child and Adolescent Mental Health Services (CAMHS) team that offers a responsive and flexible assessment and therapeutic service to hard to reach families who would not normally access a generic CAMHS or who have refused to engage in CAMHS in the past. It will use case presentations to illustrate how CAMHS interventions are offered within the school. It will demonstrate ways of working with a variety of agencies to address complex social needs and circumstances of pupils.

All stages | SN23

## Support and aspiration: A new approach to special educational needs and disability

*Srabani Sen, Chief Executive, Contact a Family*

Srabani will review the key proposals and implications for schools of the SEN green paper. She will discuss what this means for teachers and school practitioners and will outline ways for schools to work effectively with families of children with disabilities and special educational needs. The seminar will examine how with this support the aspirations of all children might be achieved.

All stages | SN24

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# Seminars – Saturday 15 October

11:00 – 12:00

## Finding innovative ways of meeting the needs of children and young people with SEND

*Dr Rona Tutt OBE, SEN Consultant, Speaker and Writer*

At this time of significant change in the field of SEND and despite the limitations imposed by budgetary constraints, there are opportunities to be innovative in responding to pupils' special needs. This seminar will give ideas about how to make the most of having a diversity of settings including children's centres; the various ways schools are restructuring to address all pupils' needs; the influence on the environment in supporting children's learning; and the need to explore ways of working together across schools, across services and across other organisations.

All stages | SN25

## Inspire science and maths! Attention-grabbing activities to engage and inspire

*'Dr Mark' Biddiss, Science and Maths Education Consultant, Trainer and Writer*

In this lively session, 'Dr Mark' will demonstrate an effective approach to teaching science and maths to SEN pupils of a wide range of ages and abilities. Using simple, novel, fun and highly visual 'hands-on' investigations, puzzles, 'tricks' and other activities you will be able to engage your pupils and get them thinking like mathematicians and scientists!

All stages | SN26

## Sensory processing and the autistic spectrum

*Alan Heath, Education Consultant, Learning Solutions*

The National Autistic Society states that autism is a lifelong developmental disability characterised by difficulties with social communication, interaction and imagination. It is also widely accepted that sensory processing problems are a part of daily life for anyone on the spectrum. An autism specialist and author Chantal Sicile-Kira comments, "I have yet to meet a person on the autism spectrum who does not have a challenge in this area." This session will explore the sensory processing challenges underpinning many autistic behaviours and offer practical programmes to help develop sensory processing and integration skills. These can help areas as diverse as listening and language, sleep patterns and continence.

All stages | SN27

## A practical consideration of the implications of the Green Paper for the developing role of the SENCO and the development of effective practice in schools

*Dr Alison Ekins, Course Director for National Award for SEN Coordination, Canterbury Christ Church University*

This session will provide a clear overview of recent proposals for changes to the SEN system, in the light of the recent White Paper on Education (DfE, 2010); Ofsted Review of SEN and Disability (2010) and the Green Paper on SEN (DfE, 2011). Key issues, including Identification of SEN; Working collaboratively with others; New types of provision and support and implications for meeting the statutory entitlements of pupils with SEN; Working with and engaging parents will be explored in relation to the implications for the role of the SENCO. Examples and positive suggestions for the future development of the role of the SENCO and effective practices within the school will be shared.

KS1-4 | SN28

## How to effectively create a positive learning culture to ensure that we can achieve 'High Achievement for All'

*Gill Ellis, Headteacher, Coed Eva Primary School, and Nicola S. Morgan, Independent Behaviour Consultant and Author*

Over 200 million children in the UK are identified SEN or disabled. All children are entitled to receive a high quality education and this session looks at how we can better equip teachers and support staff to address SEN and poor behaviour within the classroom. Disruptive classroom behaviour can prevent effective teaching and create a negative learning environment. This session gives practical strategies to create a positive learning environment in the classroom. This widely acclaimed approach will be a must for any teacher who has ever been confronted with challenging behaviour and wants to get the best out of their pupils. It will also be a valuable tool for headteachers and senior leaders who want to revolutionise current school practices.

All stages | SN29

## Teaching happiness: Positive psychology in your classroom

*Dr Moya O'Brien and Dr Deirdre MacIntyre, Clinical Psychologist Directors, ICEP Europe*

The session will provide an overview of the principles of positive psychology and its implications for the classroom. Learn how to enhance behaviour and learning, reduce stress and boost resilience and wellbeing in students and teachers alike. This session will present research on core issues such as the nature and importance of happiness, learned optimism, motivation, signature strengths, flow and mindfulness and we will also explore evidence-based practices for use in your own life and with your pupils.

All stages | SN30

12:30 – 13:30

## Preparing for Ofsted 2012: ensuring children with SEN are safeguarded

*Kay Joel, Senior Consultant Safeguarding in Education Service, NSPCC*

Schools are required to demonstrate that pupils are safeguarded: to demonstrate that pupils with special educational needs are safe and feel safe in school. This session will consider the importance of accurate self-evaluation so that the school can provide the evidence that its pupils with special educational needs feel safe, supported and empowered.

All stages | SN31

## The link between good language and communication skills and future educational success

*Diana McQueen, Clinical lead for the Children's Therapy Service, Sandwell (Professional Advisor for Speech and Language Therapy)*

In this session, a team from the speech and language therapy service in Sandwell will look at the link between good language and communication skills and future educational success. The importance of early intervention is well documented and this session will show how SENCOs and Early Years practitioners can target their activities most effectively to recognise when communication is developing along normal lines, when it might need a boost, or if these skills are giving cause for concern.

FS/KS1 | SN32

## The ADHD XChange Programme

*Fin O'Regan, Behaviour Consultant*

With the Green Paper proposing a new education and health care plan Fin will outline a new and established mechanism for this to take place involving a multi-agency approach.

KS1-4 | SN33

## Enhancing partnership working to make the school more family friendly

*Rita Cheminais, Freelance education consultant, author and Director of Educational Consultancy & Management (ECM) Solutions*

This seminar will cover the concept of the family in the 21st century. It will offer practical examples of best practice in ensuring the school is family friendly. It will describe how evidence-based good practice in family partnership working can be collected and acknowledged to achieve external validation, and meet the Ofsted inspection requirements.

KS1-4 | SN34

## Who needs a SENCO?

*Christopher Robertson, Lecturer in Inclusive Education, The University of Birmingham*

Reflections on the role of the SENCO in the light of the government's reconceptualisation of SEND. Support and Aspiration, the government's SEN and disability Green Paper highlights the importance of the SENCO in providing day-to-day leadership that ensures pupils with disabilities and SEN (SEND) receive the right support in school. At the same time, the green paper argues that far too many children are identified as experiencing difficulties in learning. If this is the case, will the role of the SENCO become superfluous in the future? In this session, Christopher will discuss this question through an analysis of current government policy and evidence from SENCO practitioners.

All stages | SN35

## Judging the effectiveness of interventions

*Carol Frankl, Managing Director, The Southover Partnership*

This session will look at effective monitoring of pupil progress through interventions. Participants will have the opportunity to explore the effectiveness of 'additional to and different from' provision for pupils with a range of SEND.

All stages | SN36

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# Seminars – Saturday 15 October

14:00 – 15:00

## The fundamentals of development for attention and learning

*Alan Heath, Education Consultant, Learning Solutions*

To learn and function with the amount of sensory input in our environment, the external and internal senses need to be well functioning and integrated. We are all aware of the importance of multi-sensory learning through the external channels of sight, sound, touch, taste and smell. What is less understood is the importance of good vestibular function and proprioception. This session will look at how to help children develop these underpinning skills for learning and The Learning Breakthrough Program will be used as an illustration of the possibilities available.

All stages | SN37

## The inclusive classroom

*Carol Allen, Advisory Teacher, ICT & SEN*

How can we use simple, yet effective, technology to make our primary classrooms inclusive? Many of us face increasingly diverse combinations of need in our classes and to differentiate effectively and creatively can be challenging. Taking a low cost, no cost approach, this session will offer ideas for making interactive classroom displays; using sound and vision to support pupil voice, concentration, understanding and literacy; supporting home/school links; creating the climate for early switch users; linking the classroom with the outside learning environment and ensuring that creative technology is available to support all learners. A free resource to support your own practice will be distributed at the session.

All stages | SN38

## Partnership working with parents is essential if we are to strengthen relationships, raise self esteem and improve attendance and behaviour for all pupils

*Gill Ellis, Headteacher, Coed Eva Primary School and Nicola S. Morgan, Independent Behaviour Consultant and Author*

Engaging parents into school life is a challenging one for all involved in education. It has been well documented that there are lots of benefits for the child if schools and organisations can work in partnerships with their parents. This session is designed to provide strategies to help bridge this gap in a fun, active way.

All stages | SN39

## Behaviour clinic

*Dr Moya O'Brien and Dr Deirdre MacIntyre, Clinical Psychologist Directors, ICEP Europe*

This session will review the causes of problem behaviour in schools. Moya and Deirdre will present evidence-based tools for assessment and intervention, including functional behavioural analysis and school-wide positive behaviour support. They will look at how to respond to specific behavioural issues using a workshop approach and examples from participants.

All stages | SN40

## In the right place at the right time – a new way of commissioning services

*Elizabeth Murphy, Consultant Child and Adolescent Psychotherapist, Southwark CAMHS and Christina McInnes, Assistant Director of Education, Southwark*

This session will outline a needs analysis completed by schools in Southwark stating what they required from a Child and Adolescent Mental Health Services (CAMHS) team. Elizabeth and Christina will describe the implementation of this service and how it has allowed sustainability and ongoing commissioning. They will show how schools can effectively and appropriately commission external services.

All stages | SN41

## Getting your colleagues to differentiate

*Tricia Murphy, Independent SEN Consultant*

Do they have special educational needs or do they need better differentiation? Thirty years on this is still the key feature to progress learning. This lively session provides 20 ideas for differentiation but of more importance gives you some practical ways of taking your colleagues forward in this very important area.

All stages | SN42

15:30 – 16:30

## Bounce backability – practical approaches to promoting resilience in the classroom

*Sarah Rawsthorn, Inclusion Consultant and Rebecca Duckhouse, Educational Psychologist, EDGE Inclusion Consultancy*

An introduction to theory and practice in developing children's resilience, on an individual, class and whole school level. We will explore what the risks are to children's emotional wellbeing and what you can do in your setting to protect them and build resilience.

KS1-4 | SN43

## Reading, writing and colour

*Bob Hext, Founding Director, Crossbow Education Ltd*

Bob will discuss how and why simple and inexpensive interventions like coloured overlays, reading rulers and exercise books can radically impact reading and writing for many children. He will present some theories, facts, figures, examples and caveats.

All stages | SN44

## Boys and girls

*Fin O'Regan, Behaviour Consultant*

Boys and girls are equal, but different, and it appears evident that something is not quite working in the same way in schools for boys as for girls in terms of exclusion rates.

However, in terms of SEN boys make all the noise and get all the services and resources and girls are left to flounder by the wayside. Research, relationships and resolve will be outlined in this session.

KS1-4 | SN45

## Achievement for all: Making best use of the pupil premium

*Rita Cheminais, Freelance education consultant, author and Director of Educational Consultancy & Management (ECM) Solutions*

This session will focus on the concept and principles of the pupil premium. It will offer guidance and examples of how the pupil premium can be utilised, as well as how good practice in the pupil premium can be identified and captured to enable schools to demonstrate, measure and judge the impact and outcomes for the most disadvantaged pupils.

KS1-4 | SN46

## Whatever happened to inclusive education? An appraisal of the Green Paper's approach to improving provision for learners with SEND

*Christopher Robertson, Lecturer in Inclusive Education, University of Birmingham*

What view of inclusive education does the government hold? Support and Aspiration appears to value parental choice more than inclusion. This apparent policy shift, underpinned by a 'remove the bias towards' inclusion motif and a concern to maintain and expand the special school sector could be regarded as retrograde move. Alternatively, it could be viewed as a positive approach towards ensuring that children with disabilities and special educational needs can achieve better outcomes. In this session, Christopher will examine some of the government's arguments and consider whether the idea of the inclusive school is outmoded or needs renewal in the light of unsympathetic policy.

All stages | SN47

## Abuse and children with disabilities – learning to stay safe

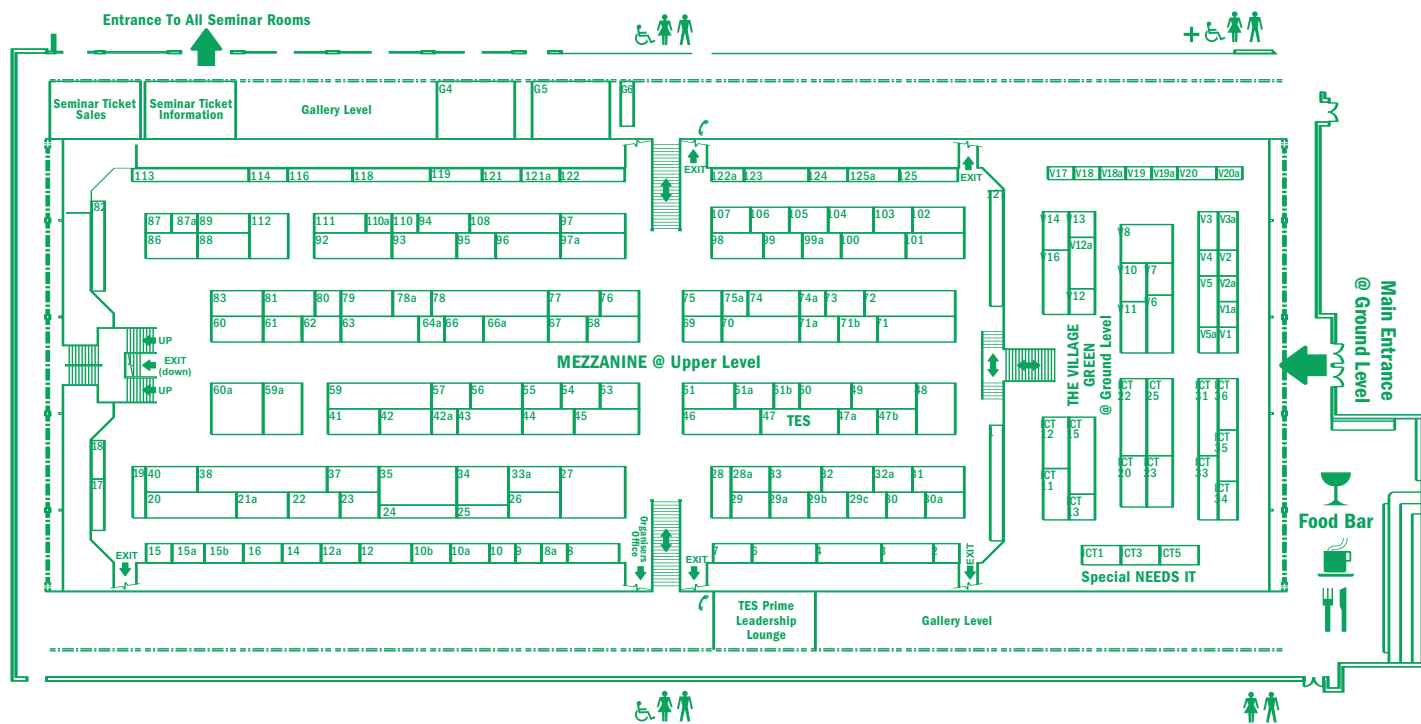
*Kay Joel, Senior Consultant Safeguarding in Education Service, NSPCC*

Children with disabilities are more vulnerable to abuse. Effective communication is crucial to keeping children safe. This session will consider how can schools work with children with SEN and disabilities to ensure they can make their needs and worries known, as well as teaching them to understand key messages about staying safe.

All stages | SN48

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# EXHIBITORS

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2 Simple Software	31	Escendency	76	Oaasis/Cambian	96	Southover Partnership	110a
AQA	83	Experia	47a & G5	Oddizzi	ICT1	Sovereign	86
Ascent IT - Hue Animation	ICT 12	Eye2Eye Software	V5a	OM-Interactive Ltd	74	Spacekraft Ltd	34
ASD Visual Aids	6	ForceTenCo	V2a	Optimus Education Incentive Plus	97a	Spark Space	ICT34
ASDAN	95	GL Assessment	71	Outside Classroom Boards	116	Speak Clearly	119
Audio GO Ltd	78a	Hillcrest Care	59a	Oxford Birkbeck Publishers	G6	Speaks4me	V11
B Squared	72	Himgiri Global Institute Education - Research - Training	v19	Pearson Assessment	70	Special Direct	118
B-Active Brain Solutions	ICT 5	Hinton House Publishers	114	PECS UK	74a	Speech Link Multimedia Ltd	66
Barrington Stoke	75	Hodder Education	41	Playscope by Play to Z	2	Sutcliffe Play LTD	G4 & 108
BDA	7	iansyst Ltd	ICT 31	Prim-Ed	27	Sweet Counter	17
Boardman, Gelly & Co	44	ICEP Europe Online Education	99a	Prior's Court Foundation	32	Synergy Learning	8
Bounce Awards	54	IPSEA - Independent Parental Special Education Service	110	Pro Corda	V1a	Taskmaster Ltd	101
British Council	32a	ITN Mark Education	51a	QEd Publications	4	Teachers' Pocketbooks	53
Calibre Audio Library	V3a	JD Booster Maths	16	Randstad Education	93	Texthelp Systems	ICT35
CALSC - Communication and Learning Skills Centre	15	Jessica Kingsley Publishers	33	Ransom Publishing Ltd	125	The Dyslexia SPLD Trust	12a
Cambridge House Dyslexia Resources	82	KBER	124	Reach - Out Interactives	73	The Hesley Group	51
CASS School of Education	3	Keynotes Education	122	Real Training	24	The Learning Institute	V18
Cenmac	ICT 13	Kisimul Schools	99	Renaissance Learning UK Ltd	ICT20	The London Centre for Children with Cerebral Palsy	42a
Centre for Child Mental Health	28a	LDA	60a	Rising Stars	77	The Makaton Charity	30a
Child's Play	97	Learning Material	113	Rob Long's Education Works	81	The National Autistic Society	74a
Claro Software	V2	Learning Resources	92	Robinswood Press Ltd	125a	TlTP Education	57
Classroom Limited Recruitment Consultancy	v20	Learning Resources	79	Rompa/Winslow/Xtra	78	Topical Resources	19
Clever Fingers/Clever Kids	64a	Lifestyle Checkout	V8	Royal School for Deaf Children Margate and Westgate College for Deaf People	10	Total Sensory	45
Contact a Family	9	Lucid Research	98	Safehinge	47b	Tough Furniture	62
Crick Software	ICT 22	MatchWare Ltd	V12	SAFESPACES	V13	Tourettes Action	67
Crossbow Education	18	Middlesex University	51b	Sage Publications	102	Tradewinds Recruitment	8a
Dandelion Readers	14	Mike Ayres Design	38	SEN Books	1	Trugs	25
Drake Educational Associates	29b	Multi-Sensory Learning	v17	SEN Magazine	61	Turnabout Education	69
Dynavox Mayer-Johnson	V16	Nasen	63	Sense Toys	60	Voice	56
Dyslexia Action	100	NASUWT	35	Shelling School	V1	Ward-Hendry	49
Eagle House Group	66a	National Autistic Society	43	Sight and Sound Technology	ICT36	Widgit Software	V6
Editure Education	V5	National Handwriting Association	87	Signalong	123	Wishtac	121
EducationCity.com	33a	New Directions Education	110a	SkooGmusic Ltd	v19a	Witherslack Group of Schools	46
Eduzone	10a	Norseman Direct	59	SLP Partners Ltd	122a	WJEC	68
Enable Supplies	112	NumberGym Software	121a	Smart Kids	48	WordSpace (Wordshark)	127
English Speaking Board International Ltd	80	Numicon	55	Snivel and Shriek	75a	XI Technologies	ICT 23
				Sound Travels	88	Yellow Door	50