

# Welcome to this Whole School SEND webinar!

The session will begin shortly.

- Feel free to introduce yourself in the 'Chat'
- Put any questions for our speakers in the 'Q&A'
- Slides and a recording will be available tomorrow
- Attendees are automatically muted and have their cameras off
- Please be respectful towards speakers and other attendees
- Message one of the team if you are having any technical issues

Please complete our opening poll while you wait for the session to begin.

# Whole School SEND Contract Aims

Equip the school workforce to prioritise and understand their responsibilities in relation to SEND and to share and embed good practice at individual and setting-level within their CPD and school improvement plans, particularly in relation to SEN Support, early intervention and effective preparation for adulthood.

Equip schools to meet their training needs in relation to SEND to improve provision through the delivery of targeted training packages within specific Local Authorities.

Build capability within the school workforce to ensure all professionals can contribute to excellent SEND provision at every point in their career by providing clear CPD pathways to support their development, including in relation to specialist provision.

# The Inclusive Secondary Classroom

*Supporting children and young people with social, emotional and mental health needs*

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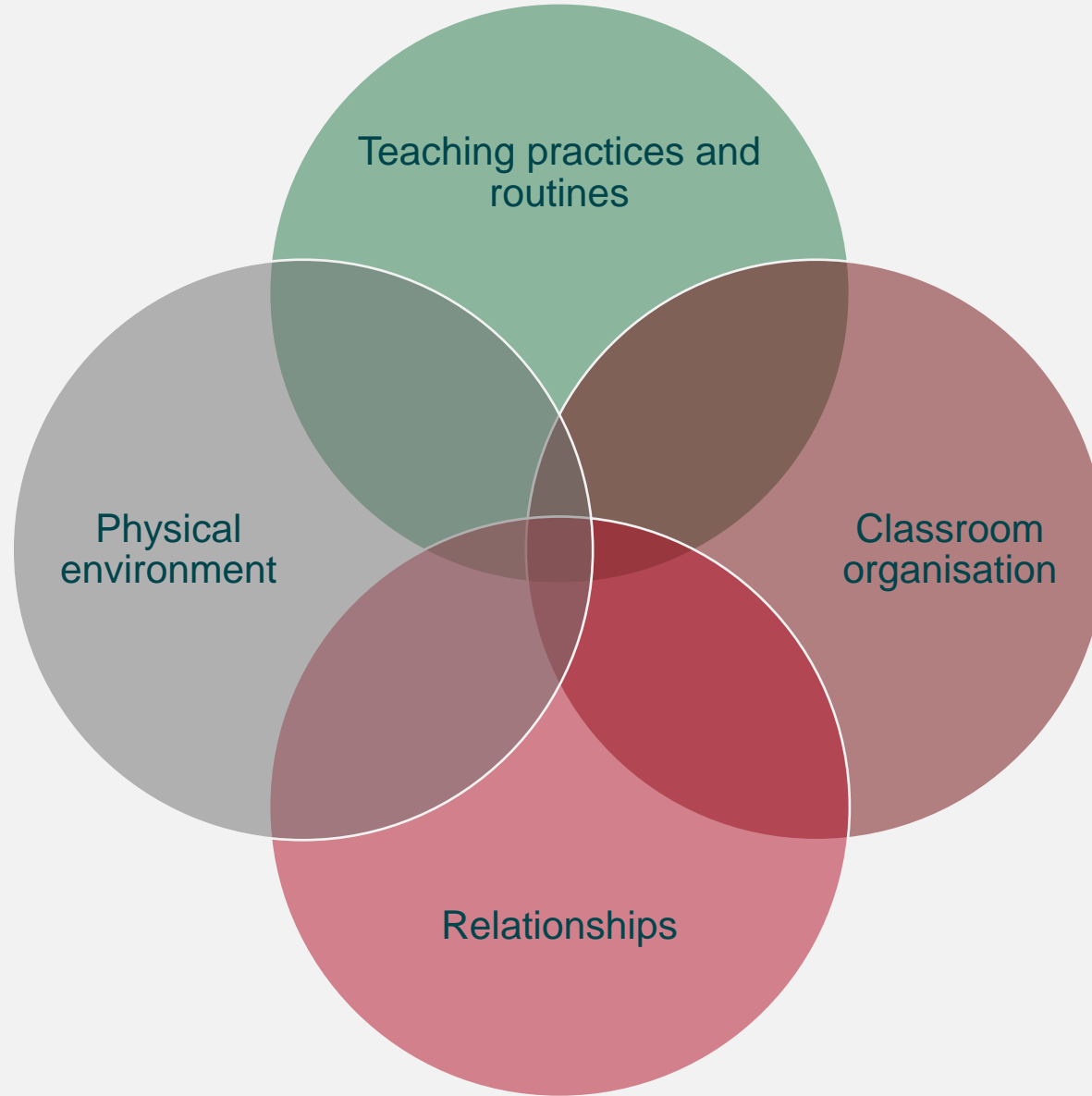


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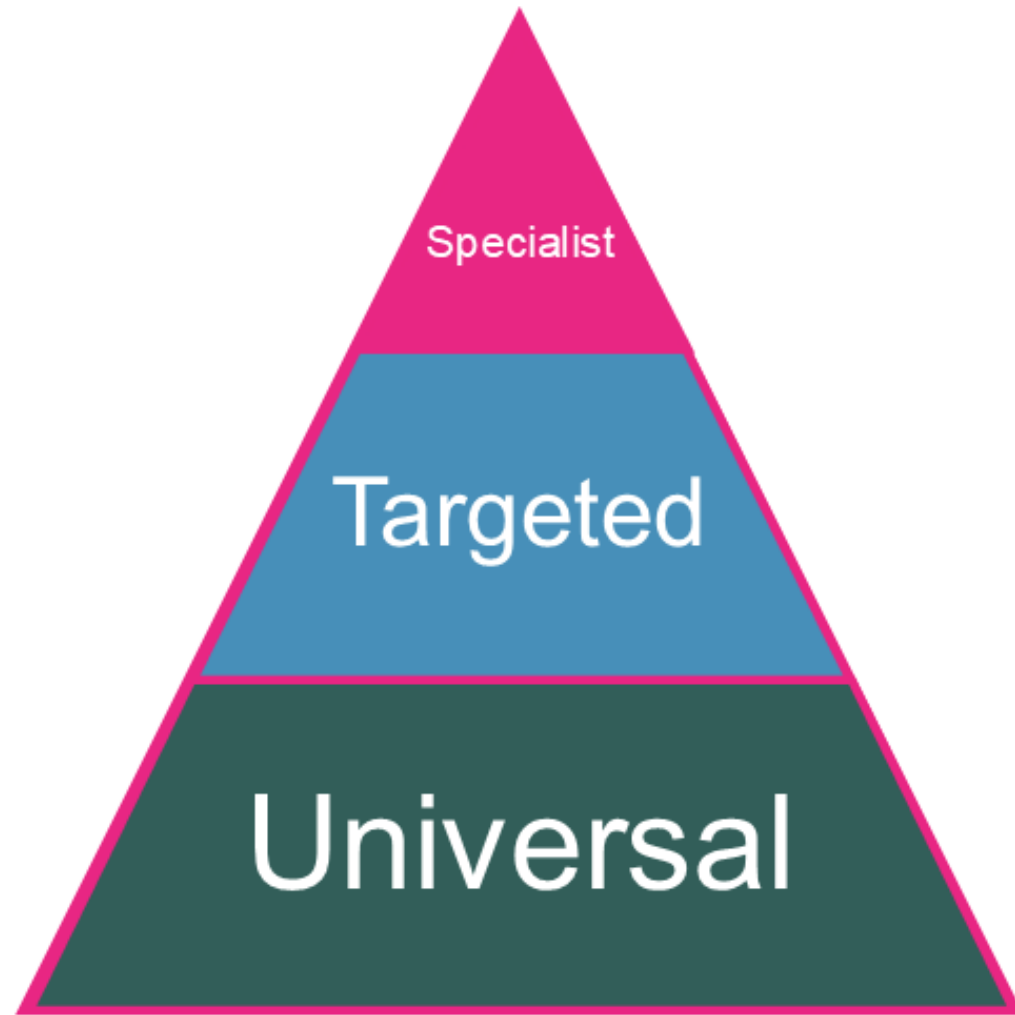


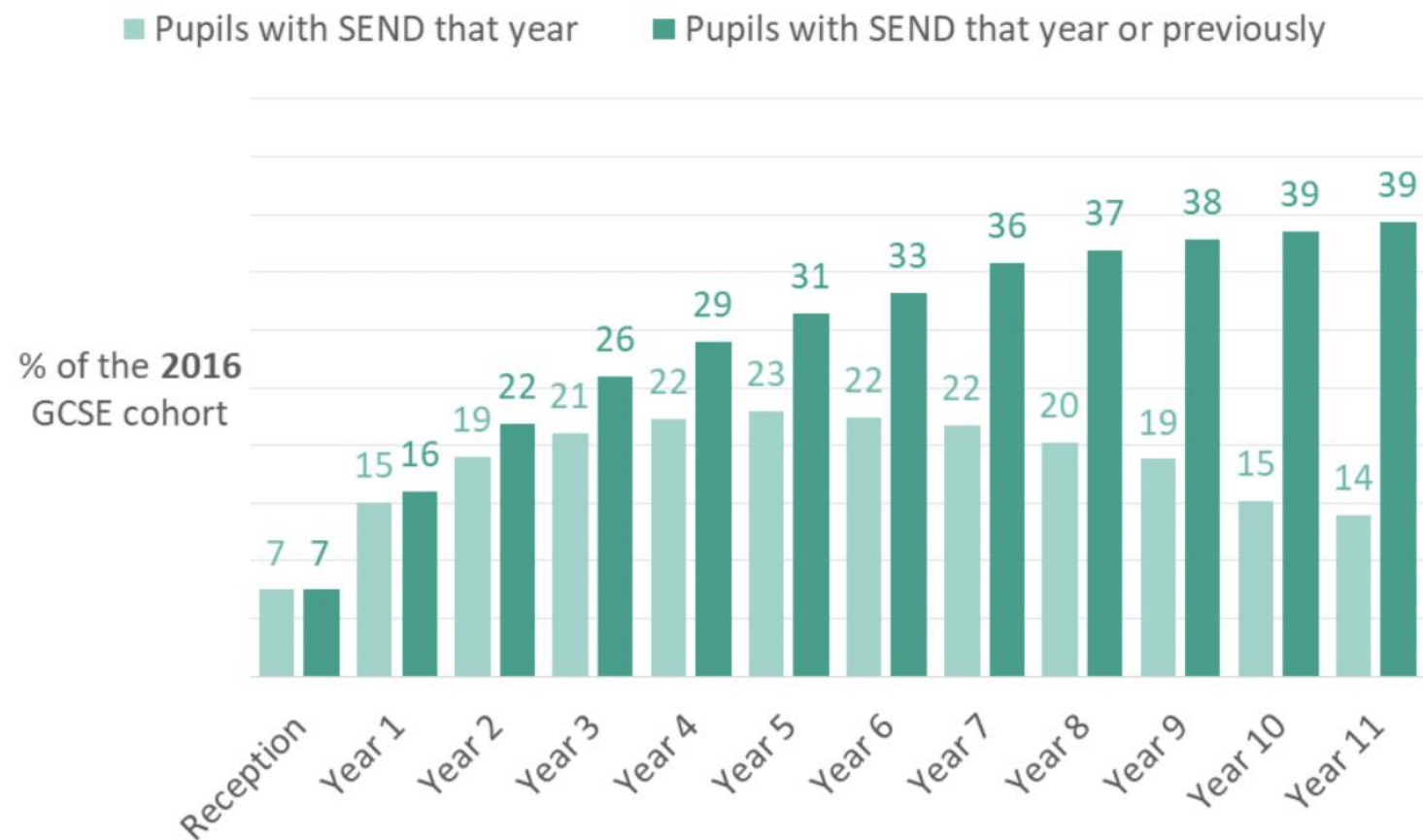
**nasen**  
Helping Everyone Achieve 

# The inclusive classroom environment



**The golden thread:  
Universal  
inclusive  
practices**





Source: Education Policy Institute - [How many children have SEND?](#) Hutchinson (2017)

# Structure of the programme

Each session will build on learning from the previous session and include gap tasks for delegates to take away and work on before the next session.

## **Session 1: Tuesday 19<sup>th</sup> October, 3.45-5.15pm**

*Focus: Speech, Language and Communication Needs - Andrea Richards*

## **Session 2: Tuesday 9<sup>th</sup> November, 3.45-5.15pm**

*Focus: Social, Emotional and Mental Health Needs – Dave Roberts*

## **Session 3: Tuesday 23<sup>rd</sup> November, 3.45-5.15pm**

*Focus: Sensory needs – Shaaron Powell*

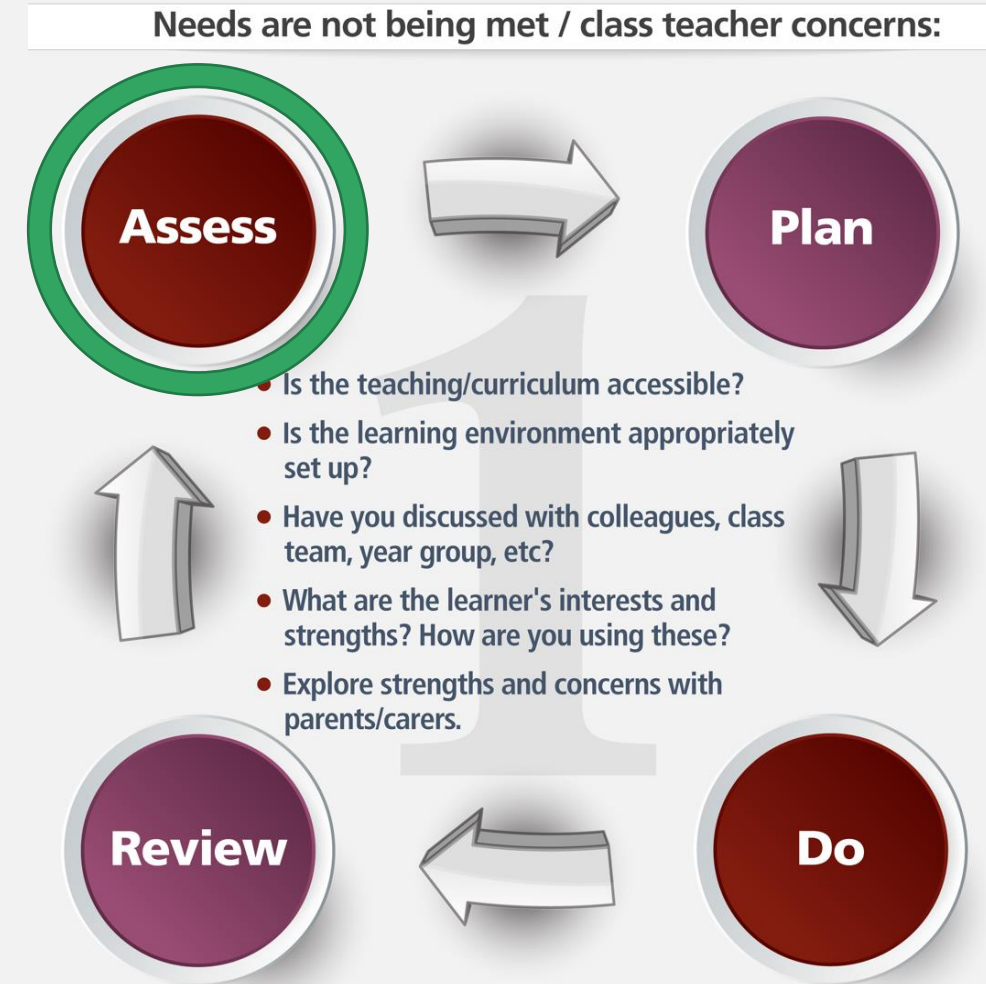
# Graduated Approach



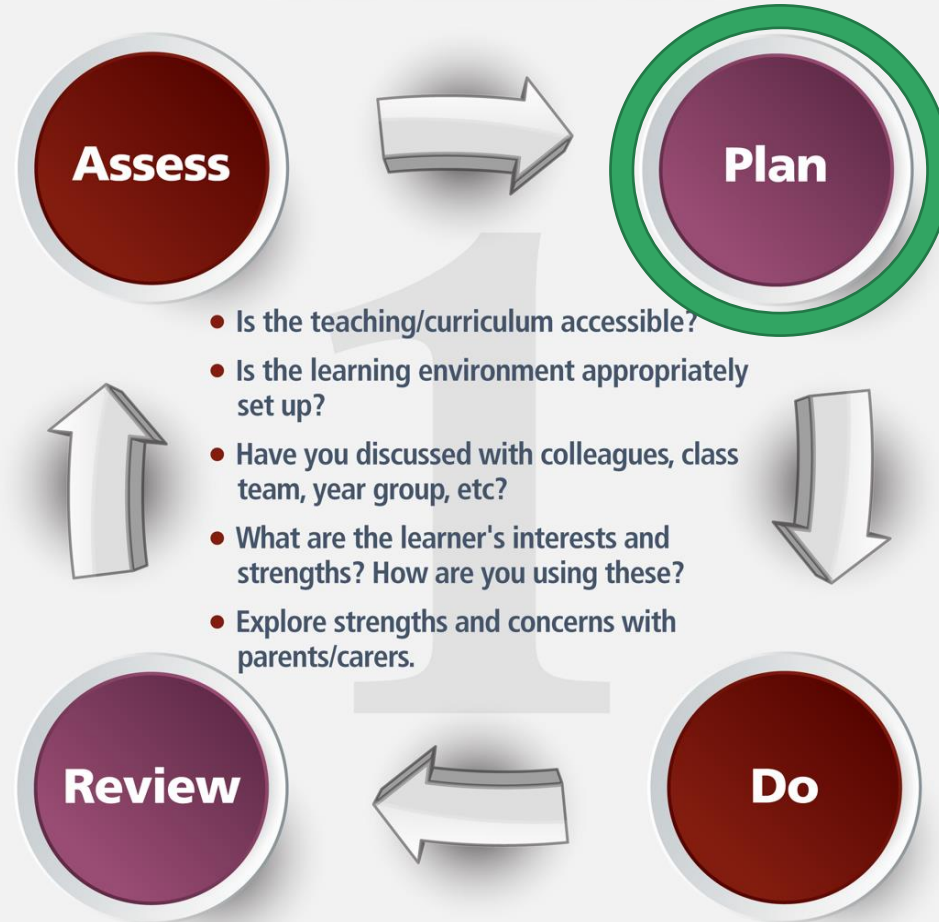


## School-based activity:

- Is there a student who is not making progress in your lesson? Work through the questions in the image. Talk to the student – is there a subject they feel successful in? Speak with that teacher – are there teaching strategies that you could employ in your lessons?



Needs are not being met / class teacher concerns:



# Whole class approaches to support speech, language and communication

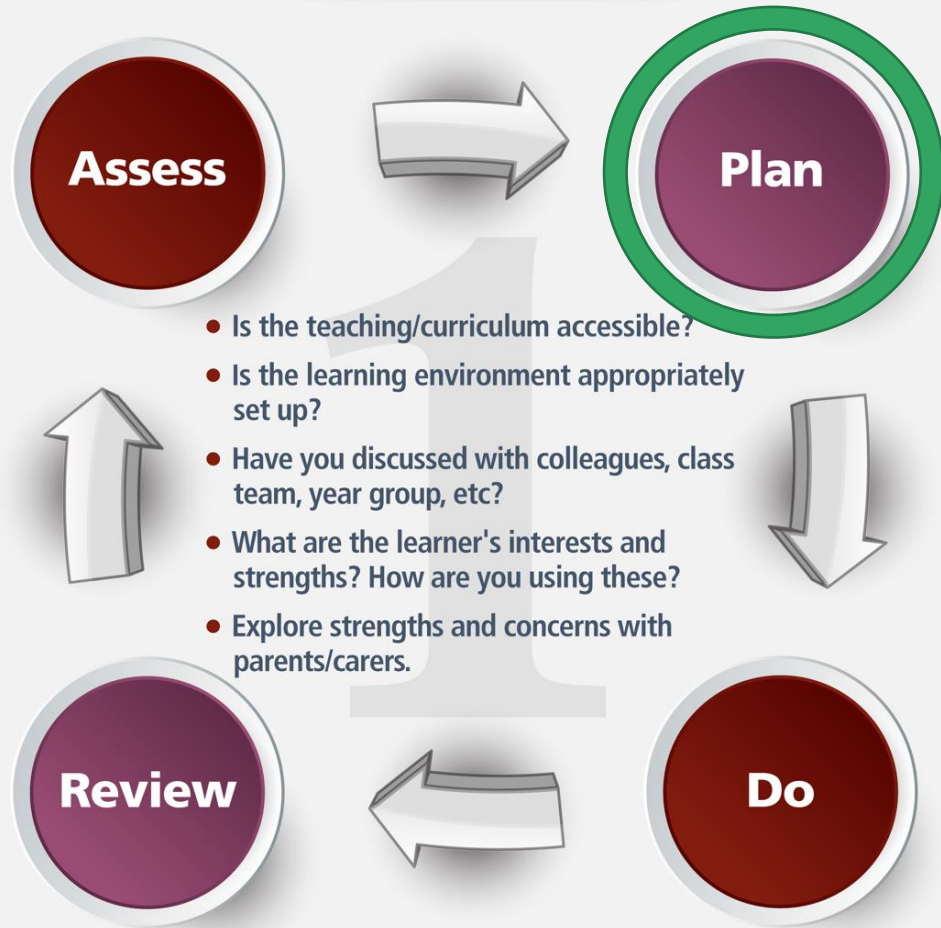
## Communication Friendly Strategies for the Classroom



# Whole class approaches to support speech, language and communication

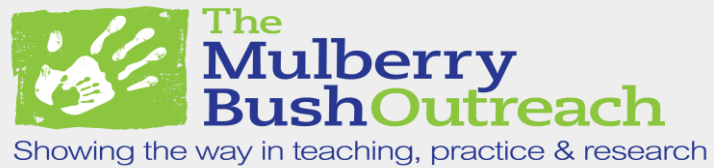


Needs are not being met / class teacher concerns:



*Listen to the teaching strategies recommended in today's session.*

*Are some of the strategies the same as Andrea recommended for children and young people with speech, language and communication needs?*



# The Inclusive Secondary Classroom - Supporting children with SEMH needs

Dr Dave Roberts

11 November 2021

# The Mulberry Bush



Psychodynamic  
approach



Reflective  
Culture



Collaborative  
Working



 The  
Mulberry  
Bush  
Showing the way in therapeutic care

## SEMH – Code of Practice 6.32

*“Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties ... [or]... disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder”*





## Context of SEMH needs – a vicious cycle

- 21% of SEN children identified with SEMH!
- Primary aged children with persistent developmental language disorder are more likely to develop SEMH in secondary school
- 81% of children with SEMH have significant language deficits
- 40% -54% of children with behavioural problems have language impairment



# Relationships



# Barriers to learning

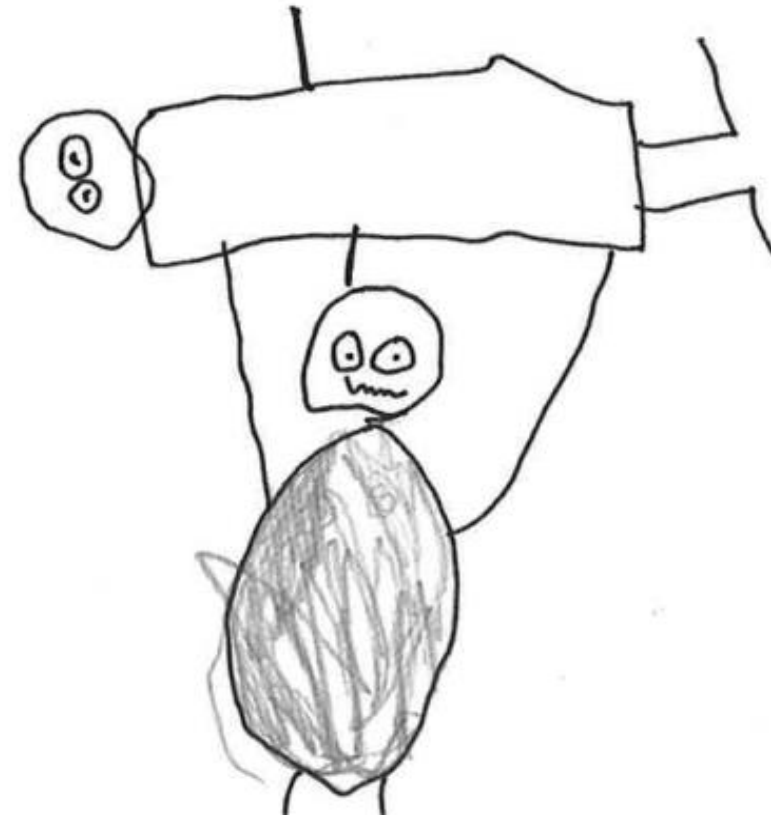


# Expectations and Curriculum



# Behaviour as communication of an unmet need

What is this child communicating through their behaviour?



## What might a child/young person be communicating?

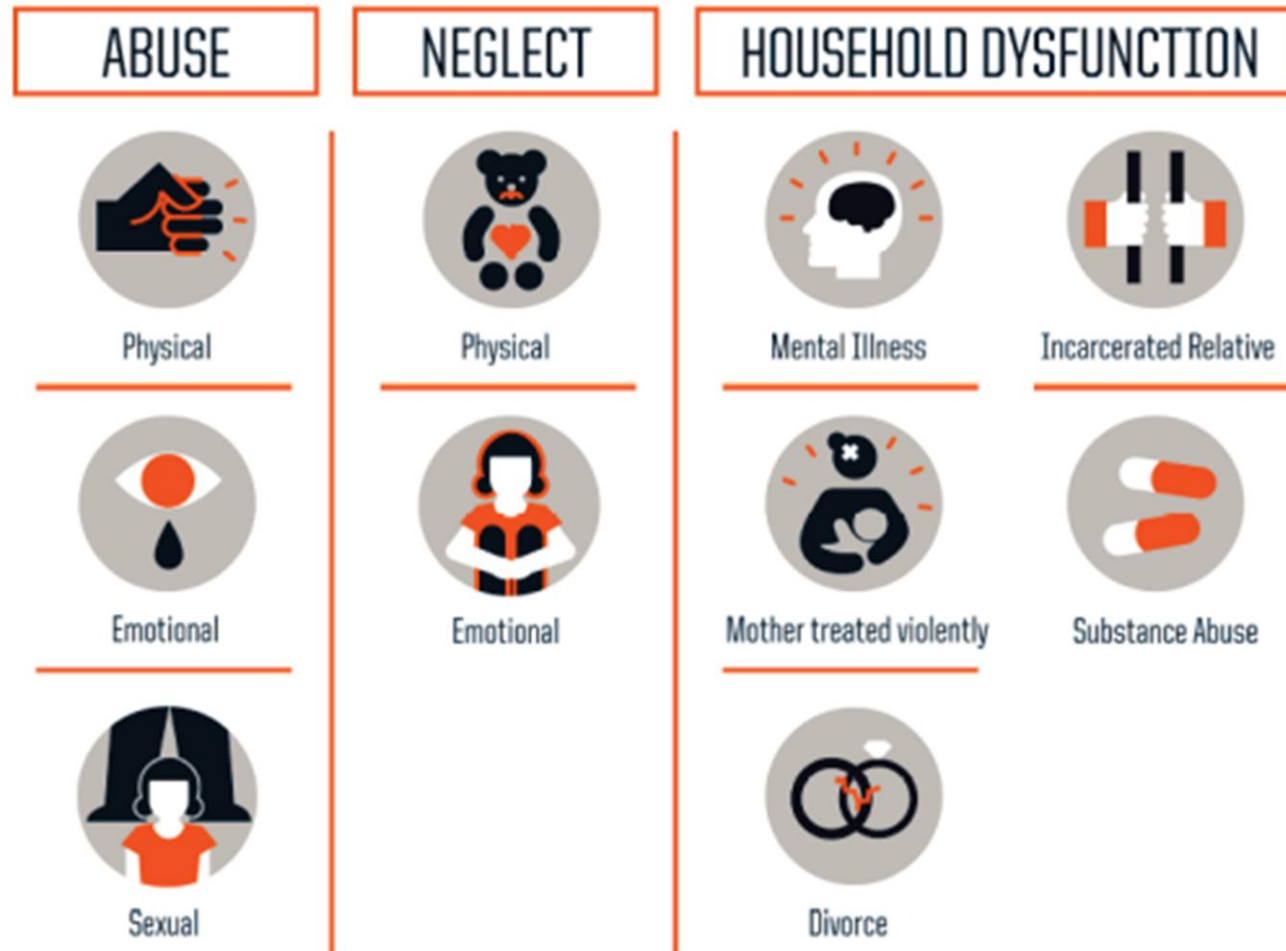
1. Screwing up or scribbling out work?
2. Distracting others?
3. Leaving the classroom?
4. Constantly seeking adults' attention?
5. Zoning out



# What happens if you reframe behaviour?

<b>'unacceptable behaviour'</b>	<b>to</b>	<b>'understandable behaviour'</b>
<b>'avoidant'</b>	<b>to</b>	<b>'in flight survival mode'</b>
<b>'defiant'</b>	<b>to</b>	<b>'in fight survival mode'</b>
<b>'aggressive'</b>	<b>to</b>	<b>'frightened'</b>
<b>'attention seeking'</b>	<b>to</b>	<b>'attachment seeking'</b>
<b>'withdrawn'</b>	<b>to</b>	<b>'cautious'</b>
<b>'rude'</b>	<b>to</b>	<b>'self-protective'</b>
<b>'dis-engaged'</b>	<b>to</b>	<b>'doesn't feel safe yet'</b>

# Adverse Childhood Experiences





## Early Experiences

Adverse Childhood Experiences

Attachment/relationship disruption

Trauma (violence, abuse)

Poor early nurturing experiences

## Resulting difficulties

Poor impulse control and difficulty regulating behaviour

High sensitivity to stressors (hyperarousal)

Hypersensitivity to criticism

Low self esteem

Lack of empathy

Impaired understanding of others

Difficulty making sense of feelings

Difficulty making sense of sensory information

## Impact on learning

Fear of failure and low tolerance of 'not knowing'

Feeling unsafe to take risks

Difficulty seeking and accepting help

Difficulty waiting for attention or taking turns

Difficulty concentrating

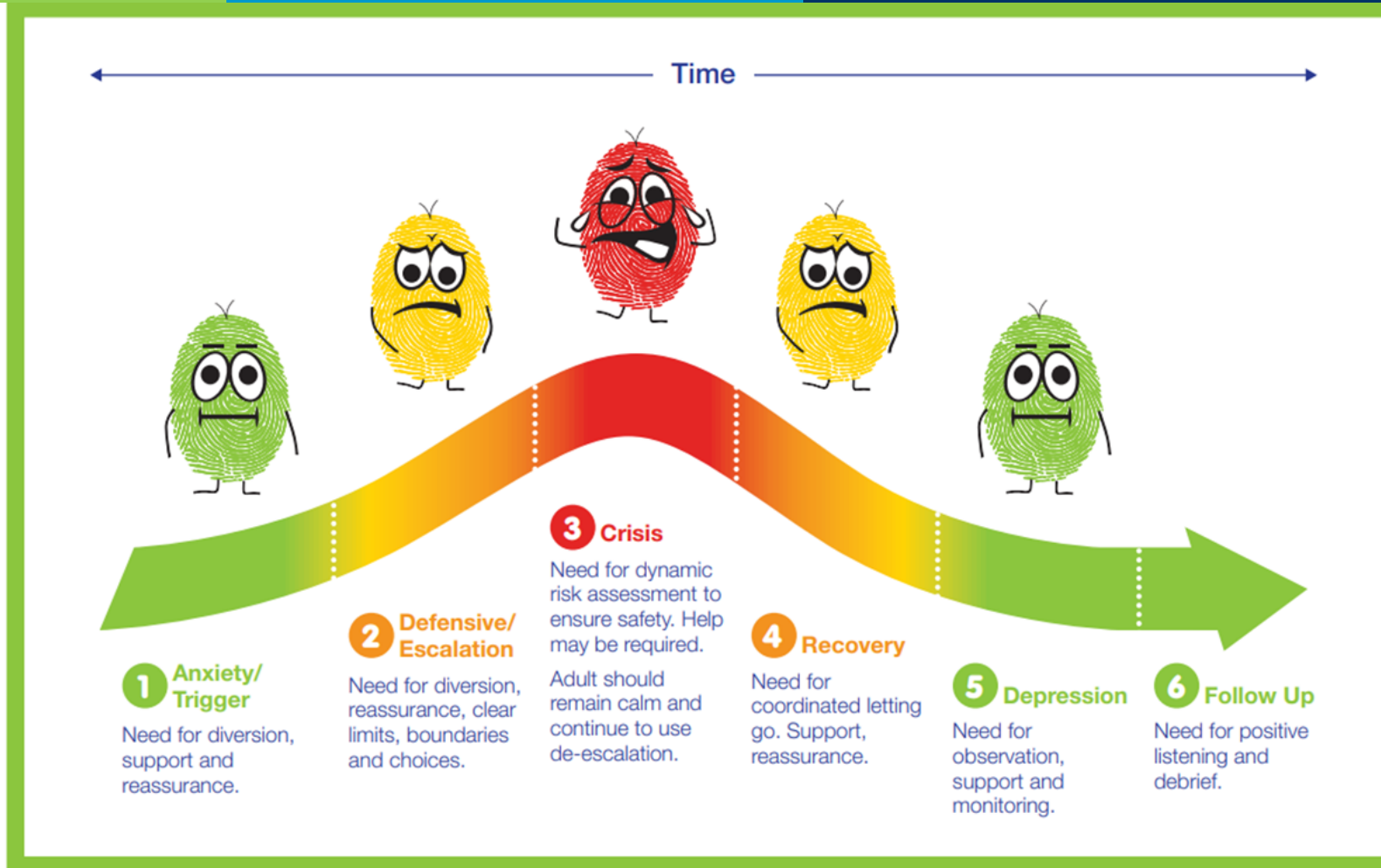
Difficulty paying attention

Difficulty tolerating frustration

Difficulty with transition and change

# Six Stages of a Crisis

Adapted from Kaplan and Wheeler (1983)



# Supporting children and young people with SEMH



# What is Nurture?

The application of the 6 Principles of Nurture to the classroom, school and community

1. *Children's learning is understood developmentally*
2. *The classroom offers a safebase*
3. *The importance of Nurture for the development of wellbeing*
4. *Language is a vital means of communication*
5. *All behaviour is communication*
6. *The importance of transition in children's lives*

The tracking of children's social, emotional and mental health needs alongside their academic needs to inform support

- *The Boxall Profile*

# Links with Current Policies

- Timpson Review of exclusions May 2019: *'we must equip schools with the right tools, capability and capacity to deliver'*. Specifically mentions Nurture Groups and expert training on underlying causes of behaviour including attachment and trauma.
- Mental Health and Behaviour Nov 2018: Links mental health and behaviour, recognises importance of whole school approach, references importance of staff wellbeing, names Boxall profile and NurtureUK.
- Strategic Workforce Development for SEND
- New OFSTED framework – less emphasis on outcomes and more emphasis on curriculum meeting personalised needs
- Transforming Mental Health Provision Green paper – designated senior leads for MH

## Staff support and well-being

If we consider the aim of the therapeutic relationship is to share adult regulated calm, then we need to focus on our staff team being regulated....



# Staff are not bottomless pits!!!!



## What can I do as an individual?

- Be attuned to emotional need – stage not age!
- Engage with families and professionals
- Support social-emotional and communicative responses
- Re-think responses to behaviour
- Enable social interaction – play!





## What can I do as an individual?

- Convey positive regard
- Thankyou for .....
- Be confident to notice small negative behaviours and pick these up directly and quietly
- Pay attention to the small social or learning behaviours – and praise these!!
- Create safe spaces



# 9 REASONS TO USE VISUALS

www.northstarpaths.com

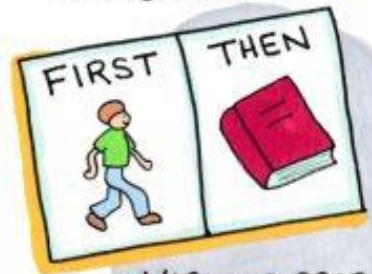
@kwiens62



• VISUALS ARE PERMANENT  
(SPOKEN WORDS DISAPPEAR)



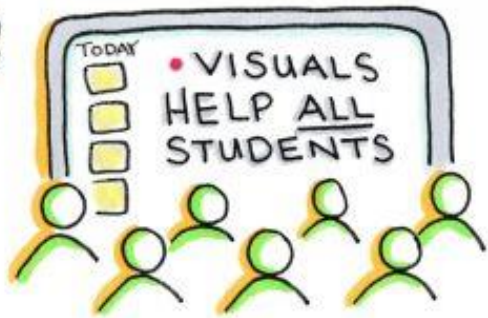
• VISUALS ALLOW TIME  
FOR LANGUAGE PROCESSING



• VISUALS PREPARE  
STUDENTS FOR TRANSITIONS



• VISUALS HELP KIDS  
SEE WHAT YOU MEAN



• VISUALS  
HELP ALL  
STUDENTS



• VISUALS HELP  
BUILD INDEPENDENCE



• VISUALS ARE TRANSFERABLE  
BETWEEN ENVIRONMENTS  
AND PEOPLE



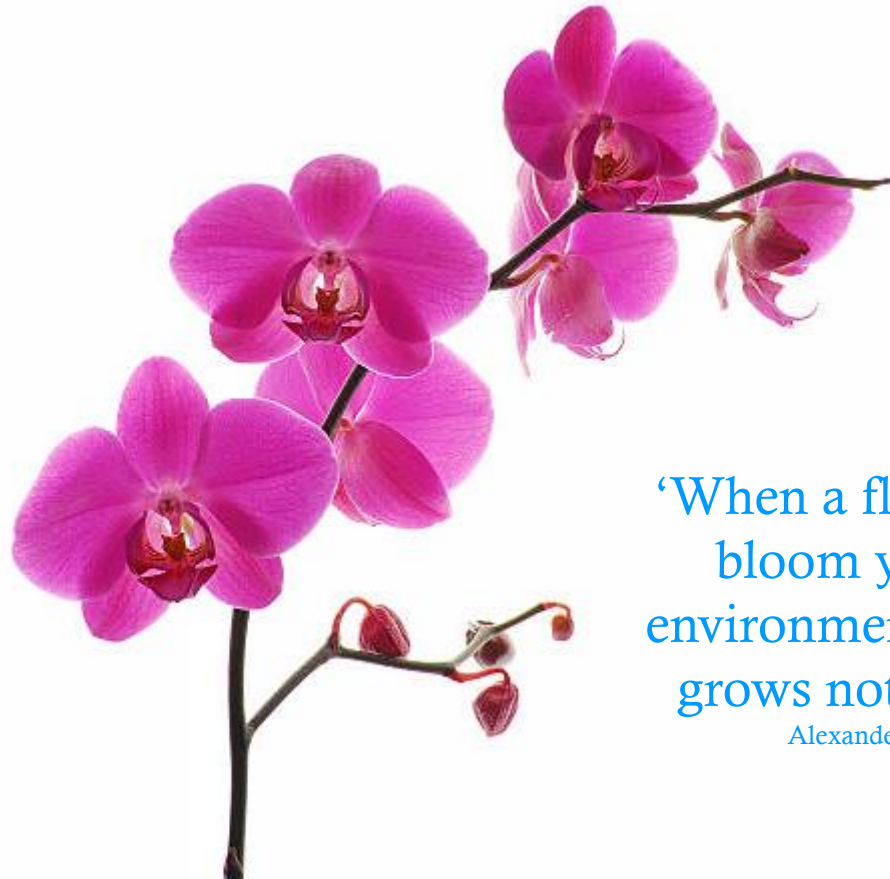
• VISUALS HAVE NO ATTITUDE  
• NO TONE • NO FRUSTRATION  
• NO DISAPPROVAL



• VISUALS HELP  
REDUCE ANXIETY

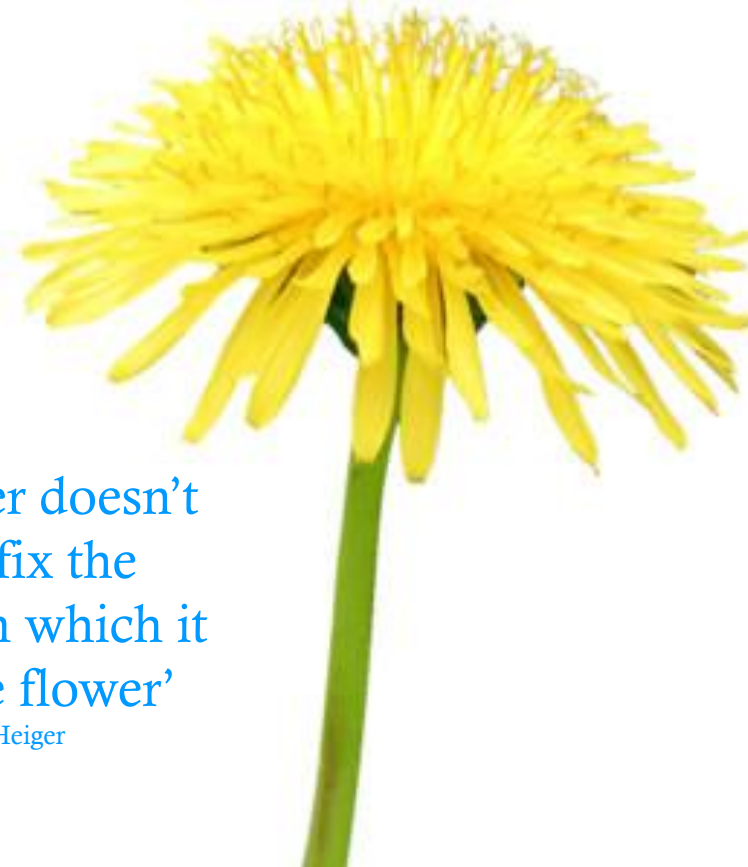
Kirstin Wiens 2017

## Orchids and dandelions



‘When a flower doesn’t  
bloom you fix the  
environment in which it  
grows not the flower’

Alexander Den Heiger



## What can we do? Whole school strategies

- Embedded in policy
  - Avoid deficit model perspectives
  - Models which are based on relationships are most helpful
- “approaches that embrace techniques which encourage pupils to feel secure and that foster good relations with teachers result in improved motivation to learn and reduced exclusion” (Hurray, 2016)

## Who can I turn to?

### **Emotional / Behavioural:**

- WholeSchool SEND / Place2Be / Children and Young People's Mental Health Coalition / Local Offer

### **Staff Training:**

- The Mulberry Bush / Talking Heads / Centre for Supervision in Schools

## Recommended resources

Adverse childhood experiences: What we know, what we don't know, and what should happen next (online)

[www.beaconhouse.org.uk/useful-resources/](http://www.beaconhouse.org.uk/useful-resources/)

Barry Carpenter (2020) - *The Recovery Curriculum*. -  
<https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/>



David Colley & Ruth Seymour (2021) *An evidence based guide to opening a successful secondary school nurture group*. International Journal of Nurture in Education (7)

Graham Music (2016). *Nurturing natures: Attachment and children's emotional, sociocultural and brain development*. Abingdon: Routledge

Tina Rae (2020) - *A Toolbox of Wellbeing: Helpful strategies & activities for children, teens, their carers & teachers*. London: Hinton House

## Contact Details



Thank you for listening  
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[www.mulberrybush.org.uk](http://www.mulberrybush.org.uk)

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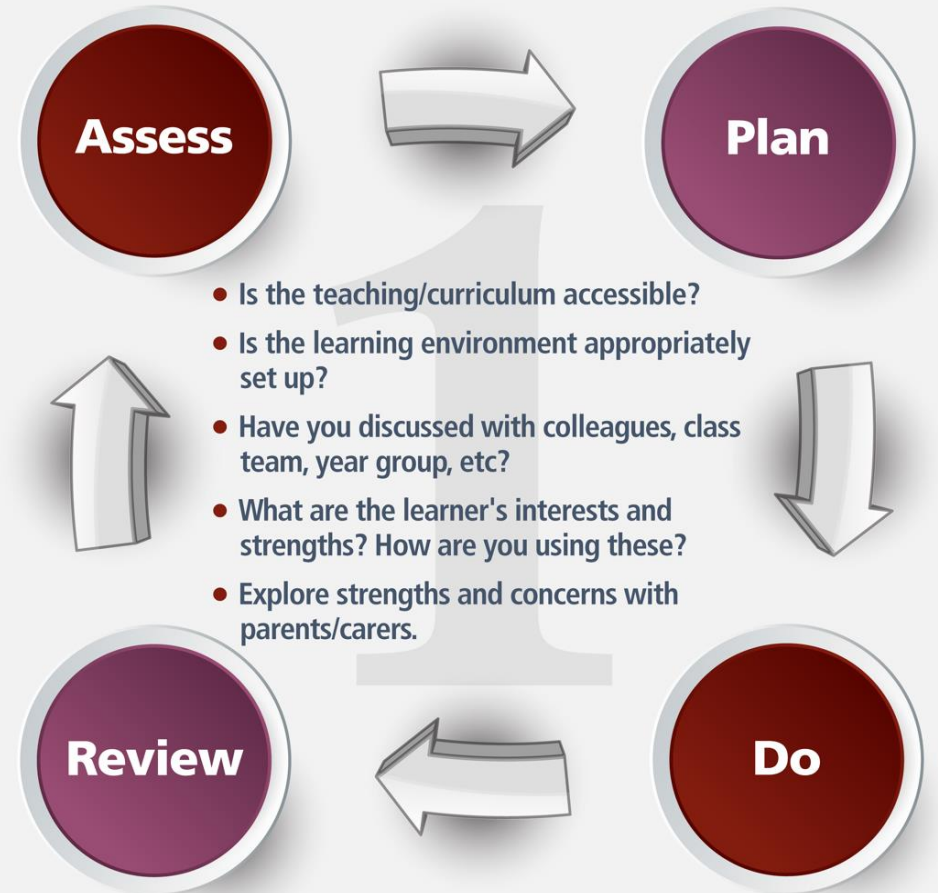


## **School-based activities:**

*Reflect on what you have heard in today's session about relationships. How could you develop this further? As things currently stand, who benefits? If you changed your approach, what else would change?*

*Select one teaching strategy that Andrea has suggested for supporting learners with SLCN, that Dave has also suggested to support learners with SEMH needs. Can you implement this teaching strategy as part of your standard classroom practice these next two weeks?*

Needs are not being met / class teacher concerns:





## *Reflections from today's session*

If you have any further questions, please share them in the 'Q&A'.

**Next session:**  
23<sup>rd</sup> November, 3.45-5.15pm

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# Thank you for attending!

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- Join our member community: <https://www.sendgateway.org.uk/register>
- Get in touch: [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)
- [Sendgateway.org.uk](https://Sendgateway.org.uk)
- [Nasen.org.uk](https://Nasen.org.uk)
- [@wholeschoolSEND](https://@wholeschoolSEND)
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- Becky Jones –  
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- Contact us on Twitter: @WSSscnwlon

# Upcoming WSS Events:

- **Preparation for Adulthood: High Aspirations through All Stages of Education**
- **Practical Strategies to Support SLCN**
- **Developing an Inclusive, Accessible and Ambitious Curriculum**
- **Working with Parents, Carers and Families**
- **The Inclusive Classroom – Primary**
- **Getting to Grips with Great SEND Governance**
- **Leadership of SEND**

You can see all [upcoming webinars](#) from WSS and find all our [free resources](#) on our website: <https://www.sendgateway.org.uk>

# Let us know how this session has informed your practice!

Whole School SEND is always looking to improve our CPD offer by evaluating how attendees have changed their practice or embedded new strategies. We welcome any feedback on the session, either through our **post-events survey** or directly via **email** to [info@wholeschoolsend.com](mailto:info@wholeschoolsend.com).

If you would like to, we are also very happy for attendees to submit copies of any post-event activities so we can see how these have been used in practice

Let us know:

- What worked? What didn't? What were the challenges in putting ideas from this session into practice? What do you need more support with? Do you feel more confident after attending this session?

# Find your region

- The WSS Regions are based on the boundaries used by the Regional Schools Commissioner areas.
- You can find out which region your local authority comes under here:

<https://www.sendgateway.org.uk/whole-school-send-regional-send-leads>

# Recordings

- You can find recordings of our past webinars with the accompanying materials on the SEND gateway:

<https://www.sendgateway.org.uk/page/wss-past-events>

- You can also subscribe to our YouTube channel to keep updated:

[www.youtube.com/c/WholeSchoolSEND](http://www.youtube.com/c/WholeSchoolSEND)



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Please get in touch if you are struggling  
to locate any of our resources.

[info@wholeschoolsend.com](mailto:info@wholeschoolsend.com)

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