

# SSAT Special schools and SEND virtual conference

Exceptional times, exceptional solutions, exceptional engagement,  
exceptional learning

Tuesday 13 October 2020

## Live presentations

09.00 – 09.10	<b>Welcome and introduction</b> Pauline Holbrook, Head of SEND - SSAT
09.10 – 10.10	<b>Creating meaningful futures</b> Daniel Wood, Assistant CEO, New Bridge Multi Academy Trust <i>Daniel will reflect on a personal 15-year journey, that has transformed aspirations and destinations for all pupils across our trust. From developing one of the first supported internship courses in the UK, to opening an adult social care provision and Future Finders Employability College (SPI), Daniel will explain how taking risks and developing a person centered, EHCP focused approach to learning has had a life-changing impact not only on our pupils and families, but on our staff team, partners and the wider community.</i> <i>From appropriate buildings to curriculum reform, Daniel will explain how the mantra 'What's the point?' has re-shaped a destination focused curriculum that continuously evolves, to ensure that it meets the needs of every young person and enables them to bridge the gap from education to a meaningful and fulfilling adult life successfully.</i>
10.15 – 11.15	<b>Medicine in Specialist Schools - outlining current problems in health provision within the English SEND system, and their Salamanca origins</b> Dominic Wall - Executive Principal and SEND Lead for the Co-op Academies Trust, member of the Whole School SEND regional leaders team. <i>Dominic will review the current state of medical services provided in specialist schools and examine the legislative framework that should underpin the governance of these partnerships between schools / academies and Clinical Commissioning Groups / NHS Trusts.</i> <i>His central theme is that a right-minded priority to provide socially inclusive education has not kept pace with developments in medical science and technology, which now leaves many school leaders and governors exposed to levels of risk that are often not well-enough understood or managed, and that the SEND Code of Practice is not a sufficient safeguard for children or professionals.</i>
11.15 – 11.30	<b>Break</b>
11.30 – 12.25	<b>Reconnection, recovery and resilience; Promoting children's emotional wellbeing</b> Professor Barry Carpenter <i>In this presentation you will be able to consider:</i> <ul style="list-style-type: none"><li>- The emotional impact of the pandemic on children.</li><li>- The 'loss' experienced and how we might rebuild emotional resilience in children.</li><li>- The aims and purpose of a Recovery Curriculum.</li><li>- The process of re engaging the disengaged.</li><li>- The extra considerations needed for children with SEND, especially Autism.</li><li>- Resources to support children and aid teaching.</li></ul>
12.30 – 12.45	<b>Plenary</b> , Pauline Holbrook

## Pre-recorded workshops

All available online via Moodle

- **Covid-19 and SEND: Managing the legal and practical issues**  
Graham Shaw, Consultant and Alacoque Marvin, Solicitor - Wrigleys Solicitors  
*In this workshop we will look at the implications of Covid-19 for SEND provision including how best to avoid the risk of disability discrimination and manage the competing demands of the local authority and parents/carers in delivering and funding SEND provision for pupils and students.*
- **Using technology to enhance our sense of community in challenging times**  
Francis Gonzalaz, Headteacher - Richard Cloudsley School  
*We are a special school comprising of a diverse group of families coming from 14 different London boroughs with all pupils arriving on buses. Like many in our position, we have long struggled with how to create and sustain a sense of community without the 'school gate' and parents able to be as involved in the school as they might like. When the country went into lockdown rather than this challenge becoming more difficult, we were able to embrace technology to create support networks not just for the pupils, but for their parents. As a result, our school community has never been stronger and more inclusive.*
- **Solution Circles**  
Kim Bulman, Assistant Headteacher - Perseid School and Dr Lucy Ball, Psychologist - Merton School  
*This presentation will focus on the use of Solution Circles within the school context as a structured way of aiming to help staff to discuss issues as a group and generate possible solutions. Consideration will be given to the potential benefits of the strategy in supporting pupil and staff well-being. The theory of Solution Circles will be discussed, a case study presented, and consideration given to wider application of the strategy*
- **Remote learning for staff, pupils and parents**  
Laura Millard, Headteacher; Richard Bright, IT Curriculum Advisor; Jenny Dunne - New Bridge Multi Academy Trust  
*Staff from New Bridge Multi Academy Trust reflect on the successes and challenges of remote teaching and learning during the coronavirus epidemic. Looking at the different methods used within a 1:1 iPad solution, and hearing from leaders, teachers, young people and parents on the way technology has enabled inclusive change.*
- **Engagement, communication, personalisation**  
Emma Allen, Headteacher and Susan Cumbers, Enterprise and Technology Lead - Corbetts Tey School  
*The focus of this session will be on building positive relationships to increase engagement as the key to maximise progress. We will share our approaches to reducing barriers and developing effective learning strategies for pre-verbal learners who may have no motivation to interact or communicate with others. Technology resources are used in our school to provide accessibility and to extend and enhance learning across the curriculum for a diverse student population. A resourceful and creative approach will be demonstrated in using technology purposefully and strategically to engage learners in the development of communication and interaction and other life skills.*
- **Engagement with families and their authentic role moving forwards**  
Vijita Patel, Principal and NLE - Swiss Cottage School and Development & Research Centre  
*This session will focus on exploring approaches to promoting authentic partnership with parents, carers, and families knowing the impact of the pandemic. It will consider how we can promote partnership and engagement as schools transitioned into protected bubbles and secure buildings.*

Participants can also access four recordings about SSAT products which are part of our suite of SSAT member-exclusive tools specifically designed to drive forward whole-school/academy improvement.

- **Strengthening parental partnership audit**

Angelina Idun, Director – SSAT

*Great schools see parental partnership as key to success. SSAT's Parental Partnership Audit and Accreditation have been designed to enable schools to evaluate this important area of their work and consider what steps they can take to sustain and further improve the way in which they work with parents. In this video Angelina introduces the audit tool and explains how schools can gain national recognition for their work.*

- **The Framework for Exceptional Education**

Kerry Grey, Senior Educational Lead – SSAT

*Kerry introduces SSAT's flagship school improvement tool the Framework for Exceptional Education and explains how schools can use the tool in a practical way to highlight strengths, focus on how you can embed and transform practice and gain national recognition for whole school practice.*

- **SSAT Coaching taster: unlocking potential**

Dan Belcher, Senior Educational Lead – SSAT

*Dan, who has responsibility for SSAT coaching, offers delegates a chance to briefly reflect on how coaching can help unlock their potential and that of members of the teams. The recording provides some practical resources and activities and gives insights into how key coaching skills can support self-development and the development of others.*

- **Embedding formative assessment**

Corrine Settle, Senior Educational Lead – SSAT

*Corinne is SSAT's Senior Education Lead for Teaching and Learning and is responsible for the Embedding Formative Assessment Programme. In this video Corinne gives an overview of this two-year programme, rigorously evaluated by the Education Endowment Fund, proven to positively impact student achievement and to improve teaching and learning across the school.*