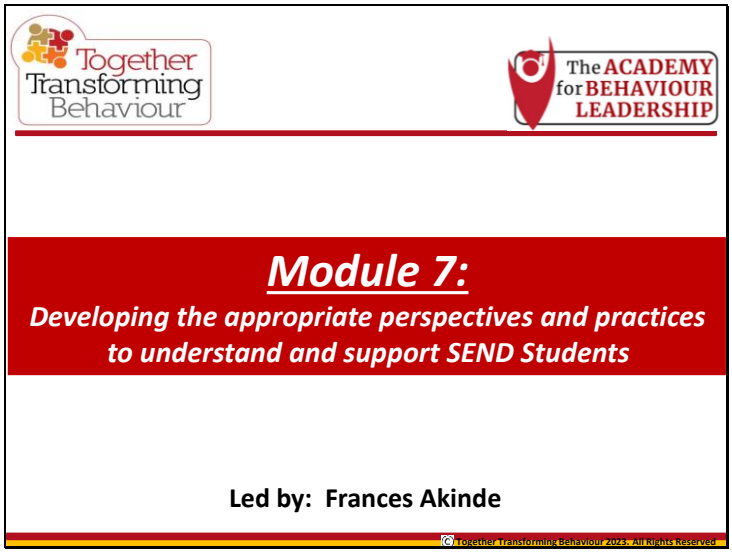
Slide 1


Together Transforming Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
Module 7:
Developing the appropriate perspectives and practices to understand and support SEND Students
Led by: Frances Akinde
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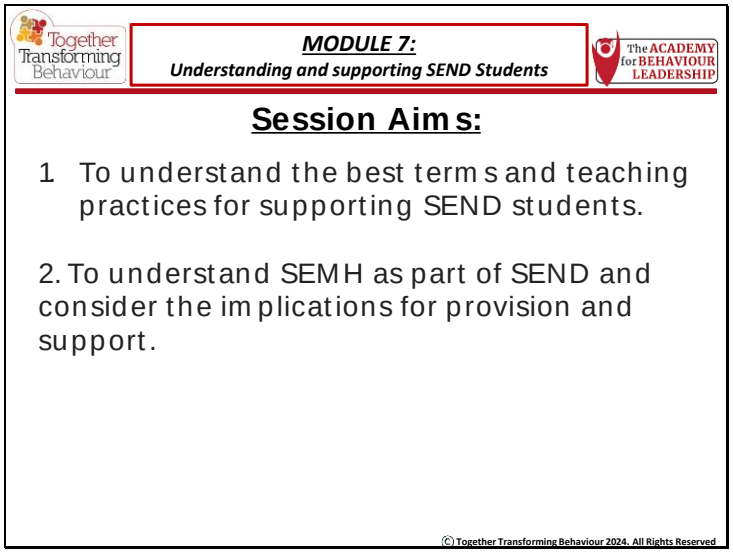
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Understanding and supporting SEND Students
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Session Aims:
1 To understand the best terms and teaching practices for supporting SEND students.
2. To understand SEMH as part of SEND and consider the implications for provision and support.
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Slide 3

Frances Akinde
SEND Advisor/ Art Advocate/ Neurodiversity Champion
About me
Local Authority SEND, Leadership & Curriculum Inspector
Education & SEND Adviser
Assistive Technology Trainer
Anti-Racist Schools Coach
Former advisory teacher (SEND/SLCN)
Former Secondary Special Headteacher (Autism)
NPQH
MA Education
NASENco.
Artist - Art is for life!
Advanced Diploma Art therapy
MA Psychology & PHD pending!

Slide 4

In the Summer of 2022, within 3 months I had been diagnosed with Menieres (which resulted in going deaf in one ear), ADHD & Dyslexia

Being diagnosed with SEND: A journey of discovery inclusion special educational needs mental health (sec-ed.co.uk)

Slide 5

MODULE 7:
Understanding and supporting SEND students

- Around 14 million pupils in English schools have an identified special educational need (SEN).
- SEN is most prevalent at age 9
- 72% of pupils with an EHC plan are male
- 62% of pupils with SEN are male
- The proportion of pupils with SEN who are male has been decreasing in recent years
- SEN is highest in the Traveller of Irish heritage ethnic group
- What does this look like in your area/setting?

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MODULE 7:
Understanding and supporting SEND students

All schools should have a clear approach to **identifying and responding** to SEN. The benefits of **early identification** are widely recognised – identifying need at the earliest point and then making **effective provision** improves long-term outcomes for the child or young person.

SEND Code of Practice 6:14

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Slide 7

MODULE 7:
Understanding and supporting SEND Students

Headline facts and figures - 2023/24

EHC plans
434,354
pupils in schools in England. Up by 11.6% from 2023
▶ What is this?

EHC plans
4.8%
percent of pupils with an EHC plan. Up from 4.3% in 2023
▶ What is this?

SEN support/SEN without an EHC plan
1,238,851
pupils in schools in England. Up by 4.7% from 2023
▶ What is this?

SEN support/SEN without EHC plan
13.6%
percent of pupils with SEN support. Up from 13.0% in 2023
▶ What is this?

Over 1.6 million pupils in England have special educational needs (SEN)

An increase of 101,000 from 2023. This includes the number of pupils with an education, health and care (EHC) plan and the number of pupils with SEN support, both of which continue a trend of increases since 2016.

- The percentage of pupils with an EHC plan has increased to 4.8%, from 4.3% in 2023.
- The percentage of pupils with SEN (SEN support) but no EHC plan has increased to 13.6%, from 13.0% in 2023.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.

Special educational needs in England, Academic year 2023/24 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

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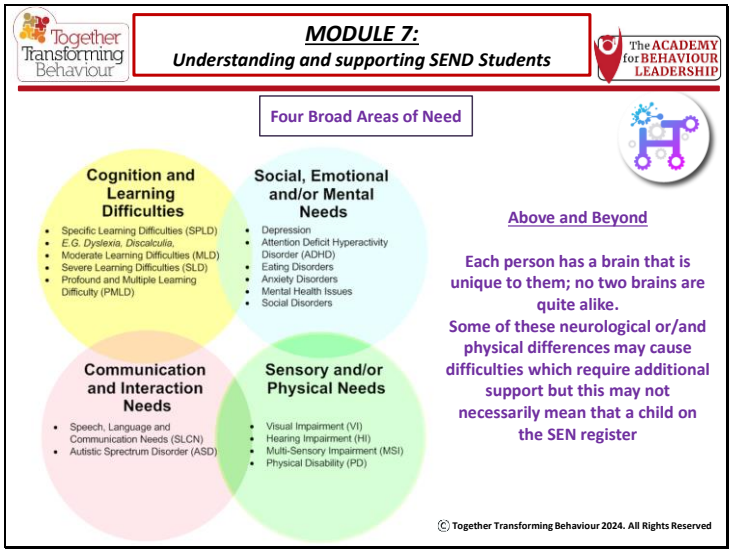
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Understanding and supporting SEND Students
The ACADEMY for BEHAVIOUR LEADERSHIP
Four Broad Areas of Need
Cognition and Learning Difficulties
Specific Learning Difficulties (SPLD)
E.G. Dyslexia, Discalculia,
Moderate Learning Difficulties (MLD)
Severe Learning Difficulties (SLD)
Profound and Multiple Learning Difficulty (PMLD)
Social, Emotional and/or Mental Needs
Depression
Attention Deficit Hyperactivity Disorder (ADHD)
Eating Disorders
Anxiety Disorders
Mental Health Issues
Social Disorders
Communication and Interaction Needs
Speech, Language and Communication Needs (SLCN)
Autistic Sprectrum Disorder (ASD)
Sensory and/or Physical Needs
Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability (PD)
Above and Beyond
Each person has a brain that is unique to them; no two brains are quite alike.
Some of these neurological or/and physical differences may cause difficulties which require additional support but this may not necessarily mean that a child on the SEN register
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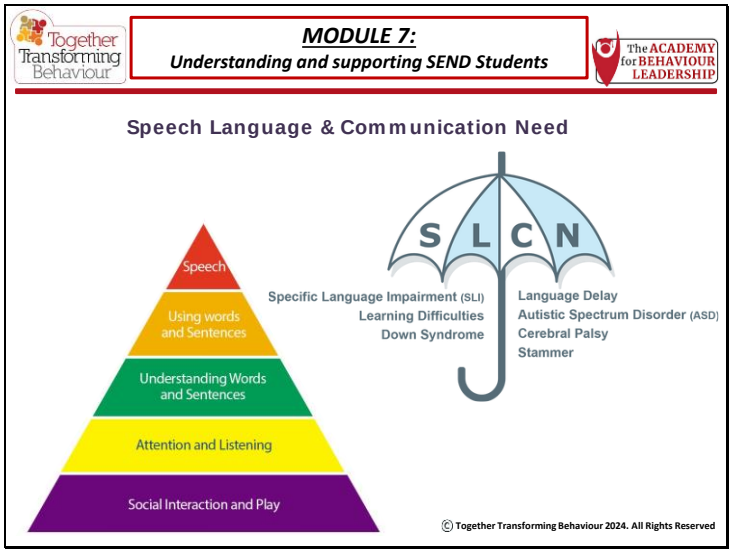
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Speech Language & Communication Need
Speech
Using words and Sentences
Understanding Words and Sentences
Attention and Listening
Social Interaction and Play
S L C N
Specific Language Impairment (SLI)
Learning Difficulties
Down Syndrome
Language Delay
Autistic Spectrum Disorder (ASD)
Cerebral Palsy
Stammer
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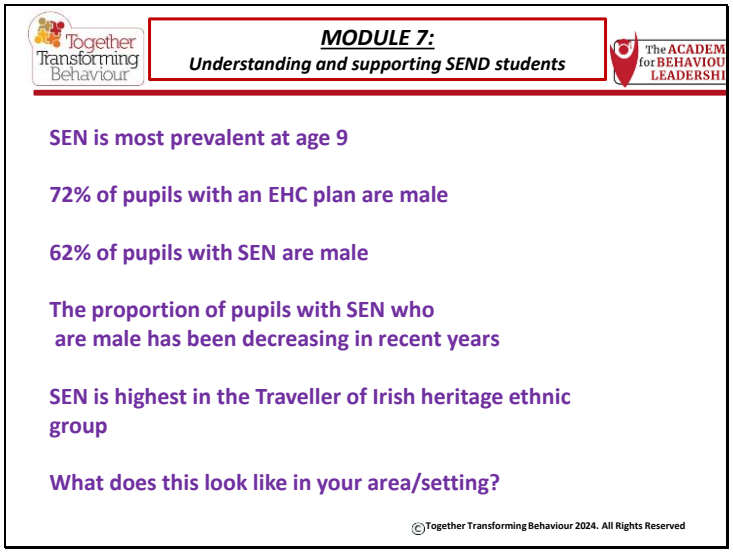
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What does this look like in your area/setting?
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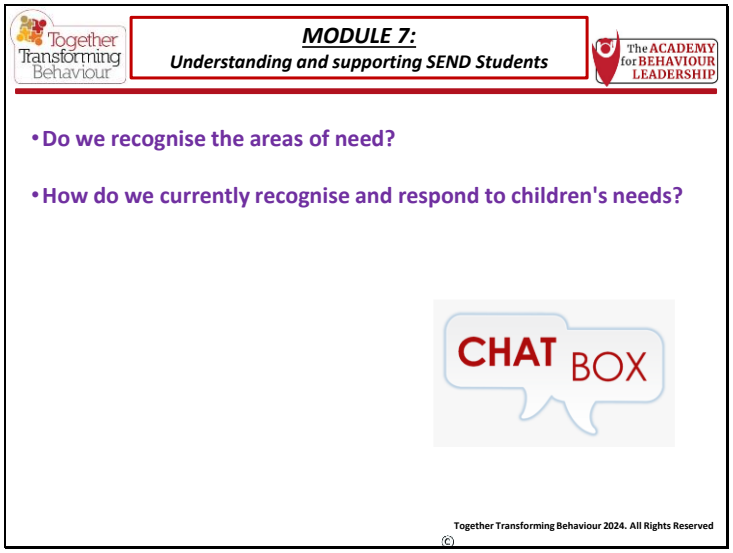
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• Do we recognise the areas of need?
• How do we currently recognise and respond to children's needs?
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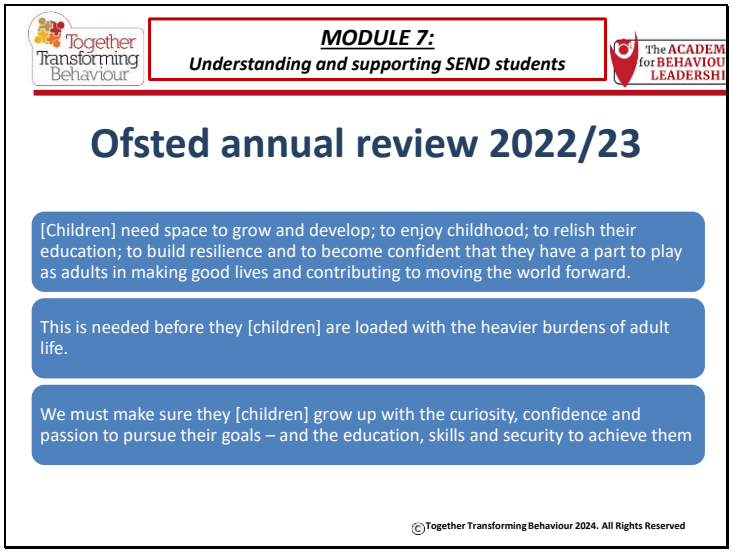
Together Transforming Behaviour
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The ACADEM for BEHAVIOU LEADERSHI
Ofsted annual review 2022/23
[Children] need space to grow and develop; to enjoy childhood; to relish their education; to build resilience and to become confident that they have a part to play as adults in making good lives and contributing to moving the world forward.
This is needed before they [children] are loaded with the heavier burdens of adult life.
We must make sure they [children] grow up with the curiosity, confidence and passion to pursue their goals – and the education, skills and security to achieve them
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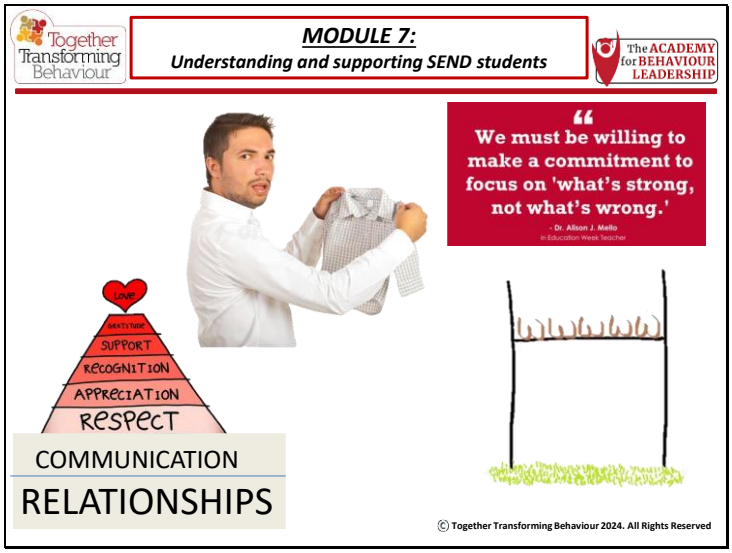
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"We must be willing to make a commitment to focus on 'what's strong, not what's wrong.'
- Dr. Alison J. Mello
in Education Week Teacher
LOVE
GRATITUDE
SUPPORT
RECOGNITION
APPRECIATION
RESPECT
COMMUNICATION
RELATIONSHIPS
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MODULE 7:
Understanding and supporting SEND students

Masking

- Feeling the need to camouflage in social situations to appear neurotypical.
- Masking is a form of social survival displayed in different ways depending on the behaviours the individual wants to conceal.
- Learning to hide your behaviours, hide your thoughts, hide your feelings

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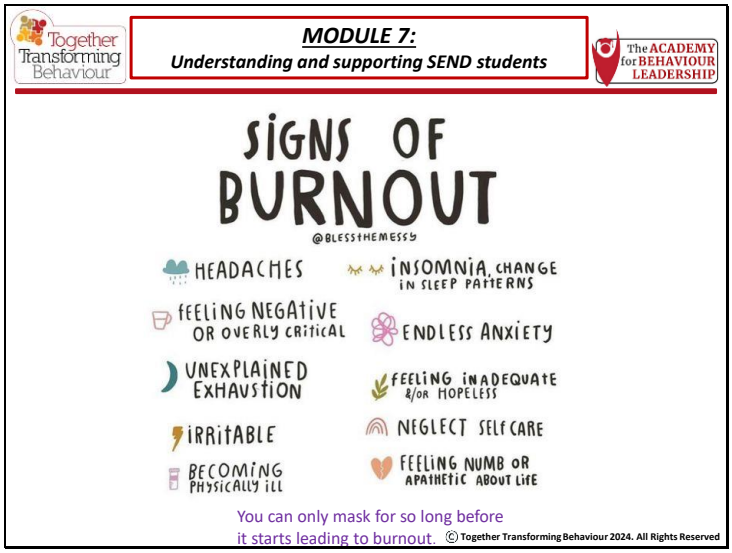
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SIGNS OF BURNOUT
@BLESSTHEMESSY
HEADACHES
INSOMNIA, CHANGE IN SLEEP PATTERNS
FEELING NEGATIVE OR OVERLY CRITICAL
ENDLESS ANXIETY
UNEXPLAINED EXHAUSTION
FEELING INADEQUATE &/OR HOPELESS
IRRITABLE
NEGLECT SELF CARE
BECOMING PHYSICALLY ILL
FEELING NUMB OR APATHETIC ABOUT LIFE
You can only mask for so long before it starts leading to burnout.
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MODULE 7:
Understanding and supporting SEND students

Trauma Responses

When a person perceives the threat of harm—whether emotionally or physically—their body will automatically initiate a survival response.

Heart rate elevates, palms begin to sweat, breathing becomes rapid, and thoughts race.

These changes are all part of the fight-or-flight response, which prepares the person to either confront or flee from the threat.

The fight-or-flight response forms the basis of stress, anxiety, and anger.

Slide 17

MODULE 7:
Understanding and supporting SEND students

Breakout Room

10mins

You will now be going into breakout rooms.
In your rooms reflect on the following- think about a student with an SEMH profile.

1. What are their strengths?
2. How have you built a relationship with them?
3. What members of staff are they more likely to go to, why do they trust them?
4. What is it you feel they need to be successful?

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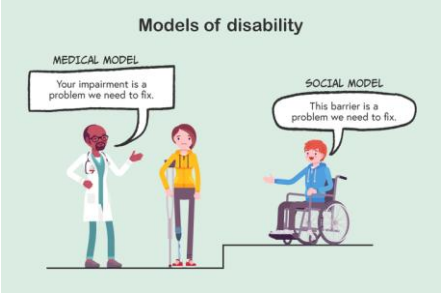
MODULE 7:
Understanding and supporting SEND Students

Reframing the Double D's: Deficit/Disorder Conditions/Challenges



A deficit lens refers to a perspective that primarily focuses on the weaknesses, challenges, or deficits of individuals, often overlooking their strengths and potential.

It involves viewing individuals through the lens of what they lack or struggle with, rather than recognising and valuing their unique abilities and assets.

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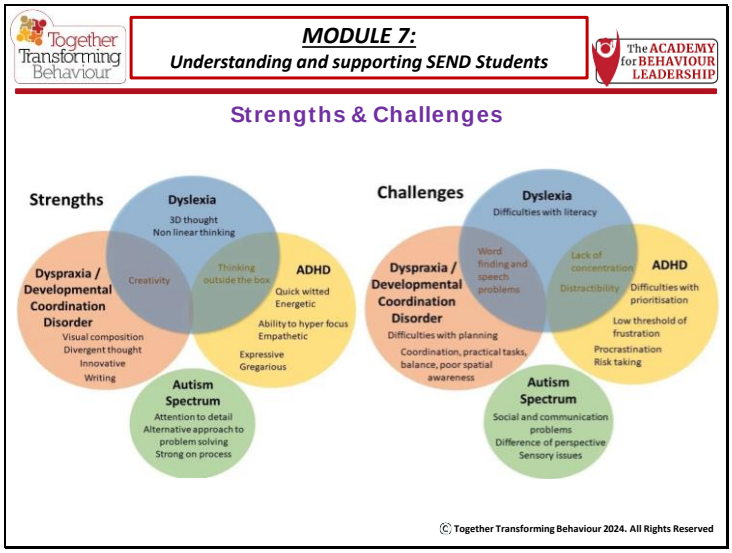
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Strengths & Challenges
Strengths
Dyslexia
3D thought
Non linear thinking
Dyspraxia / Developmental Coordination Disorder
Visual composition
Divergent thought
Innovative
Writing
Creativity
Thinking outside the box
ADHD
Quick witted
Energetic
Ability to hyper focus
Empathetic
Expressive
Gregarious
Autism Spectrum
Attention to detail
Alternative approach to problem solving
Strong on process
Challenges
Dyslexia
Difficulties with literacy
Dyspraxia / Developmental Coordination Disorder
Difficulties with planning
Coordination, practical tasks, balance, poor spatial awareness
Word finding and speech problems
Lack of concentration
Distractibility
ADHD
Difficulties with prioritisation
Low threshold of frustration
Procrastination
Risk taking
Autism Spectrum
Social and communication problems
Difference of perspective
Sensory issues
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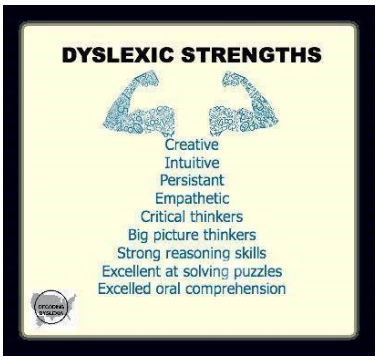
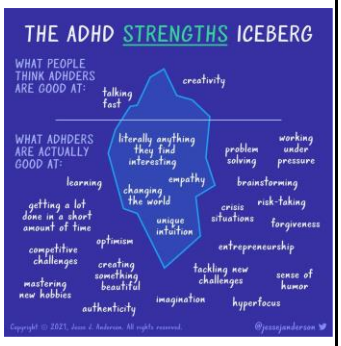
Understanding and supporting SEND students

Why is dyslexia seen as a cognitive difficulty whilst ADHD is seen as a mental health difficulty?





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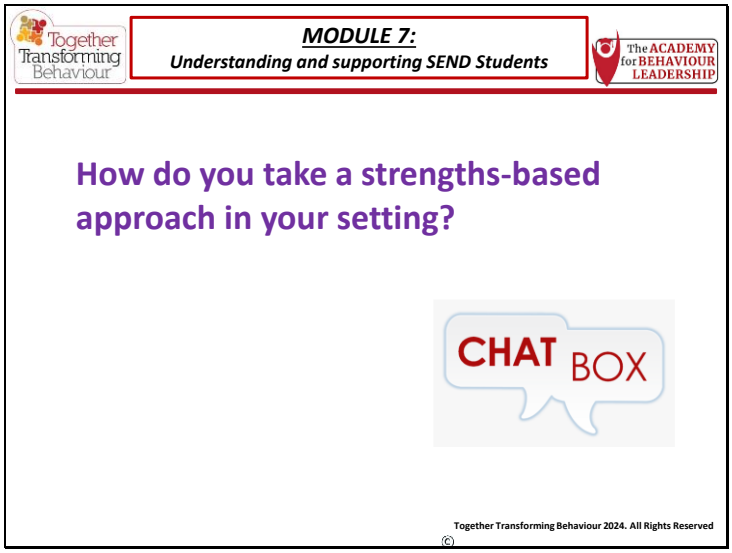
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How do you take a strengths-based approach in your setting?
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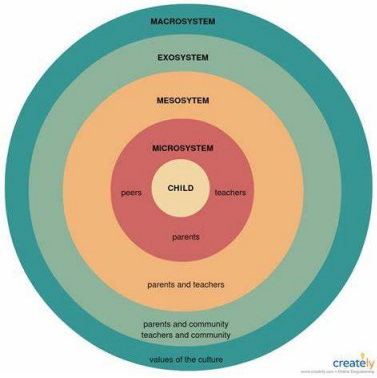
MODULE 7:
Understanding and supporting SEND students

Bronfenbrenner's Ecological Systems Framework



Bronfenbrenner's theory emphasises the impact of the environment on a students' individual development.

1. Microsystem: Immediate environment

2. Mesosystem: Connections between different environments (parents, teachers) for cohesive support.

3. Exosystem: External environments (policies, resources) that indirectly influence students.

4. Macrosystem: Broader cultural and societal beliefs.

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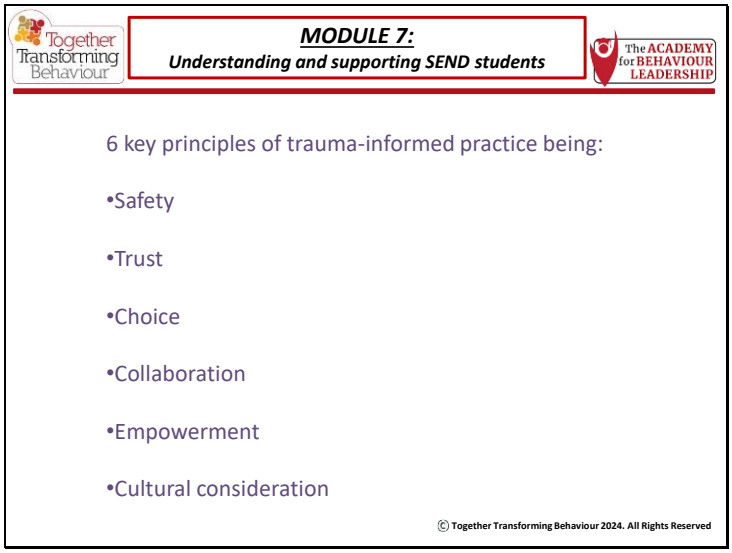
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6 key principles of trauma-informed practice being:
•Safety
•Trust
•Choice
•Collaboration
•Empowerment
•Cultural consideration
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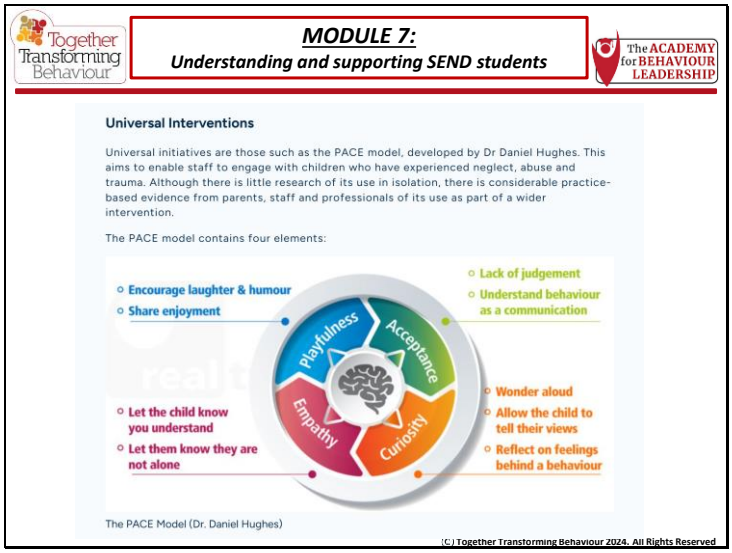
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Universal Interventions
Universal initiatives are those such as the PACE model, developed by Dr Daniel Hughes. This aims to enable staff to engage with children who have experienced neglect, abuse and trauma. Although there is little research of its use in isolation, there is considerable practice-based evidence from parents, staff and professionals of its use as part of a wider intervention.
The PACE model contains four elements:
Encourage laughter & humour
Share enjoyment
Lack of judgement
Understand behaviour as a communication
Playfulness
Acceptance
Empathy
Curiosity
Let the child know you understand
Let them know they are not alone
Wonder aloud
Allow the child to tell their views
Reflect on feelings behind a behaviour
The PACE Model (Dr. Daniel Hughes)
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Slide 25

Slide 26

MODULE 7:
Understanding and supporting SEND Students

A Strengths Based Approach

Saleeby (2006a, p.10) defines strength using the acrostic "CPR."

C: competence, capacities, and courage

P: promise, possibility and positive expectations

R: resilience, reserves, and resources

A Strength based approach is-

- Valuing everyone equally and focusing on what the child can do rather than what the child cannot do.
- Describing learning and development respectfully and honestly.
- Building on a child's abilities within their zones of proximal and potential development.
- Acknowledging that people experience difficulties and challenges that need attention and support.
- Identifying what is taking place when learning and development are going well, so that it may be reproduced, further developed and pedagogy strengthened.

- **Strength-based approach is NOT:**

- Only about positive things.
- A way of avoiding the truth.
- About accommodation accommodating bad behaviour.
- Fixated on problems.
- About minimising concerns.
- One sided.
- A tool to label individuals.

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The ACADEMY for BEHAVIOUR LEADERSHIP
There's no such thing as other people's children.
Hillary Clinton
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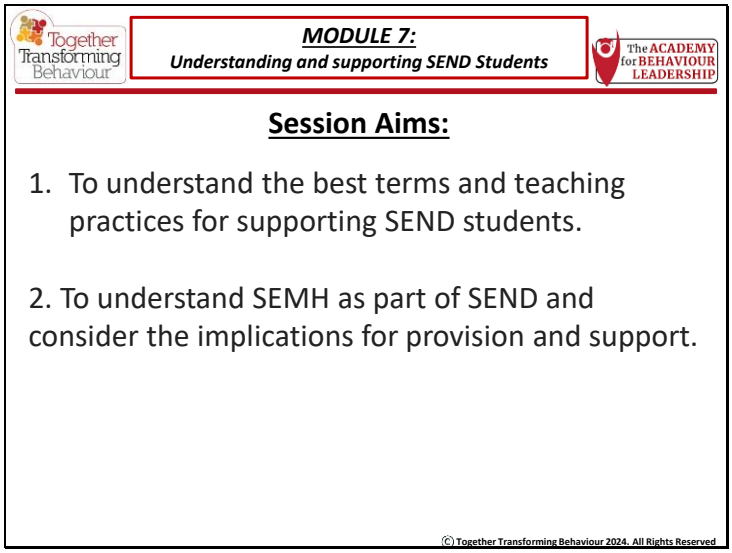
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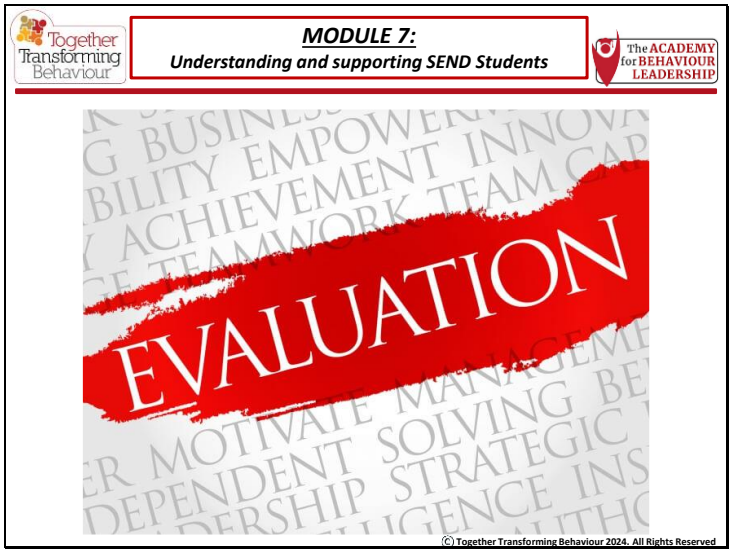
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EVALUATION
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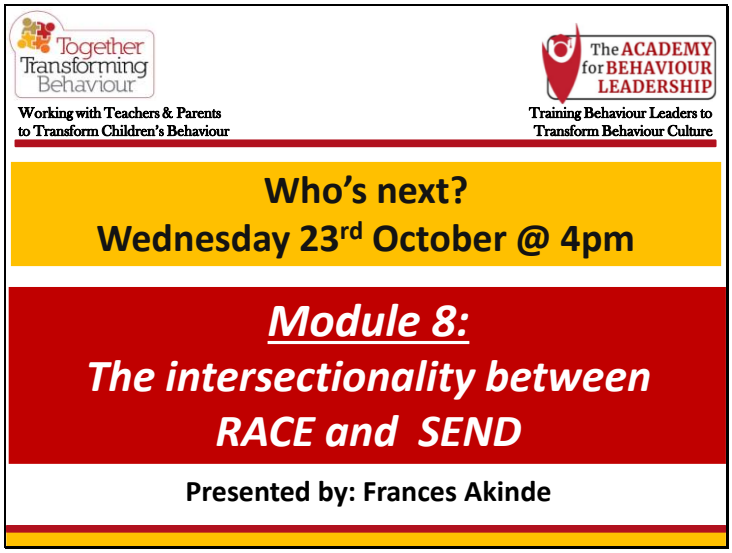
Together Transforming Behaviour
Working with Teachers & Parents to Transform Children's Behaviour
The ACADEMY for BEHAVIOUR LEADERSHIP
Training Behaviour Leaders to Transform Behaviour Culture
Who's next?
Wednesday 23rd October @ 4pm
Module 8:
The intersectionality between RACE and SEND
Presented by: Frances Akinde