Welcome to the Achievement for All Young People Conference



Celebrating

Inclusion



Empowering

Every Learner in Hillingdon

HILLINGDON

Brunel University

HLP Hillingdon Learning

Education Endowment Foundation

www.hillingdon.gov.uk

Conference Objectives

Celebrate	**Celebrate success and foster a sense of pride in inclusive education across Hillingdon**
Share & Strengthen	**Share best practice and strengthen collaboration between schools and settings**
Raise	**Raise awareness of inclusive practices and their impact on pupil outcomes**
Empower	**Empower educators with practical strategies and resources to support diverse learners**

Achievement for All Young People in Hillingdon (AfA)

- Disadvantaged children
- SEND/ EHCP
- Known to social care
- Other barriers to success



- White British
- Black Caribbean heritage
- Gypsy, Roma, Traveller

Inclusion

AfA

- Disadvantaged children
- SEND/ EHCP
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- White British
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OFSTED

- Disadvantaged children
- SEND/ EHCP
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- Other barriers to success

Every Child Achieving & Thriving

The challenge we face

The last three decades have seen **real progress in education**, led by dedicated school leaders, teachers and support staff but the celebration of such successes must not lead us to the complacent belief that all is well. As childhood has changed and children face both new pressures and new opportunities, education policy has struggled to keep up. Children in reception will go out into a world that is completely reshaped by AI and technology.

We need to make sure:



- They have **strong foundations of knowledge and that they are active participants in their learning** – debating, questioning, challenging and pursuing their own inquiry – set up for a lifetime of learning, not passive recipients of information.



- Children and young people feel **a sense of belonging.** Yet we have not prioritised this for our young people. Out of 27 European countries, the UK is last in how happy 15-year-olds are with their life. We want to give children their childhood back.



- **Our school system serves <u>all</u> children well.** Around one in five children are missing a day of school every fortnight. The number of children saying they belong at school has declined. Teacher and leader turnover is highest in schools with the highest proportion of disadvantaged pupils, where children could most benefit from stability. **Disadvantaged children – especially white working-class children – and children with special educational needs and disabilities (SEND) are not succeeding as they should, with too many children not stretched to achieve all they can.**

OFFICIAL



Strengthening connections with families

Hillingdon PCF

- Who are the PCF?
- **What do families want?**
- **How we can do better?**

Who am I?

Nicola Barton

Chair of

Hillingdon Parent Carers Forum



Born and raised in Hillingdon, as were my 4 children.

Dyspraxic

Two children diagnosed as autistic.

- Share information and updates from services with families and the wider community.
- Deliver feedback that we receive and help shape services from a parental perspective.

Parent Carers

Families

Hillingdon PCF

Acting as a bridge between families and services.

Local Authority

NHS Partners

Other services



Where to find us!

Online

Hillingdon PCF

Hillingdonpcf@gmail.com

www.hillingdonpcf.com

Where to find us!

SEND family drop-ins

South Ruislip Children Centre

First Tuesday of the Month

1:00PM

2:00PM



Term time only

Colham Manor Children Centre

One Wednesday a month

9:00AM

11:00AM

HILLINGDON FAMILY HUB NETWORK



Hillingdon PCF

Where to find us.

In you schools and settings.



When invited by schools we can join or facilitate coffee mornings and also attend wider school events such as school fetes etc

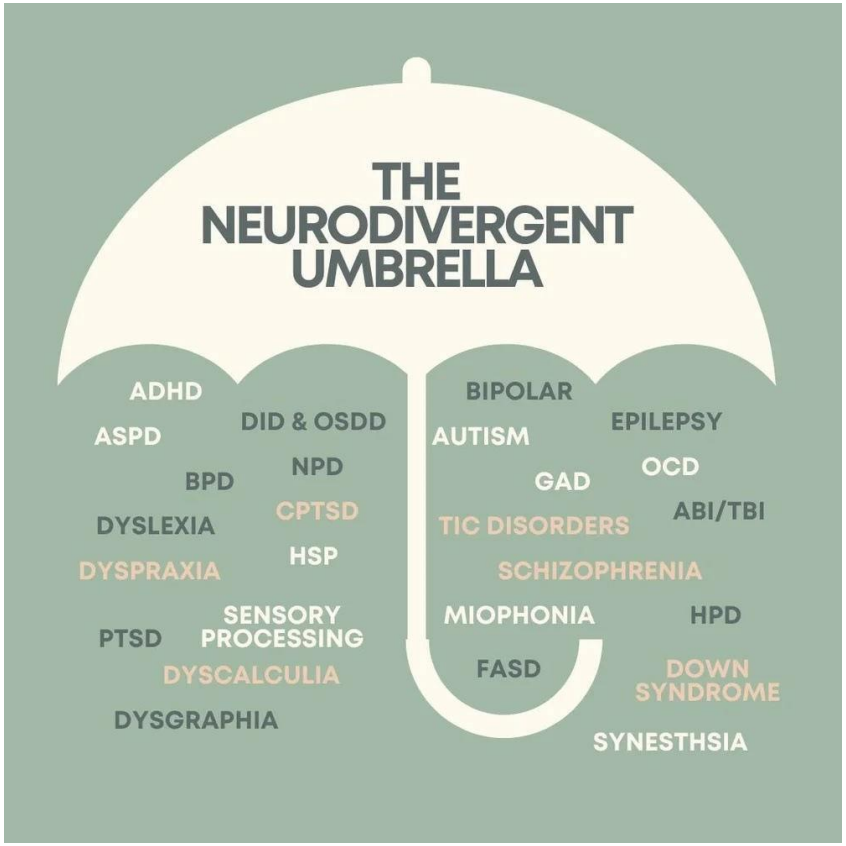


PINS project

The Partnership for Inclusion of Neurodiversity in Schools

Recently we have been part of the PINS project, the forums main objective has been engaging with families through coffee mornings and also surveys to promote co-production and help develop positive relationships between schools and families.

The overarching aim of the project has been to show schools how to create an environment that is inclusive for all children including those who are neurodivergent.

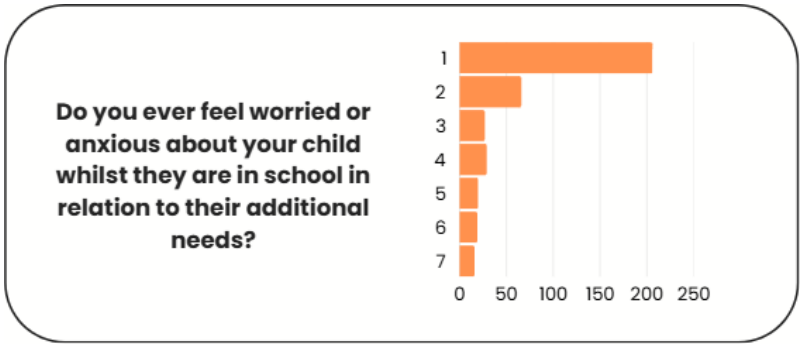


Do you ever feel worried or anxious about your child while the are at school in relation to to their additional needs?

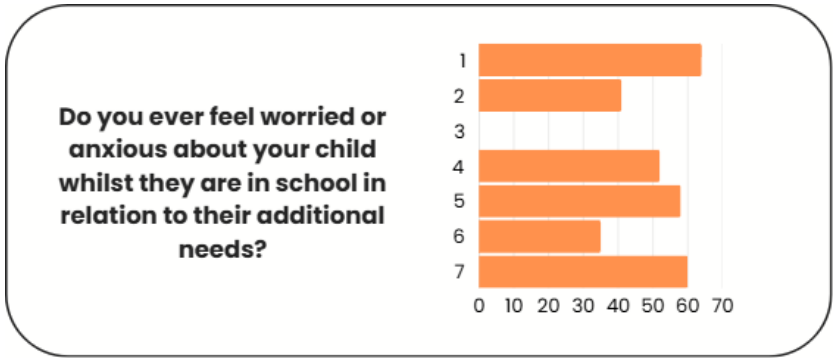
These 2 charts are directly from the data from the parent survey in PINS 1and shows the difference in anxiety felt by parents when SEND needs are present compared to those without.

These are the results across Hillingdon, however this pattern appeared across the country.

No SEND



With SEND or pathway to diagnosis



1- No/Never

7- Always

Recurring themes

Families would like access to resources and information when they need it

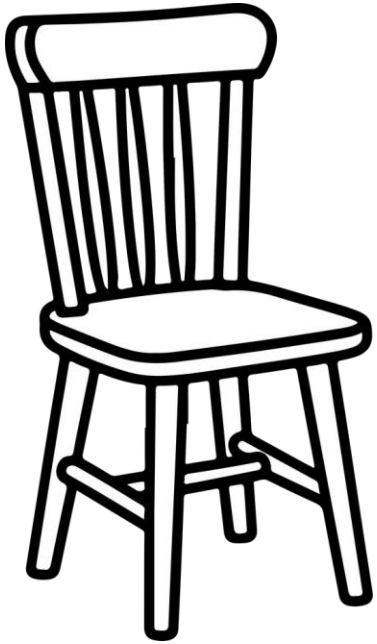
Families feel they need more support

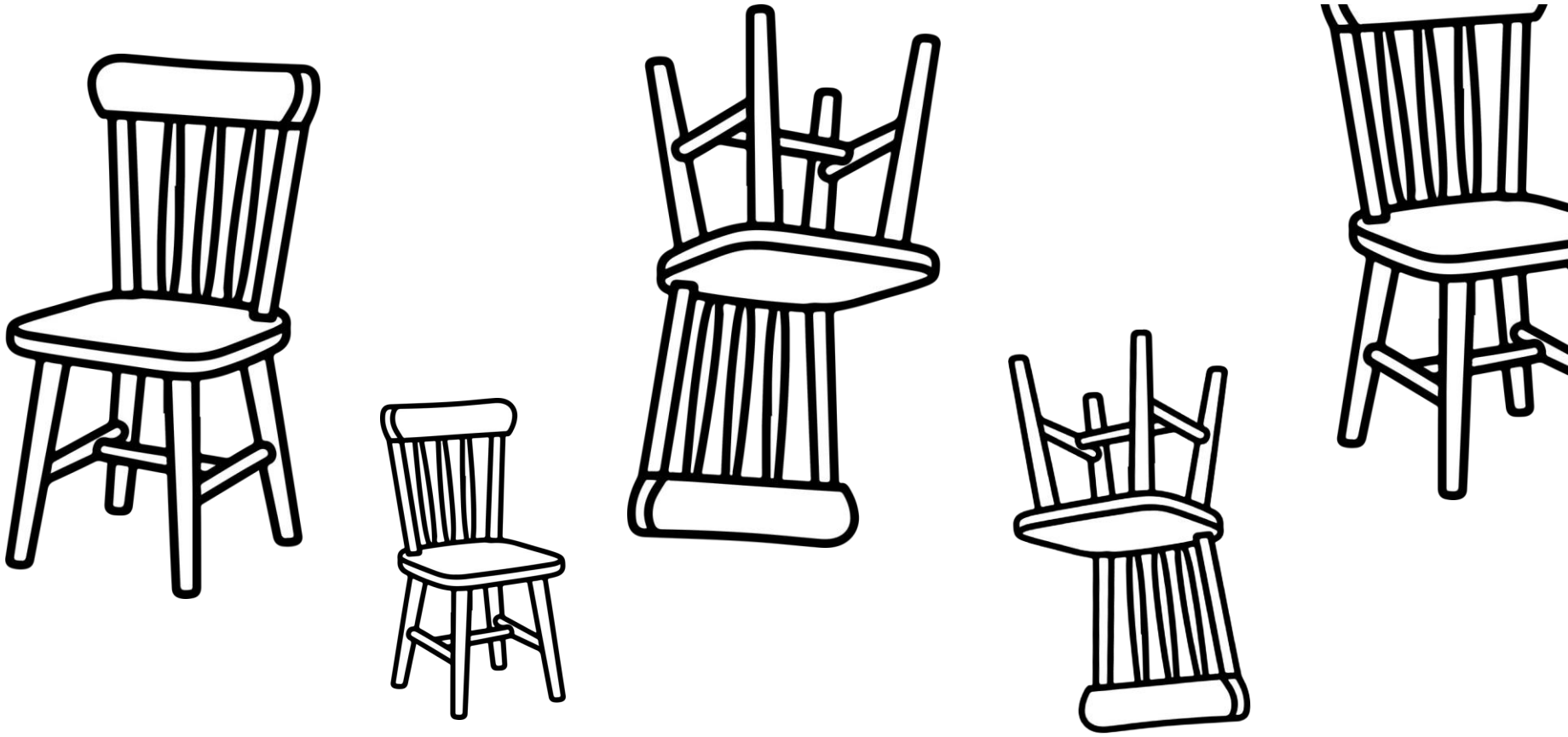
Families would like to build better relationships with their schools

Parents don't like surveys!

Is our communication effective?

What is this?





We all know that these are chairs despite their different positions, even the one partially obscured

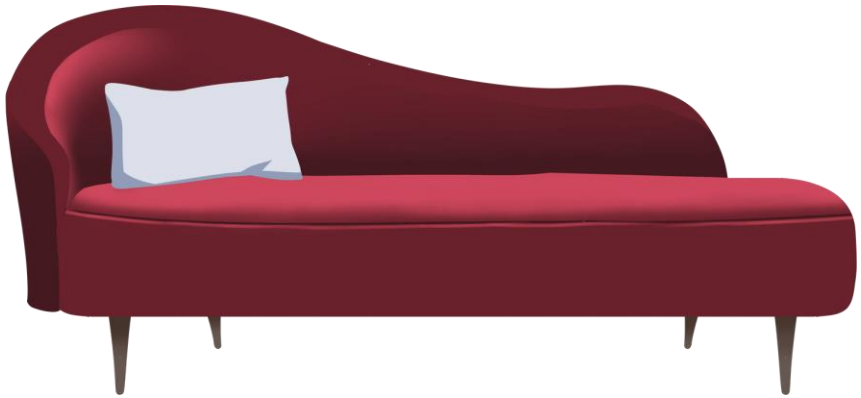


Even here, where the designs are clearly different, they are still all chairs.

We know the chair is always a chair.

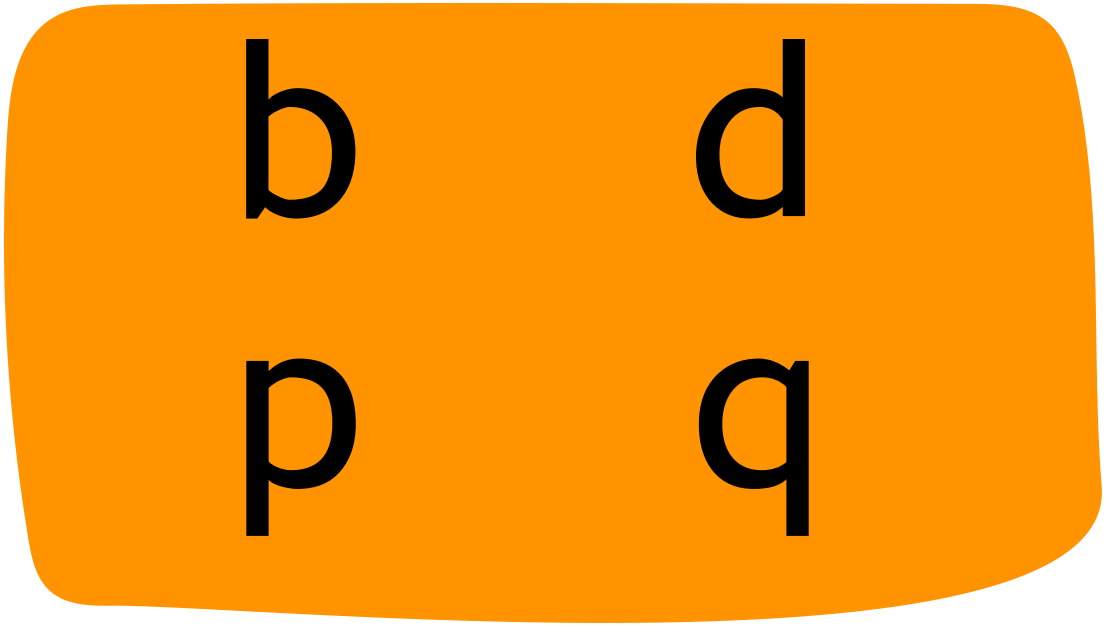




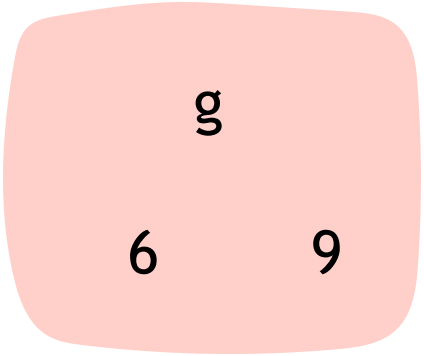




However, of course the same can't be said here, all these have different meanings



And if those different looking chairs are still chairs, we can't ignore the similarities these also have!



Sometimes it can feel like this when talking to professionals about our children.



One word can be an umbrella term for many things or one word or term can have may different meanings which due to similarity get confused.

"Your child gets lots of support in the classrom"

"The TA has been working with them 1-1 today"

"The child has a plan"

"They have had a good day"

Informed parents are more confident parents which lead to better out comes for everyone.

What is also important is the content of the information and how it is presented.

Case study 1

Families had fed back that their children were in their schools inclusion base but that classroom was never featured in the newsletter.

When we returned a few months later, the parents were so excited to tell us they were now included. Senco also informed us that the teachers were excited to pick what to include each week!

Parents felt that their child's voice wasn't being represented in school so we suggested to include SEND children in the school council to ensure all voices can be heard.

Senco asked teachers to identify any students that would like to get involved and there are now enough members that they can take turns

Hillingdon PCF

OAP presentation

Presentation covers an explanation of APDR process, the graduated response and an overview of Hillingdon's OAP document.

Updated version now matches Hillingdon's wording and colour schemes and is inspired by themes covered in the local authorities workshop .

These changes were made to offer a consistent approach for families and professionals .

The response to our presentation has been overwhelming positive with feedback from families telling us that they felt more informed and confident knowing that their child has access to all kinds of support.

However we are not perfect and we identified two flaws in our approach.

Parents have differing abilities when it comes to accessing information and support.

Every school has their own way of doing things.

Alternate versions

Virtual presentation

Easy read

Handouts

COMING SOON

Recorded version on website

Newsletters

Promote what you are doing!

Include everyone

Diversify your approach

One question surveys

In Person

Drop ins, coffee mornings and parent meetings.

SEND coffee mornings and drop ins combined

Guests and training

Flexible scheduling

Co-production

Launch of Hillingdon Local Area Partnership Co-production Charter

Cllr Susan O'Brien, Cabinet Member for Children Families and Education

The Co-production Charter was designed and co-produced with young people, Hillingdon Parent Carer Forum (PCF), Schools, Integrated Care Board (ICB) and the Local Authority.

We aim to listen to people's needs and experiences to make decisions and improve the support and services we provide. Co-production happens where an individual can influence the support and services they need, their voice is heard, and they feel empowered about the decisions being made about their future.

SEND Co-production Charter - Hillingdon Council

The Individual is at the Heart of Everything We Do



The aim of the Co-production Charter is to encourage every service to put young people and their parents/carers at the centre of our practice. To listen and engage with them and ensure they feel valued and have a sense of belonging in our community.

This charter was originally designed by young people for young people with the professional charter designed after to meet the vision of our young people.

Making a Co-production Promise

We want every service working with children and young people to commit to the values:

- Work Together
- Value Lived Experience
- Open and Honest
- Responsive and Accountable
- Do What Matters

Click here or scan QR code

Mike Pearson – Designated Social Care Officer

Overview of role

Ensure that social care plays a full and consistent part in supporting children and young people with Special Educational Needs and Disabilities (SEND).

Improve how social care works with education and health, especially during Education, Health and Care (EHC) needs assessments and planning.

About me

- Early Years SENDCo
- 10 years experience within Childrens Services across three authorities.
- Managed SEND teams.
- Worked with children and families to support with SEND, EHCP processes.
- Post 16 and Preparing for Adulthood.

Current projects/themes

- Improving Transition to Adult Social Care processes.
- Local Offer (Hello) continuous improvement.
- Social Work CPD around SEND.
- Clinics around SEND Quick Wins and Tribunals
- Providing more advice around 'Not Knowns' in the EHCP process.
- Developing a Social Care 'OAP' .

‘Co-production & Belonging’

The Multi-Schools Council





presentation title



Pillar 1: Multi Schools Council meetings



Pillar 2: CPD in schools



Pillar 3: Ambassadors

Multi Schools Council

Pillar 1

Overview	◦ Young people with and without SEND coming together ◦ An agenda based on topics young people can relate to ◦ Mini-tasks set following each meeting for schools to action ◦ Follow up projects have resulted in: Annual diversity days, school attendance resources, a published book, a resilience programme for schools ◦ Feedback joined up through system leaders within the local area
Questions to consider	◦ How do you ensure young people with SEND have a voice within your settings? ◦ What difference do your young people make within their local communities? ◦ Are there opportunities for young people to influence local practice and guidance?

https://www.youtube.com/watch?v=_eIvCXhfI44

https://www.youtube.com/watch?v=__ig-wyydMY

https://www.youtube.com/shorts/dkVuDRciy-U

Pillar 2

- Awareness sessions designed by young people – these include autism & ADHD workshops, assemblies and staff training.
- We have introduced an awards system aimed at measuring the impact of our model.
- Bespoke programmes have been designed based on CYP feedback.
- We run a good practice seekers programme aimed at giving young people a voice on school inclusion.



To consider

- If young people don't feel accepted by their peers or other adults it will be difficult to 'fit in'- **How do you educate about differences? What role models do you have?**
- The culture of your setting will play a massive role in how included a young person feels – **How do you measure the culture of your school? Do young people play an active role in this?**
- The way we embed approaches across our schools is crucial because a lack of consistency can lead to a feeling of uncertainty – **As a staff team how consistent are we?**
- Are we connected to our local community? **What services around us can we utilise? How do we share good practice?**

Pillar 3

- Over 200 ambassadors with and without SEND
- Across 19 different working groups
- Schools, workplaces, home education all represented
- Engage with school, LA's, health partners and wider engagement teams.
- Have led on several projects including: Designing a neurodevelopmental pathway, interviewing autism keyworkers, producing music, climbing mount Snowdon, leading transition support

Max





A sense of belonging

- Friendships – *How do we develop these skills?*
- Having things that you know are yours – *How do we support those who have very little?*
- Being loved – *What's our role here?*
- Family – *Knowing our children*
- Being able to talk to others
- Feeling welcome – *How are young people welcomed into your school?*
- Sharing your interests – *Do we loose this the older children get?*
- Feeling safe – *How do we support this in school and within our local communities?*
- Attending a club – *What's does our extra curricular offer look like?*
- Feeling grateful – *Growth mindsets*
- Being included

OFSTED

- **Working closely and effectively with pupils, parents, professionals and staff, and ensuring that pupils' and parents' views and aspirations are included in decision-making about support for pupils.**
- **Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life and have ensured that they feel they belong within the school community.**
- **Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND.**
- **Leaders have established a culture in which staff understand the range of barriers that pupils may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify pupils facing these barriers.**

Growing our model



We now have 5 local authorities replicating our model across the East of England



£4000 per local area which includes the use of our logo, social media, links into other LA/regional leads, guidance on how to build the model



Each local area must identify a local area lead(s) with capacity and the ability to influence change



Further progression into regional networks for young people


Welcome to
Hertfordshire
Development Centre
Welcome to
Hertfordshire Development Centre
at Robertson House

Further information

Email: Mschoolscouncil@gmail.com

Facebook

Instagram

YouTube

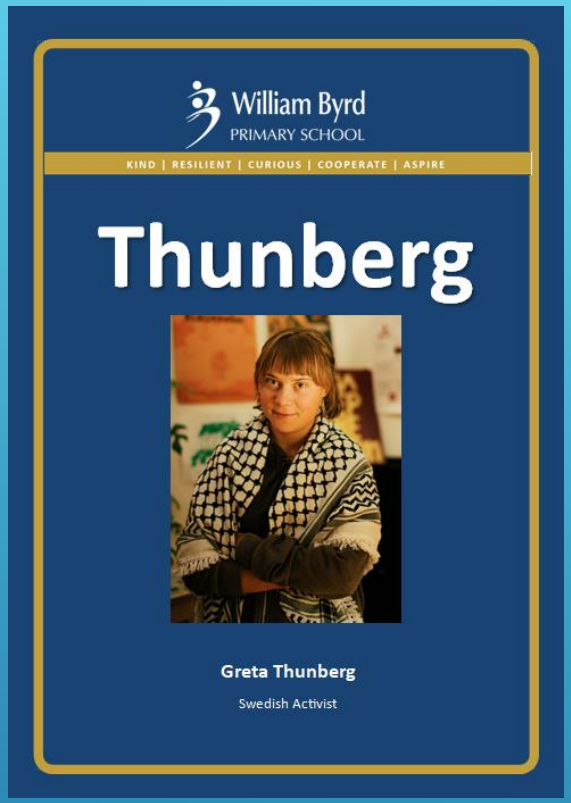
A toolkit for teachers: Autism, ADHD and mental health – Find on amazon

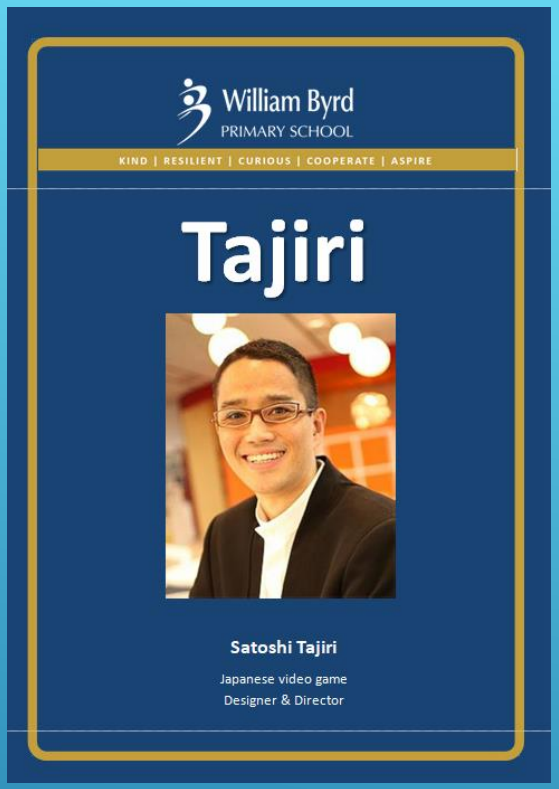
William Byrd
PRIMARY SCHOOL

Setting up support bases in a primary school

Together, achieving our very best

CONTEXT


William Byrd
PRIMARY SCHOOL
KIND | RESILIENT | CURIOUS | COOPERATE | ASPIRE
Thunberg
Greta Thunberg
Swedish Activist


William Byrd
PRIMARY SCHOOL
KIND | RESILIENT | CURIOUS | COOPERATE | ASPIRE
Tajiri
Satoshi Tajiri
Japanese video game
Designer & Director

INTENT

For children working on the Engagement Model who have an Education Health Care Plan (EHCP) or are in the process of an Educational, Health, Care Needs Assessment (EHCNA), we have a Tajiri and Thunberg classroom which were designed with external SEND advisors and a Speech and Language Therapist. They focus on core, functional communication and developing attention to adult-led activities through a number of highly motivating activities. Progress is assessed half-termly through the "Social, Communication and Play Journal" to ensure they are making at least good progress from their starting points. Children are continually assessed to identify their strengths and interest and use this to inform their curriculum design. The long-term aim is to enable pupils to become independent, confident learners and enable smooth transition back into class. This space is overseen and planned for by the SENDCo.

- What is the purpose and ethos of our enhanced provision?

- How does it fit with our school values and inclusion strategy?

- Who needs to be involved in shaping the vision (SLT, governors, parents)?







ENVIRONMENT DESIGN AND EQUITY





ENVIRONMENT DESIGN









ENVIRONMENT DESIGN











ENVIRONMENT DESIGN

KEY FEATURES

- Now and next with real photos alongside symbols



KEY FEATURES

- Chairs in front of furniture to create adult-led focus space



KEY FEATURES

- Communication boards





KEY FEATURES

- One page profiles outside so all staff know the children



Time	Session
8:40-8:50	Free flow
8:50-9:30	Sensory circuits
9:30-9:40	Welcome song
9:40-9:55	CP
9:55-10:05	Phonics
10:05-10:20	Snack time
10:20-10:40	CP
10:40-10:45	Bucket time
10:45-11:00	CP
11:00-11:15	Maths
11:15-11:30	CP
11:30-12:30	Lunch





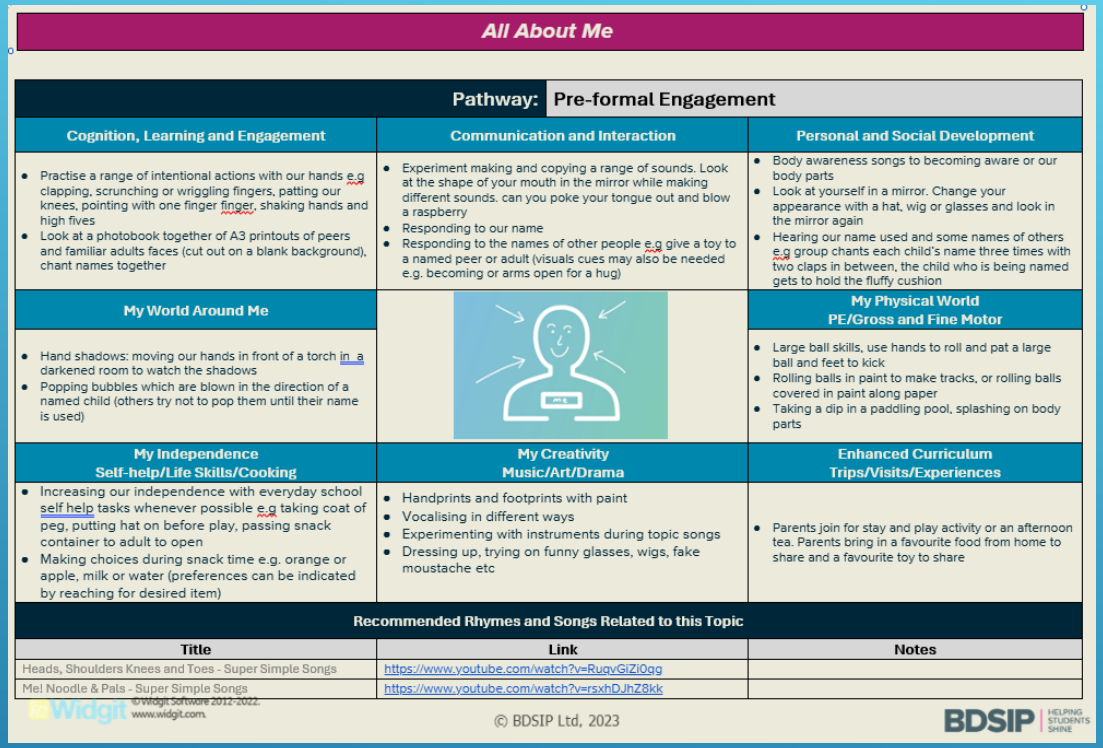
TIMETABLE

TIMETABLE

12:30-12:40	CP
12:40-12:45	Toilet time
12:45-12:55	Sensory story
12:55-13:10	CP
13:10-13:30	Messy play, creative area, cognition area, name writing, turn taking
13:30-13:50	CP
13:50-14:00	SALT
14:00-14:15	Break
14:15-14:30	CP
14:30-14:40	Life Skills
14:40-14:55	CP
14:55-15:10	Singing
15:10-15:20	Goodbye song and ready for dismissal







All About Me

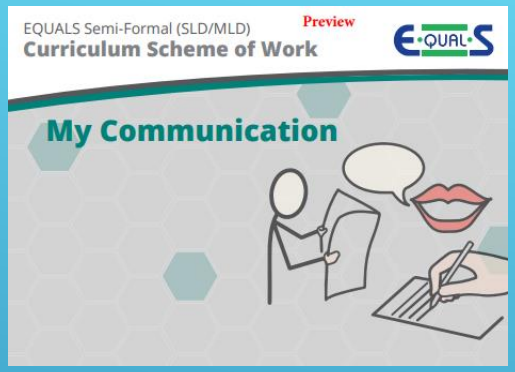
Pathway: Pre-formal Engagement

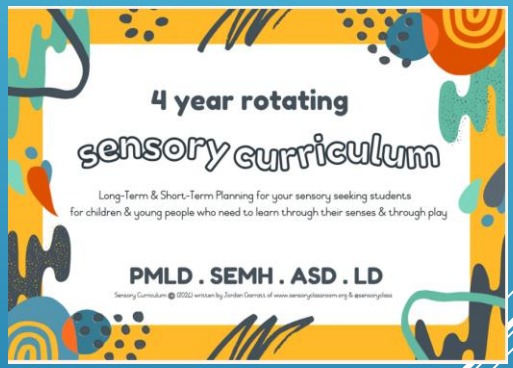
Cognition, Learning and Engagement	Communication and Interaction	Personal and Social Development
• Practise a range of intentional actions with our hands e.g clapping, scrunching or wriggling fingers, patting our knees, pointing with one finger finger, shaking hands and high fives • Look at a photobook together of A3 printouts of peers and familiar adults faces (cut out on a blank background), chant names together	• Experiment making and copying a range of sounds. Look at the shape of your mouth in the mirror while making different sounds. can you poke your tongue out and blow a raspberry • Responding to our name • Responding to the names of other people e.g give a toy to a named peer or adult (visuals cues may also be needed e.g. becoming or arms open for a hug)	• Body awareness songs to becoming aware or our body parts • Look at yourself in a mirror. Change your appearance with a hat, wig or glasses and look in the mirror again • Hearing our name used and some names of others e.g group chants each child's name three times with two claps in between, the child who is being named gets to hold the fluffy cushion
My World Around Me		**My Physical World PE/Gross and Fine Motor**
• Hand shadows: moving our hands in front of a torch in a darkened room to watch the shadows • Popping bubbles which are blown in the direction of a named child (others try not to pop them until their name is used)		• Large ball skills, use hands to roll and pat a large ball and feet to kick • Rolling balls in paint to make tracks, or rolling balls covered in paint along paper • Taking a dip in a paddling pool, splashing on body parts
My Independence Self-help/Life Skills/Cooking	**My Creativity Music/Art/Drama**	**Enhanced Curriculum Trips/Visits/Experiences**
• Increasing our independence with everyday school self help tasks whenever possible e.g taking coat of peg, putting hat on before play, passing snack container to adult to open • Making choices during snack time e.g. orange or apple, milk or water (preferences can be indicated by reaching for desired item)	• Handprints and footprints with paint • Vocalising in different ways • Experimenting with instruments during topic songs • Dressing up, trying on funny glasses, wigs, fake moustache etc	• Parents join for stay and play activity or an afternoon tea. Parents bring in a favourite food from home to share and a favourite toy to share

Recommended Rhymes and Songs Related to this Topic

Title	Link	Notes
Heads, Shoulders Knees and Toes - Super Simple Songs	https://www.youtube.com/watch?v=RuqvGiZi0qg	
Mel Noodle & Pals - Super Simple Songs	https://www.youtube.com/watch?v=rsxhDJhZ8kk	

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BDSIP HELPING STUDENTS SHINE





CURRICULUM - OVERVIEW

	Assessment Area	Learning Objective	Activity	Key vocab	Resources
Creative Area	Sensory and Physical	I will engage with new textures and interests.	 From cardboard, cut out a large colour monster background. Children use cotton wool dabbed in paint to apply the different colour monster feeling colours	Colour names	Cardboard Paint Cotton wool
Independent/Self-help skills	SEMH	I can wait my turn	Putting their coats on using the coat flip Sing the lining up song to line up by the door to go to break/lunch https://www.youtube.com/watch?v=ciE3JOaiU_k&list=RDciE3JOaiU_k&start_radio=1	Arms	Coats
Communication and Interaction	Communication and Interaction	I attempt to copy sounds and actions in familiar rhymes, songs or books.	If you're happy and you know it https://www.youtube.com/watch?v=M6LoRZsHMSs This is a happy face: https://www.youtube.com/watch?v=W9rX6ApYqjo&list=RDW9rX6ApYqjo&start_radio=1 Emotions hokey pokey: https://www.youtube.com/watch?v=ZHS7vCdBeus&list=RDZHS7vCdBeus&start_radio=1	Happy	Projector
Personal and social development	Social, Emotional and Mental Health	I can wait my turn with a familiar adult	Using a blanket, lift it up to hide an adult's face. Then, slowly move the blanket down to reveal the emotion on the adult's face, such as angry. Children choose from 2 emotions cards to select which emotion the adult is showing.	Happy Sad Angry calm	Blanket Emotion visual cards

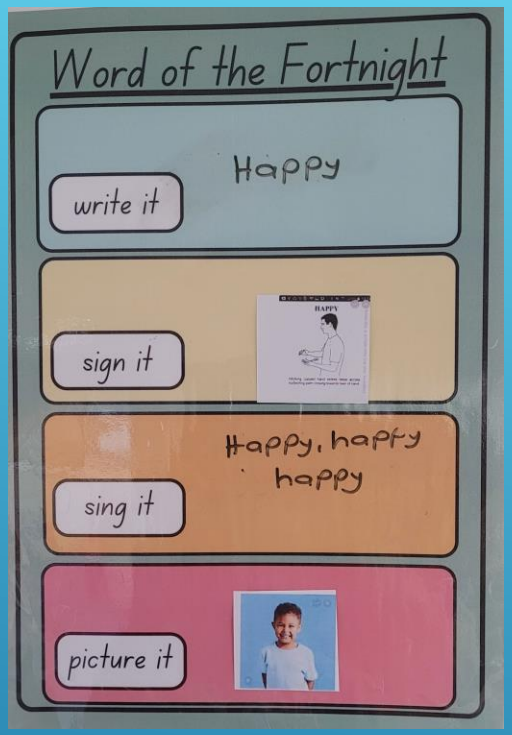






CURRICULUM – FORTNIGHTLY PLANNING



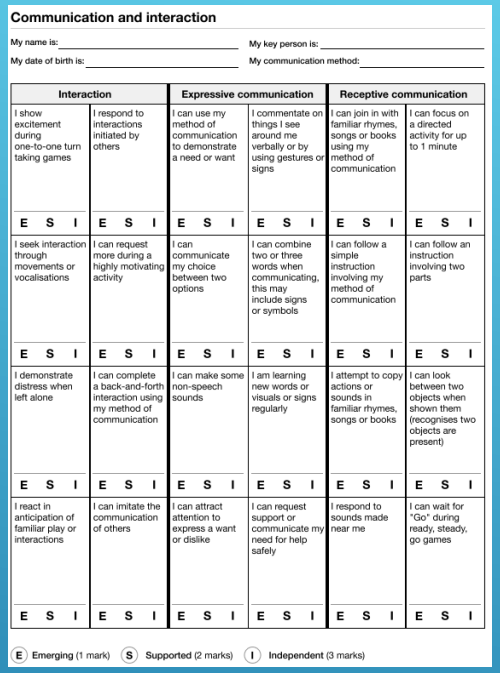


EQUITY OF CURRICULUM



A1	Being me (sense of self)	Emerging	Developing	Secure	Comments
A1a	I recognise a mirror image and/or photograph of myself				
A1b	I know my own name and will respond when my name is used, e.g. by turning my head or coming to you				
A1c	I know my own name and will come when my name is called with/without a physical prompt				
A1d	I show preferences for certain objects, e.g. I respond when I see my favourite cuddly toy				
A1e	I show preferences for familiar people at home and in my setting				
A1f	I identify and/or defend my possessions, e.g. I get upset when someone takes my toy car				
A1g	I make choices when offered, e.g. when shown an apple and a banana, I look towards the banana				

ASSESSMENT



Communication and interaction

My name is: _____ My key person is: _____

My date of birth is: _____ My communication method: _____

Interaction		Expressive communication		Receptive communication	
I show excitement during one-to-one turn taking games	I respond to interactions initiated by others	I can use my method of communication to demonstrate a need or want	I commentate on things I see around me verbally or by using gestures or signs	I can join in with familiar rhymes, songs or books using my method of communication	I can focus on a directed activity for up to 1 minute
E S I	E S I	E S I	E S I	E S I	E S I
I seek interaction through movements or vocalisations	I can request more during a highly motivating activity	I can communicate my choice between two options	I can combine two or three words when communicating, this may include signs or symbols	I can follow a simple instruction involving my method of communication	I can follow an instruction involving two parts
E S I	E S I	E S I	E S I	E S I	E S I
I demonstrate distress when left alone	I can complete a back-and-forth interaction using my method of communication	I can make some non-speech sounds	I am learning new words or visuals or signs regularly	I attempt to copy actions or sounds in familiar rhymes, songs or books	I can look between two objects when shown them (recognises two objects are present)
E S I	E S I	E S I	E S I	E S I	E S I
I react in anticipation of familiar play or interactions	I can imitate the communication of others	I can attract attention to express a want or dislike	I can request support or communicate my need for help safely	I respond to sounds made near me	I can wait for "Go" during ready, steady, go games
E S I	E S I	E S I	E S I	E S I	E S I

(E) Emerging (1 mark) (S) Supported (2 marks) (I) Independent (3 marks)

Strand	Period	Objective	Aut1	Aut2	Spr1
Play skills	Engagement Model	I can co-operate with a familiar person when playing, for example rolling a ball back and forth	-	-	2
		I can focus on an activity of my own choosing for up to 2 minutes	-	-	3
		I can copy the actions of others	-	-	2
		I link ideas during play such as putting a teddy in a car and pushing it along	-	-	1
		I explore new objects with interest	-	-	3
		I can play with items in different ways	-	-	2
		I recognise familiar objects and the joy they bring	-	-	3
		I repeat actions demonstrating cause and effect	-	-	3

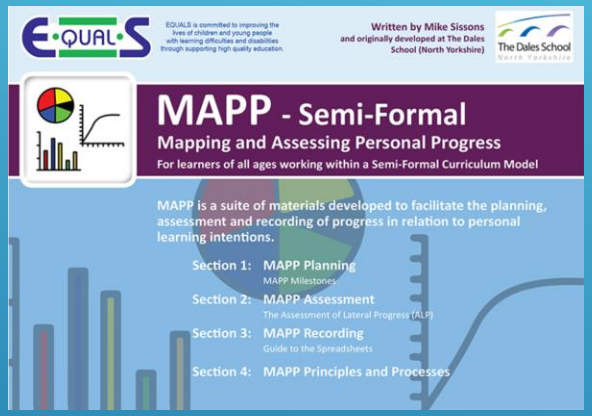
Independent
I seek interaction through movements or vocalisations
I can communicate my choice between two options
I can make some non-speech sounds
I can attract attention to express a want or dislike
I can look between two objects when shown them (recognises two objects are present)
I respond to sounds made near me

Supported
I can complete a back-and-forth interaction using my method of communication
I attempt to copy actions or sounds in familiar rhymes, songs or books

Emerging
I show excitement during one-to-one turn taking games
I respond to interactions initiated by others
I react in anticipation of familiar play or interactions
I can imitate the communication of others
I can use my method of communication to demonstrate a need or want
I can combine two or three words when communicating, this may include signs or symbols
I am learning new words or visuals or signs regularly
I can join in with familiar rhymes, songs or books using my method of communication
I can follow a simple instruction involving my method of communication
I can wait for "Go" during ready, steady, go games

Taught, but not yet understood
I can request more during a highly motivating activity
I commentate on things I see around me verbally or by using gestures or signs
I can request support or communicate my need for help safely
I can focus on a directed activity for up to 1 minute

ASSESSMENT

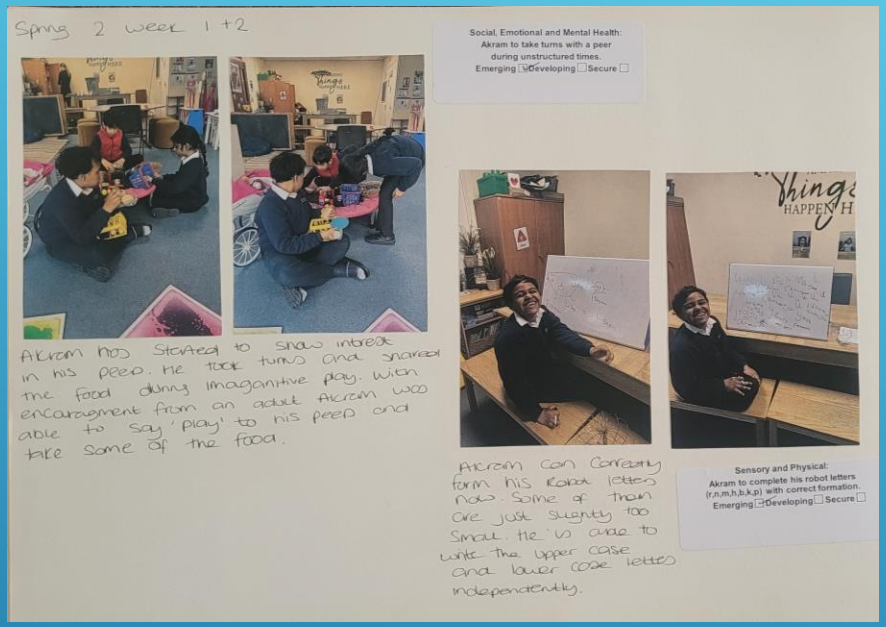


BSquared

Boxall Profile® Online

ASSESSMENT

BOOKS



Spring 2 week 1+2

Akram has started to show interest in his peer. He took turns and shared the food during imaganitive play. With encouragement from an adult Akram was able to say 'play' to his peer and take some of the food.

Social, Emotional and Mental Health:
Akram to take turns with a peer during unstructured times.
Emerging ☑ Developing ☐ Secure ☐

Akram can correctly form his robot letters now. Some of them are just slightly too small. He is able to write the upper case and lower case letters independently.

Sensory and Physical:
Akram to complete his robot letters (r,n,m,h,b,k,p) with correct formation.
Emerging ☑ Developing ☐ Secure ☐



Ashraf needed alot of encouragment to sit for this activity. He would sit for a few seconds and then sit back down again. When he was seated he was able to stick the cotton buds on independently but the adult had to show him where to put them.



Another child brought a book in for world book day and Ashraf was really engaged. With adult support he was able to sit look at the book. He enjoyed explaining the pictures.

Cognition and Learning:
Ashraf will be able to attend on one occasion for one minute to a highly motivating adult-led activity.
Emerging ☑ Developing ☐ Secure ☐





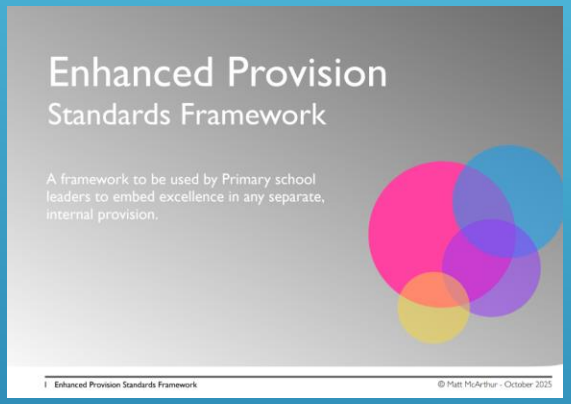




STAFF TRAINING

PROJECT FOR REINTRODUCTION BACK TO CLASS

Stayed regulated throughout the session? Yes/no/somewhat Attended for ____ minutes **Responded to interactions initiated by others?** Yes/no/somewhat **Played alongside others or allowed others in their space?** Yes/no/somewhat **Imitated the communication of others?** Yes/no/somewhat	



ASSESSMENT				
SUGGESTED THEMES AND AREAS TO EXPLORE	Early Awareness:	Developing:	Proficient:	Exemplary:
Children achieve productive outcomes:				
- **Concepts and processes are developed within lessons which enable children to apply knowledge, understanding and skills.**	Lessons focus on surface-level activities, with little opportunity for children to learn concepts and processes, much less demonstrate or apply them.	Lessons develop concepts and processes but only weakly, making it difficult for children to learn them.	Lessons deliberately develop concepts and processes, and children apply them in a variety of ways.	Pupils apply knowledge and skills independently and flexibly across different subjects and real-life contexts.
- **Children remain engaged and are encouraged to make progress throughout the lesson.**	Engagement is inconsistent, and activities may not capture or sustain interest.	Children are generally engaged, although attention may lapse without adult prompting.	Engagement is strong, with lessons structured to sustain attention and promote progress.	Children demonstrate intrinsic motivation, persistence and enthusiasm throughout lessons, making strong progress.
- **Child outcomes are consistent with the objectives set at the beginning.**	Objectives are unclear or do not align with lesson outcomes.	Outcomes partially reflect objectives, but weakly or inconsistently.	Outcomes are closely aligned with lesson objectives, demonstrating progress towards them.	Objectives and outcomes are fully aligned. Children meet or exceed expectations, applying skills creatively.
- **Children are encouraged to use resources independently, where appropriate.**	Children rely heavily on adults to access resources.	There is some consideration for how children might use resources independently, and strategies to support this.	Pupils are supported to access and use resources independently, and to learn how to do so themselves.	Pupils confidently choose, adapt and evaluate resources to support their own learning.
- **Children behave well, demonstrating improved levels of self-control and consistently positive attitudes to their education from their starting point.**	Behaviour is variable and reliant on adult management.	Behaviour is generally positive with co-regulation and some signs of self-control.	Children demonstrate consistent self-regulation and positive attitudes, demonstrating clear improvement from their starting point.	Children show self-regulation, resilience and enthusiasm for learning, positively influencing peers.

REVIEWING THE PROVISION

ANY QUESTIONS?



Celebrating Inclusion: Enhancing Learning with Chatta

Laura Peters - Reception Teacher, Assistant Head EYFS

Natalie Daniels – Year 2 Teacher, Assistant Head KS1

https://chattalearning.com/

Inclusive. Simple. Transformative.

School Context

202 pupils

EAL: 60.5%

PPG: 17.7%

SEN: 12.2%

Disadvantaged: 38.9 %

SIP

- Develop S+L/oracy as well as ensure meaningful writing experiences for least able children EYFS/KS1

https://chattalearning.com/

Inclusive. Simple. Transformative.

How Chatta works

Chatta is an educational tool that encourages students to develop their **communication** and **thinking skills**. It provides prompts, sentence starters, and structured discussion activities that get learners **talking**, **reflecting**, and **building ideas**. Students can respond **verbally** or in **writing**, while teachers model language, guide conversations, and scaffold learning. This approach helps build **vocabulary**, **confidence**, and **understanding**, making lessons more **inclusive** for learners with different abilities and language needs.

Chatta uses a low-threshold, high-ceiling approach: everyone can participate at their own level, while more confident learners can extend their thinking. This supports inclusion, engagement, and challenge.

https://chattalearning.com/

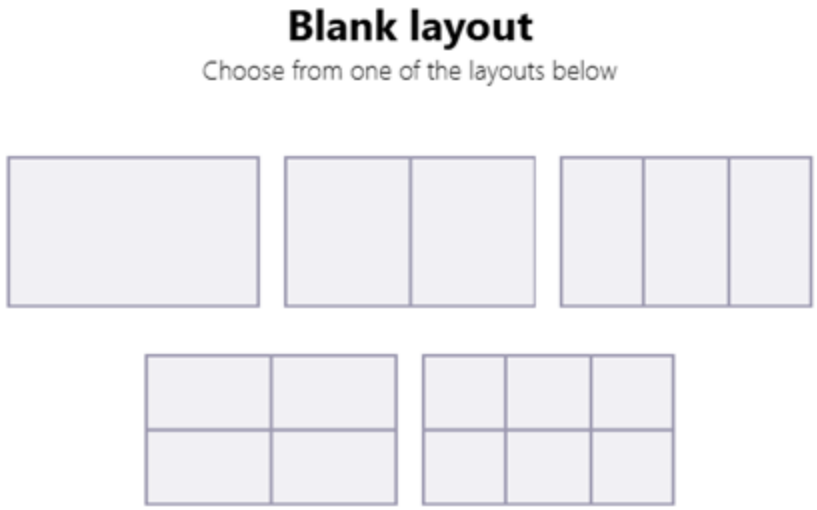
Inclusive. Simple. Transformative.

How we use Chatta at Hillside Infant School

- Whole class teaching
- Pre teaching
- Small groups
- EAL support (new starters for key vocab)
- SEN (removing the barrier of writing, can you tell me in words?)
- High attaining pupils
- Home learning (New for Summer term)

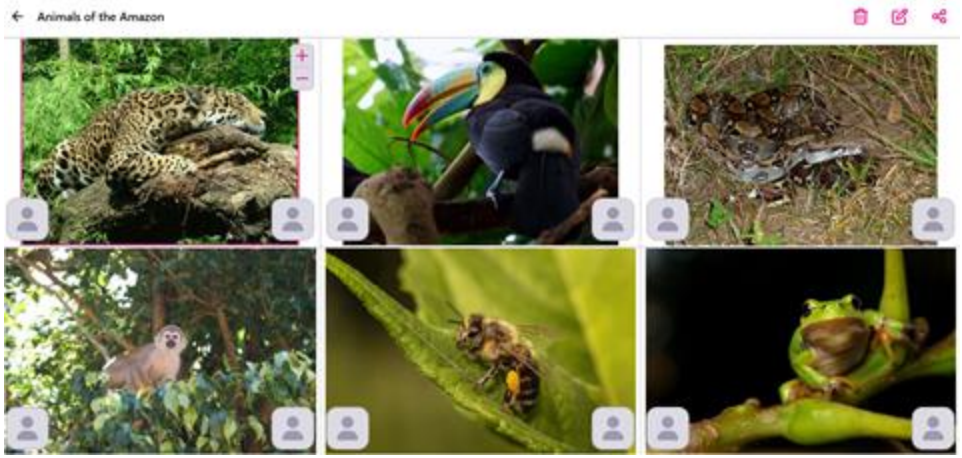
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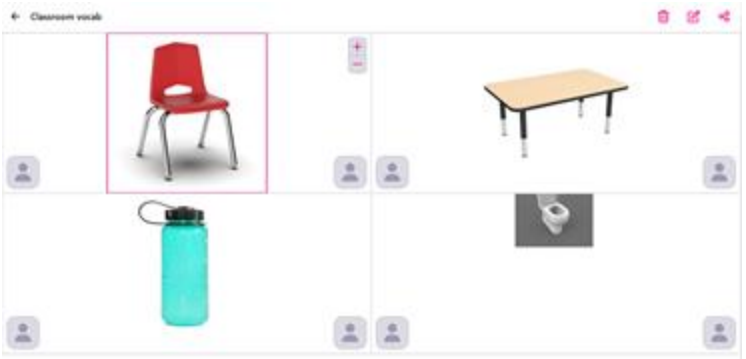
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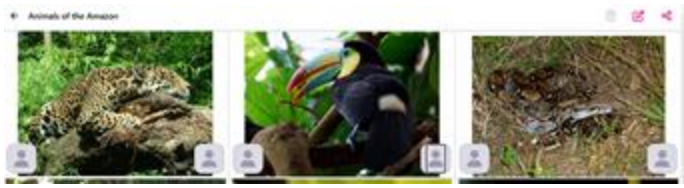




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Examples



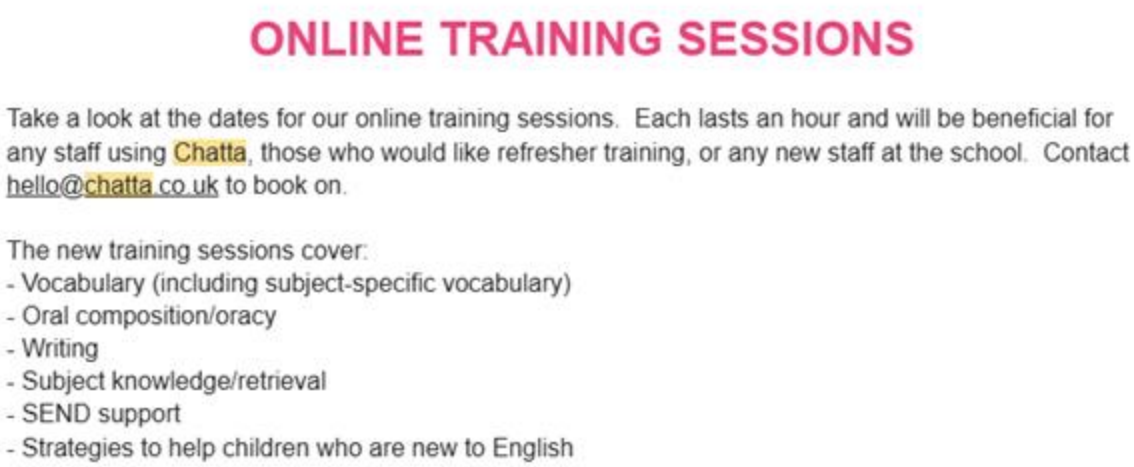




https://app.chattalearning.com/folders/0e7a56ff25e14434bea1

Inclusive. Simple. Transformative.

They provide monthly updates along with online training sessions that you can register for. Chris, the founder of Chatta, is very supportive and can also travel to deliver in-person training on how to use the program.



ONLINE TRAINING SESSIONS

Take a look at the dates for our online training sessions. Each lasts an hour and will be beneficial for any staff using Chatta, those who would like refresher training, or any new staff at the school. Contact hello@chatta.co.uk to book on.

The new training sessions cover:
- Vocabulary (including subject-specific vocabulary)
- Oral composition/oracy
- Writing
- Subject knowledge/retrieval
- SEND support
- Strategies to help children who are new to English

https://chattalearning.com/

Inclusive. Simple. Transformative.

If you would like to organise a visit to Hillside Infant School to see how we use Chatta in the classroom please email:

KS1 ndaniels@hillsideinfant.org.uk

Or

EYFS lpeters@hillsideinfant.org.uk

https://chattalearning.com/

Adaptive teaching that does the heavy lifting; Sustaining QFT in diverse classrooms

Alison Foster

Vanguard Learning Trust



Higher numbers of SEND pupils

Greater responsibility for provision

More accountability for inclusion

Vanguard Learning Trust

“What have teachers in your school learned in the last two years that has changed how they teach children with SEND in every classroom?”

Vanguard Learning Trust

1. “If I asked five teachers in your school what they changed in their teaching after the last SEND training session, would they all be able to give the same specific example?”

1. “If I walked into ten lessons tomorrow, would I see evidence of SEND training in how teachers explain, scaffold and structure learning?

1. “When teachers plan lessons in your school, at what point do they usually think about the range of learners in the room — at the start of planning, or later when adapting the lesson?”

Vanguard Learning Trust

1. “If I asked five teachers in your school what they changed in their teaching after the last SEND training session, would they all be able to give the same specific example?” SEND CPD is episodic

1. “If I walked into ten lessons tomorrow, would I see evidence of SEND training in how teachers explain, scaffold and structure learning? Training is awareness-based rather than practice-based

1. “When teachers plan lessons in your school, at what point do they usually think about the range of learners in the room — at the start of planning, or later when adapting the lesson?” Inclusion is not yet embedded in instructional design

Vanguard Learning Trust





Vanguard Learning Trust

What would it take for a school to answer “yes” to every intentional inclusion strategy?

Do you scaffold explicitly?

Do you use visual supports?

Do you pre-teach vocabulary?

Do you adapt questioning?

Do you reduce cognitive load?

Do you build independence?

Do you stretch high attainers?

Do you embed metacognition?

Vanguard Learning Trust

If we *can't* answer yes to most of these, the question becomes:

Is inclusion an add-on… or is it the way we teach?

Vanguard Learning Trust

Schools often stall on adaptive teaching because they treat it as another SEND initiative rather than core teaching development.

1. Start with a shared definition

2 Focus CPD on a small number of teaching moves

3. Use existing lesson structures

4. Use modelling and rehearsal in CPD

5. Make it visible through professional dialogue

Vanguard Learning Trust



Vanguard Learning Trust

Please enjoy lunch, we will reconvene at 1.15 pm

BUILDING STRONG FOUNDATIONS: WORKING IN PARTNERSHIP WITH PARENTS AND CARERS IN INCLUSIVE EDUCATION

- **Beyond Metrics: Why Relationships Matter More Than Results in Education (Dr Paty Paliokosa, 2025)**
- Dr Paty Paliokosta argues that current policy over-emphasises measurable outcomes at the expense of **human connection**. She highlights how **strong relationships between educators, pupils, and families are foundational for inclusion, wellbeing, and long-term success**. The piece calls for a shift in national policy to value relational practice as much as academic performance.

KEY OBJECTIVES

- Centres on the belief that inclusive education is strongest when schools and families work together in trusting, respectful partnership.
- Draws on professional experience in inclusive practice alongside lived experience as a parent-carer of a young person with SEND.
- Explores how effective partnership with parents and carers is not an 'add-on' to inclusion, but a core condition shaping pupil wellbeing, participation and outcomes.
- Raises awareness of the real impact inclusive practice has when it is experienced positively on both sides of the school gate, and empowers educators with practical strategies that foster pride, confidence and shared responsibility.
- Inclusion in the Real World: Constraints/Capacity, Policy tensions and Trust

Together, these areas of discussion reflect the conference's commitment to celebrating inclusive success, sharing best practice, raising awareness of impact, and strengthening collaboration across schools.

RESEARCH: QUALITY OF LIFE AS EXPERIENCED BY PARENTS/CARERS OF CHILDREN AND YOUNG PEOPLE WITH SEND

Key Insights:

- Parents hold critical experiential knowledge about their child.
- Child and parent quality of life are interconnected.
- Systems often create advocacy burdens for families.
- Trust and listening are the foundations of partnership.
- Inclusion should focus on capabilities and participation, not just deficits.
- Recognising caregiver labour strengthens collaboration.
- Flexible and responsive schools build confidence and belonging.
- Parent voice is essential for improving inclusive education.

INCLUSIVE EDUCATION IS STRONGEST WHEN PROVISION AND FAMILIES WORK TOGETHER

- Inclusion is relational, not just procedural *(Urie Bronfenbrenner)*
- Parents and carers hold indispensable knowledge: they are experts by lived experience *(Joyce Epstein)*
- Trust is a precondition for inclusion
- From provision to real opportunity *(associated with Amartya Sen and Martha Nussbaum),*
- Partnership does not mean agreement: Disagreement is inevitable in complex systems.

PARTNERSHIP IS NOT AN ADD-ON: IT IS CENTRAL TO INCLUSIVE EDUCATION

- Partnership as a condition, not an intervention
- Impact on pupil wellbeing
- Impact on participation
- Impact on outcomes
- Reframing partnership as inclusive infrastructure

Ref: Joyce Epstein, Michael Fullan, Annette Lareau, Mel Ainscow, Janet Goodall, Susan Tetler etc.

ON BOTH SIDES OF THE SCHOOL GATE: THE REAL IMPACT OF INCLUSIVE PRACTICE

- Inclusion is experienced, not delivered (Mel Ainscow, Alison Black-Hawkins)
- What happens on both sides of the school gate matters - Children carry the tone of home–school relationships with them into the classroom
- Positive inclusive experience builds pride and confidence
- Empowerment comes from practical, relational strategies

INCLUSION IN THE REAL WORLD: CONSTRAINTS, TENSIONS AND TRUST

- Inclusive practice operates within real constraints: funding pressures, staffing shortages, accountability frameworks and policy limitations
- Schools are often required to balance equity, consistency and safeguarding alongside individual need
- Not all parent–school relationships are straightforward; trust can be fragile on both sides
- Effective partnership does not ignore these realities — it works within them

INCLUSION IN THE REAL WORLD: CAPACITY, POLICY TENSIONS AND TRUST

- **Capacity:** National proposals such as the DfE's emerging "ladder of support" (Roberts, 2026) acknowledge that mainstream schools cannot deliver inclusive education in isolation. The emphasis on shared expertise between mainstream and specialist settings reflects real pressures on staff capacity, training and access to specialist input.
- **Policy Tensions:** While policy signals a move towards earlier, graduated and collaborative support, delivery remains uneven. Gaps in health and local authority provision, alongside accountability pressures, mean schools are often expected to hold responsibility without equivalent system support.
- **Trust:** Where systems are stretched, trust can fracture between schools, families and external services. Policy reform alone does not resolve this; relational practice is essential to maintain confidence, transparency and shared purpose.
- **Key Message:** Partnership between schools, families and services is not idealistic, but a practical response to constraint. Trust becomes the mechanism through which limited resources are used more effectively.

Policy may set the direction, but inclusion only works in practice when trust and shared responsibility hold the system together.

CONFERENCE MESSAGE

- Strong foundations are built when schools listen to and incorporate parental knowledge into planning, review meetings, and everyday classroom practice.
- Inclusive education becomes more effective when schools reduce the advocacy burden on parents.
- Recognition of caregiver burden strengthens collaboration and mutual respect.
- Inclusive schools are adaptive institutions, not rigid systems.
- Parents are not just service users; they are partners in shaping inclusive education systems.

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THANK YOU AND QUESTIONS



Regulate to Educate: The Essential Link Between Emotions and Learning

Hillingdon
March 2026

Reflect:

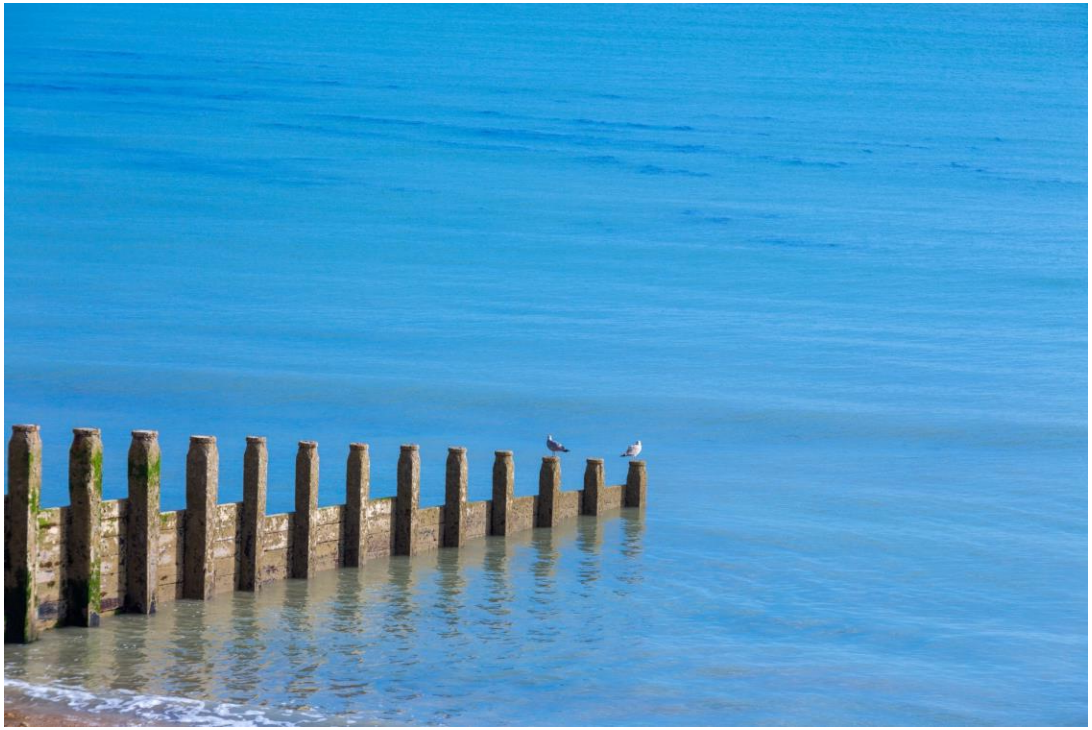


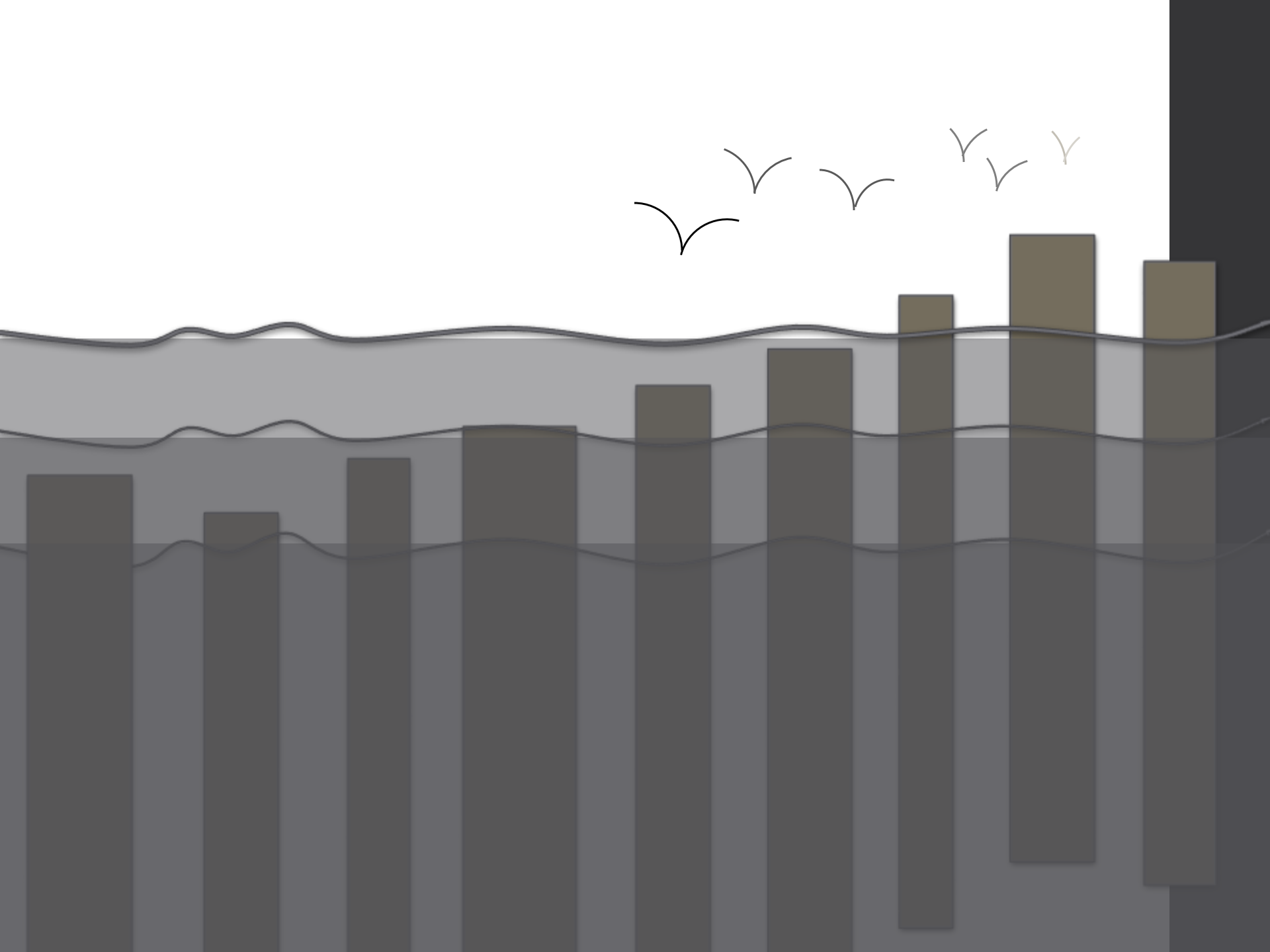
Think of your favourite teacher at school
- Why did you like them?
- Why do they stick in your memory?
- What did they do to make you feel that way?

Think of a teacher you did not like
- Why did you dislike them?
- Why do they stick in your memory?
- What did they do to make you feel that way?

Which of these teachers are you most like?

Increased complexity of needs

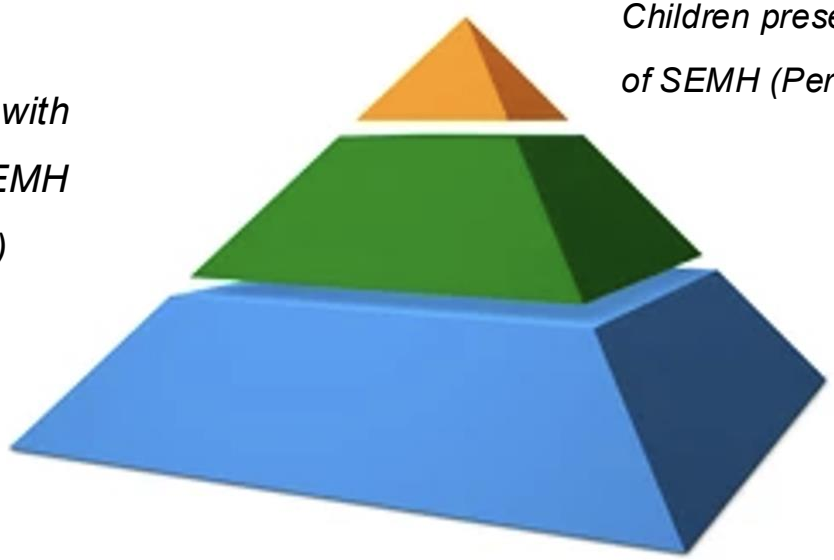




How effectively are we investing in our universal offer to create the necessary conditions for proactive emotional regulation, thereby reducing the prevalence of high-need behaviours across the entire student population?

Children presenting with characteristics of SEMH (Personalised provision)

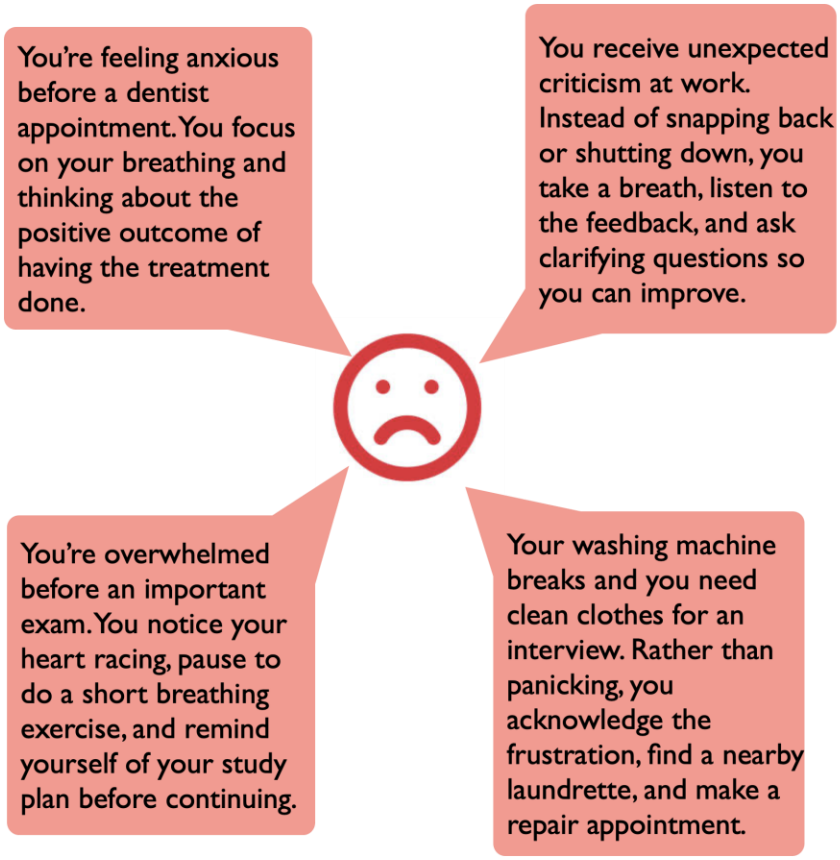
Children presenting with characteristics of SEMH (Universal provision)



Supporting emotional regulation - the bedrock of whole-school culture and practice

What is emotional regulation?




You're feeling anxious before a dentist appointment. You focus on your breathing and thinking about the positive outcome of having the treatment done.
You receive unexpected criticism at work. Instead of snapping back or shutting down, you take a breath, listen to the feedback, and ask clarifying questions so you can improve.
You're overwhelmed before an important exam. You notice your heart racing, pause to do a short breathing exercise, and remind yourself of your study plan before continuing.
Your washing machine breaks and you need clean clothes for an interview. Rather than panicking, you acknowledge the frustration, find a nearby laundrette, and make a repair appointment.

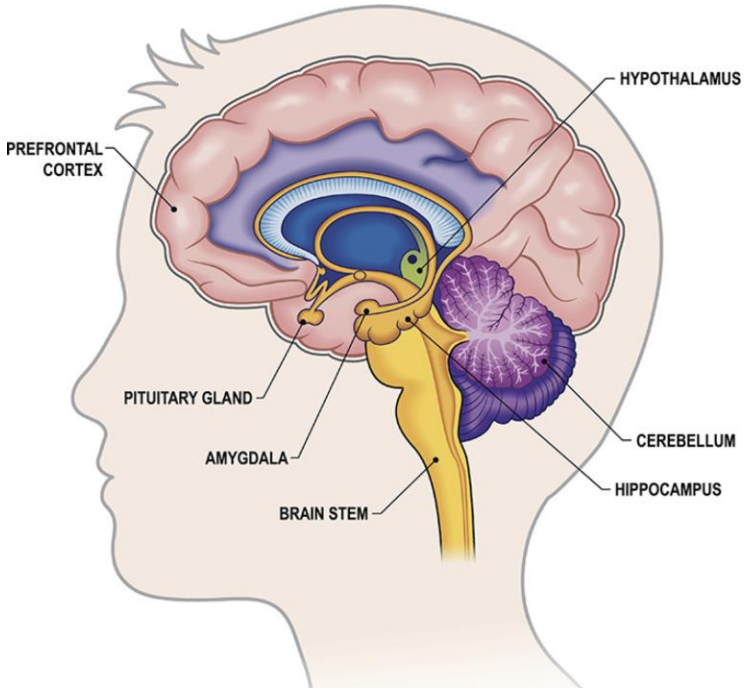

You feel proud after finishing a task early, so you use that energy to help a teammate who's struggling, building goodwill and teamwork.
You feel motivated after a good night's sleep, so you decide to go for a morning walk and cook a healthy breakfast.
You are excited about a particular topic, so you channel that enthusiasm into asking thoughtful questions and starting a group discussion.
You feel grateful for your home, so you put on music, tidy up, and make a nice meal — turning appreciation into care for your space.

How does emotional regulation work?

To understand emotional regulation, we have to understand how two parts of the brain operate:

The Prefrontal Cortex

- Located behind your forehead.
- It handles planning, impulse control, perceiving a situation from an alternative view, and decision-making. It calms the amygdala.
- It continues to develop into an adult's mid-20s.



The Amygdala

- Sits deep within the brain.
- Is an emotional alarm system.
- It drives the fight-flight-freeze response.
- It is present and active from birth.

Childhood brain development

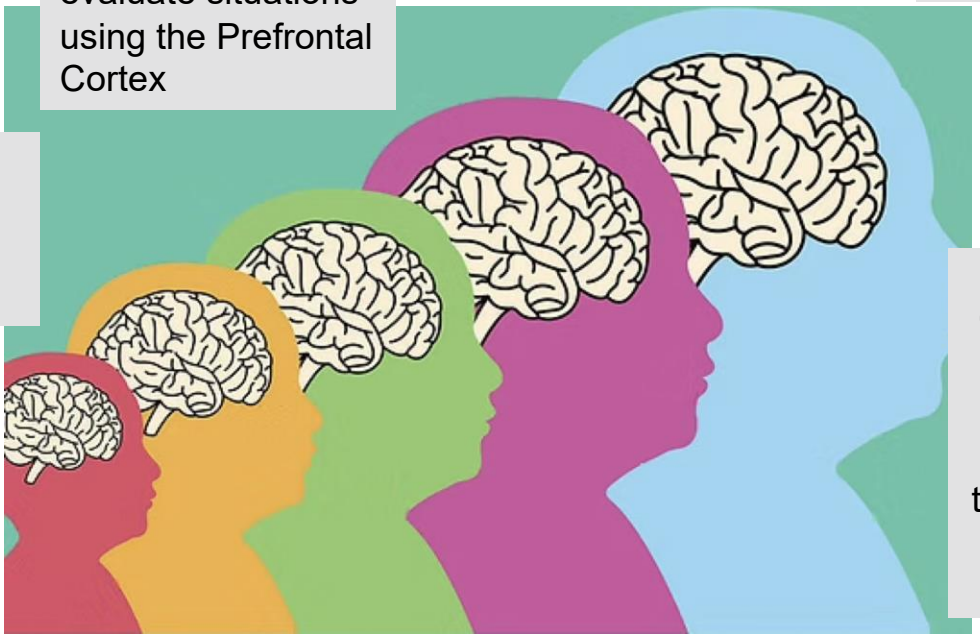
Positive guidance, safe risk-taking, and role models help strengthen connections between the Amygdala and Prefrontal Cortex.

The Amygdala is very active in teenagers (due to hormone changes)

Children begin to evaluate situations using the Prefrontal Cortex

Children start to apply strategies that have been developed

Neural pathways between the Amygdala and Prefrontal Cortex strengthen



As adults, we are ‘generally’ less prone to dysregulation, however there are many environmental factors that impact on our ability to regulate our emotions.

Childhood brain development

Considerations for children with SEND

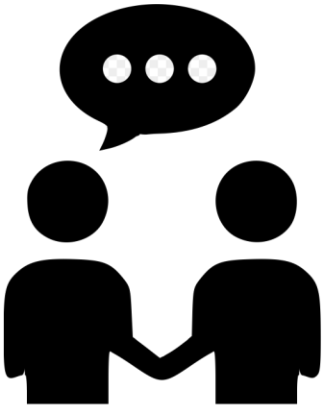
Children with SEND often follow the same overall brain development pathway, from Amygdala-led emotional responses toward greater Prefrontal Cortex control. However, emotional regulation can be developed in atypical ways and their will be important differences in pace, wiring and processing.



Sensory processing differences



Communication between regions in the brain



Social communication challenges



Executive function differences

Childhood brain development

Considerations for children with SEND

For children with SEND, the journey from Amygdala-dominated responses to balanced Prefrontal Cortex–Amygdala teamwork often takes more time, more support, and more explicit teaching, especially around sensory management, social understanding, and flexible thinking. We need to recognise the need for…

More frequent co-regulation, and for longer



Greater amounts of explicit teaching of regulation strategies



More structured environments to reduce Amygdala over-activation.



Childhood brain development

Considerations in Education

For children with SEND, as with all children, we need to ensure there is a balance of challenge and support to ensure the best learning environment and outcomes.

Underwhelmed **Appropriate whelm** **Overwhelmed**

Too easy, predictable, or unstimulating → boredom, disengagement.

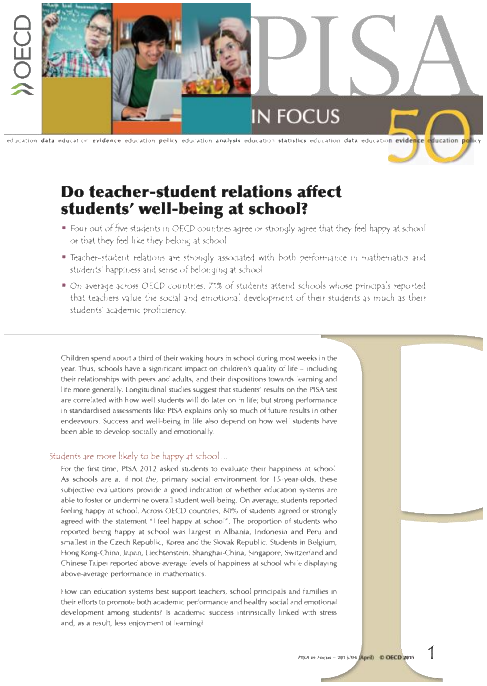
The “just right” level of challenge and support → focus, motivation, and emotional stability.

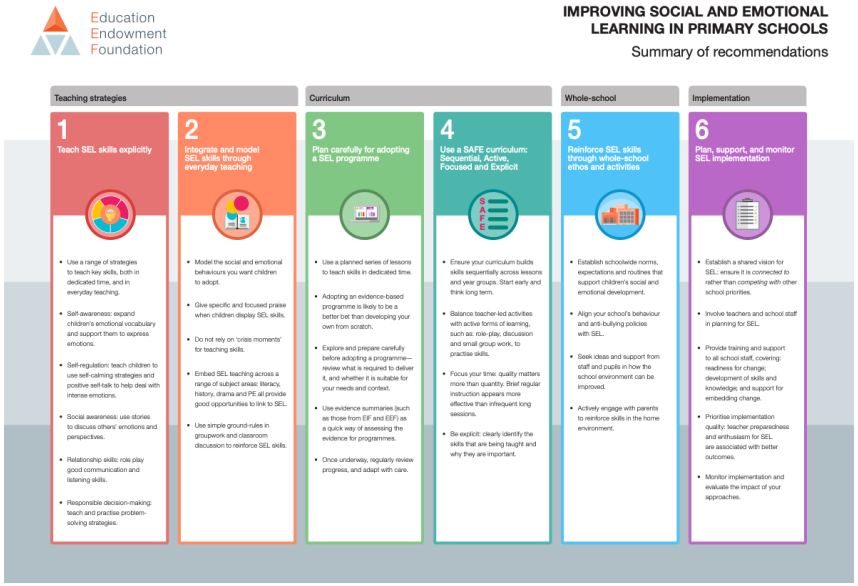


Too much information, sensory input, or emotional demand → stress, shutdown, or emotional outbursts.

Preparation for academic success

Research suggests that children who are taught to emotionally regulate secure stronger academic results





Preparation for Adulthood from the Earliest Years

In addition to achieving academic success in school, the SEND Code of Practice emphasises that professionals across education, health and social care, beginning from the early years, should support children and young people with SEND to prepare for adult life, focusing on four key outcomes that are all contingent on successful emotional regulation.



Higher education and/or employment

- To cope with deadlines and workload
- To handle feedback and criticism
- To work with colleagues or classmates
- To stay motivated through setbacks



Independent living

- To manage daily challenges
- To budget and manage finances
- To resolve issues with landlords, neighbours, or service providers
- To cope with loneliness or change



Participating in society

- To make and keep friends
- To volunteer or join in with groups
- To handle a diversity of views
- To stay engaged despite setbacks



Being healthy

- To manage health appointments and treatment plans
- To cope with illness or pain
- To make healthy lifestyle choices
- To seek help when needed

How to be a school that supports emotional regulation

Staff-child relationships

Inclusion and Equity

Routines, consistency and predictability

Curriculum, teaching and learning

A SUPPORTIVE SCHOOL ENVIRONMENT

Whole-school commitment

Co-regulation as a bridge to self-regulation

Working closely with families and the child

Opportunities for emotional recovery

Collaboration within school

Download here



Spend a few minutes reviewing this document

Routines, consistency and predictability

Children and young people need a predictable and consistently supportive environment. A school that does not create a predictable and supportive environment for emotional regulation risks pupils feeling unsafe, overwhelmed, or unsure of what to expect.

Instead, a predictable and supportive school is characterised by:

- Clear routines and structure so children know what to expect and can feel safe.
- Calm, sensory-considerate spaces (such as quiet areas) for de-escalation.
- Consistent rules, shared agreements and expectations that are applied fairly across staff and situations, but with baked-in flexibility within policies that accommodate and anticipate children who may need something 'different'.

A predictable and supportive school	An unpredictable and unsupportive school
Consistent rules and fair consequences understood and delivered by all school staff - children know what to expect.	Inconsistent or unclear rules - consequences vary depending on the situation or adult.
Daily routines and schedules are stable, reminders about what is happening next and warnings about changes.	Frequent sudden changes in timetable, expectations, or routines without explanation.
Teachers respond to emotions with insight, support, and problem-solving.	Emotions are dismissed or punished (e.g., "stop crying," detentions for being upset).
Staff model calm, respectful communication and emotional regulation.	Adults themselves display stress, frustration, or anger without modelling how to cope.
Classrooms provide calm spaces or strategies (quiet corners, breathing breaks).	No safe spaces; overstimulating, noisy, and chaotic environments.
Bullying or conflict is addressed quickly with restorative approaches.	Bullying, peer conflict, or hostility is ignored or handled inconsistently.
Strong relationships exist between staff and children; children feel cared for.	Staff seem unavailable, rushed, or disengaged from chiildren's emotional needs.
Predictability reduces anxiety and helps children focus on learning.	Lack of predictability increases stress, leading to dysregulation and disruptive behavior.

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Explicit teaching of emotional skills

A school that does not explicitly teach emotional skills often leaves children to "figure it out on their own," which can make emotional regulation much harder.

Instead, a school that does this well:

- Has curriculum elements (e.g., PSHE, SEL programmes) that teach naming emotions, recognising triggers, and using regulation strategies.
- Use visual supports like emotion thermometers or "feelings charts", as standard.
- Proactively provide opportunities for children to practise strategies in low-stress moments before they are needed in high-stress moments.

School with Explicit Teaching of Emotional Skills	School without Explicit Teaching of Emotional Skills
Emotions are taught through structured lessons (SEL, circle time, PSHE).	No formal opportunities to learn about emotions or self-regulation.
Staff use and model emotional vocabulary.	Little or no emotional language; children do not learn to label their feelings.
Children are given strategies to manage big emotions.	Children are expected to calm down without being taught how.
Conflict is used as a teaching opportunity with guided reflection.	Conflict is managed through punishment or avoidance.
Staff consistently model healthy coping and regulation.	Adults may react with stress, frustration, or anger.
Emotional growth is valued alongside academic and behavioural success.	Academic performance and compliance are prioritized.
Children build independence in regulating emotions over time.	Children remain reliant on adult control or resort to outbursts/ withdrawal.
Safe classroom culture where feelings are discussed.	Emotional expression is discouraged or dismissed.

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Reflect:



- How would your school do, if it used this as a simple audit tool?
- Would the picture be consistent, or are there teachers / departments / key stages / times of the day or year that may present differently?
- What would children say their experience of the school is?
- How do we balance this with high-expectations for children's behaviour?

How to be a school that supports emotional regulation

There are three essential elements to emotional regulation:



Self-awareness
noticing what you are feeling



Self-reflection
understanding why you are feeling that way



Self-control
choosing how to express or act on those feelings

Successful emotional regulation or co-regulation means

•Stay calm under pressure

• Pause before reacting impulsively

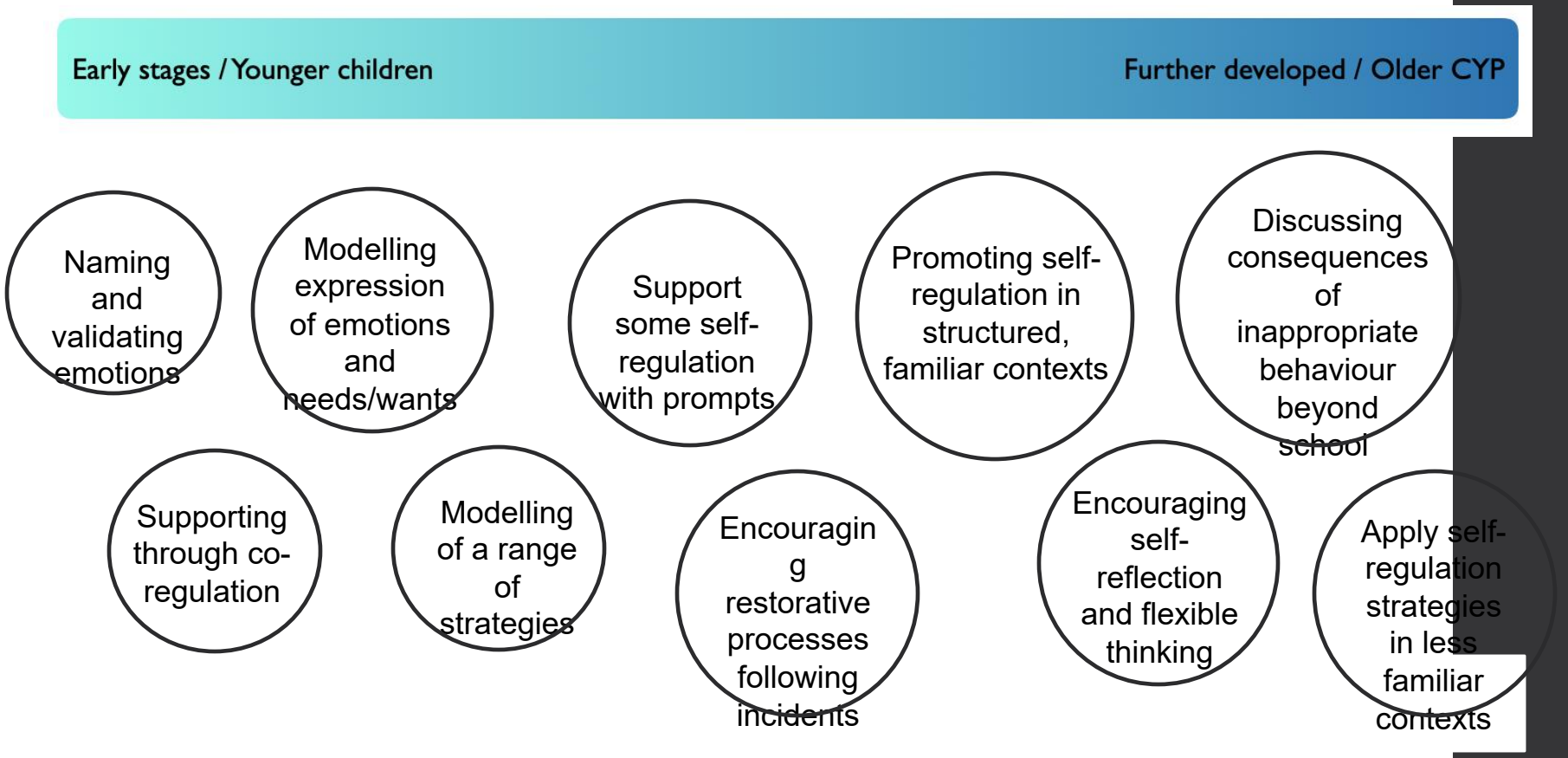
• Express emotions in a constructive way

• Shift an emotional state if it is unhelpful (e.g. calming down when angry)

• Use emotions to motivate rather than derail

Teaching emotional regulation

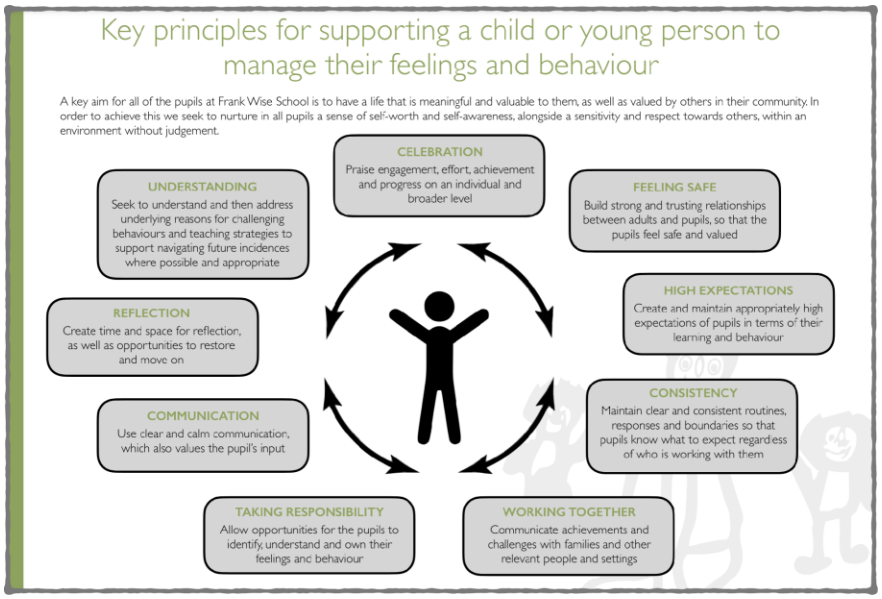
How do we apply this to our teaching?

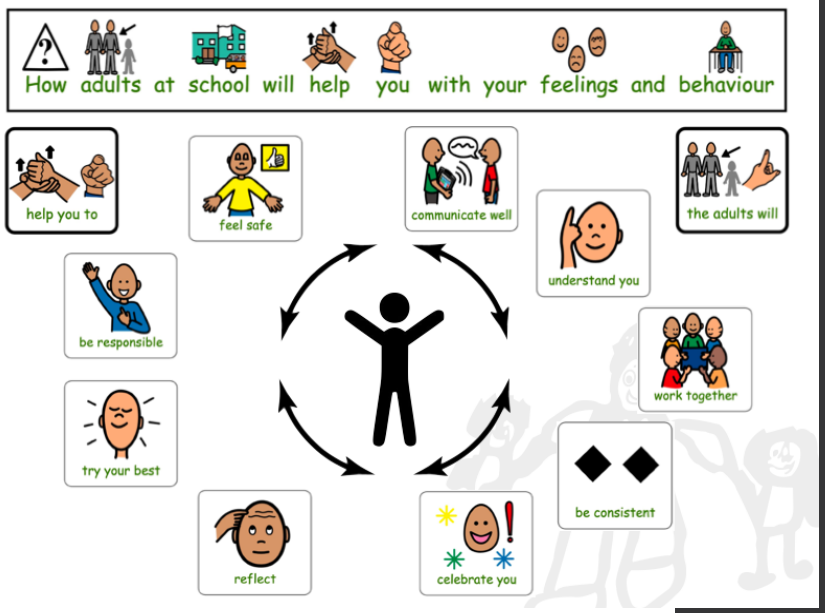


Teaching emotional regulation

How do we apply this to our teaching at Frank Wise School

Our key approaches to support emotional regulation at FWS are detailed in the Behaviour and Interpersonal Development policy and summarised in the following documents…





Teaching emotional regulation

How do we apply this to our teaching at Frank Wise School

Personalised plans that support children to learn to co-regulate and self-regulate

Behaviour and Interpersonal Development Support Plan

Name	xxxxx		
Date	xxxx	**Date for Review**	xxxxx

Key Aims •To support Xxxx to engage positively in learning opportunities in a variety of contexts. •To enable Xxxx to engage positively with his peers and those supporting him. •To enable Xxxx to appropriately express his feelings and communicate his immediate wants and needs effectively to those around him.	**Class Teacher:** **Headteacher:** **Parent:**

Known reasons for behaviour / responses	Behaviour / responses	Strategies to use to support
Activities and objects that are motivating to xxxx •Close physical contact with familiar adults •Stories and songs •Regular opportunities to move and being outside •Playing with the animal toys	**Positive engagement / behaviour** •Will smile and make eye contact when he is particularly engaged •Will happily repeat his scripts •Will repeat key words or follow simple instructions	**Supporting positive engagement** • Regularly completes circuits as part of his school day • Responds well to praise from familiar adults • Relies on the daily timetable • Use symbols/communication book to make expectations clear
Situations that are challenging for xxxx • New or unfamiliar places or people • Changes in his routines • Loud or high-pitched noises	**Dysregulated behaviour** • Shouting • Repeatedly getting up from his chair • Crying	**Remain in close proximity to xxxx at all times** • Lead him back to his chair • Tell him what is happening now using a symbol/ communication book • Tell him how long to wait until the next activity using a sand timer, if necessary • Offer him a squeeze on the shoulders or walk in the corridor
Situations that may be very challenging for xxxx • New or unfamiliar places or people • Changes in his routines • Loud or high-pitched noises • When others are upset or distressed	**Escalating behaviour** • Hitting out • Kicking • Shouting • Pushing	**Remain in close proximity to xxxx at all times** • Lead him away from situation by the hand • Sit him at the table, say "Ouch, that hurt xxx" • Use a 1 minute sand timer to sit calmly • Use an RPI escort to sit at table • Use communication book to talk through the situation using 'something's wrong' as a starting point

Behaviour and Interpersonal Development Support Plan

Name	Xxxx

Encouraging positive interaction
• Xxxx enjoys close physical contact with familiar adults and this can help him to feel secure in his surroundings. He often demonstrates his caring nature by showing concern if another person is upset.
• Xxxx benefits from the support of an adult to understand how those around him may be feeling, and how their emotions may be impacting their behaviour, reinforced through the use of his communication book.
• Xxxx is beginning to interact positively with his peers and this should be praised and encouraged, whilst closely monitoring any interactions to ensure they remain positive.
• Xxxx relies on support from familiar adults to make sense of his own emotions but is starting to develop an understanding of how these impact on his behaviour, supported by the use of his communication book.
• Xxxx is beginning to verbally or gesturally request strategies to support himself when he is feeling anxious, such as a "cuddle" or a "squeeze". This should be encouraged whilst ensuring that all this physical contact is socially appropriate, for example, avoid face to face hugs and instead give Xxxx a side by side hug around his shoulders.

Encouraging positive engagement in learning
• Xxxx loves stories and songs and has a great imagination. His favourite toys are the animals and he particularly enjoys being outside and on the move.
• Xxxx works best when he is engaged through songs or stories and when expectations of his behaviour and engagement are made clear to him, using visual aids (symbols) to reinforce these. He responds well to praise and support from familiar adults.
• Xxxx benefits from the use of the class visual timetable day-to-day, with the addition of a more detailed sentence strip in certain situations such as school trips or something out of routine.
• Xxxx needs to move often in order to regulate his emotions and is given regular, planned opportunities to complete circuits as part of his school day. However, there may be times when Xxxx requires additional opportunities to move around outside the classroom and he is being encouraged to request a "walk in corridor" at these times. It is important that Xxxx stays within sight of a supporting adult.

How Xxxx will show he is feeling anxious or distressed
• Xxxx may show he is starting to become distressed by shouting, repeatedly getting up from his chair, or crying.
• Xxxx can sometimes be anxious around new or unfamiliar people and when visiting unfamiliar places. When going offsite, it is best to provide Xxxx with an individual timetable strip detailing what will happen.
• Xxxx can become distressed when others are upset and finds particular noises difficult to tolerate, especially those that are repeated or high pitched. At these times it is important that Xxxx is supported to understand how the other person may be feeling and how that is impacting on their behaviour (e.g. they are crying because they are sad, they are squealing because they are excited).

If Xxxx shows signs of distress or dysregulation
• Lead Xxxx back to his chair and offer him a squeeze or use a symbol to show what is happening now. When he is calm, reinforce this with his communication book, giving him opportunity to express how he is feeling and what strategy has been used.
• Remain in close to Xxxx to monitor whether he requires further support. He may say "noisy" or "cuddle" or reach out towards an adult for help which, if done so in a safe manner, he should be praised for.

If Xxxx shows signs of further distress and/or approaches a peer at these times
• If Xxxx perceives someone to be upset or distressed, he may put his face very close to theirs and try to comfort them by hugging. Support Xxxx to give his peer some space and ask for consent before hugging or touching his classmate. Model how to do this.
• Lead Xxxx by the hand to another area of the classroom and offer him a squeeze or a walk in the corridor
• If Xxxx is not calm, he may need an escort to distance himself from the situation.
• If Xxxx is particularly distressed by a noise he may try to push or hit out at the person making the noise in an attempt to stop them. If this happens, quickly but calmly take Xxxx by the hands and lead him to the table for some 'time to calm.' Show him the strip hurt -> table. Sit Xxxx at the table and use the phrase "Ouch! That hurt XXXX". Set the 1 minute sand timer and sit alongside Xxxx, modelling calm sitting.
• Once Xxxx appears calm (his body relaxes, neutral face looking around), use communication book to talk through the situation e.g. 'More to say / Something was wrong / You didn't like that when XXXXX. Then this script: "Xxxx says, "Stop please" / Are you feeling calm? Feeling calm, timer finished."
• If Xxxx is especially upset he may try to push, kick, scratch or hit out at the adults supporting him. He may need support from RPI hold to keep himself and others safe. Ensure you repeat the 'repair' script with him once he is calm.

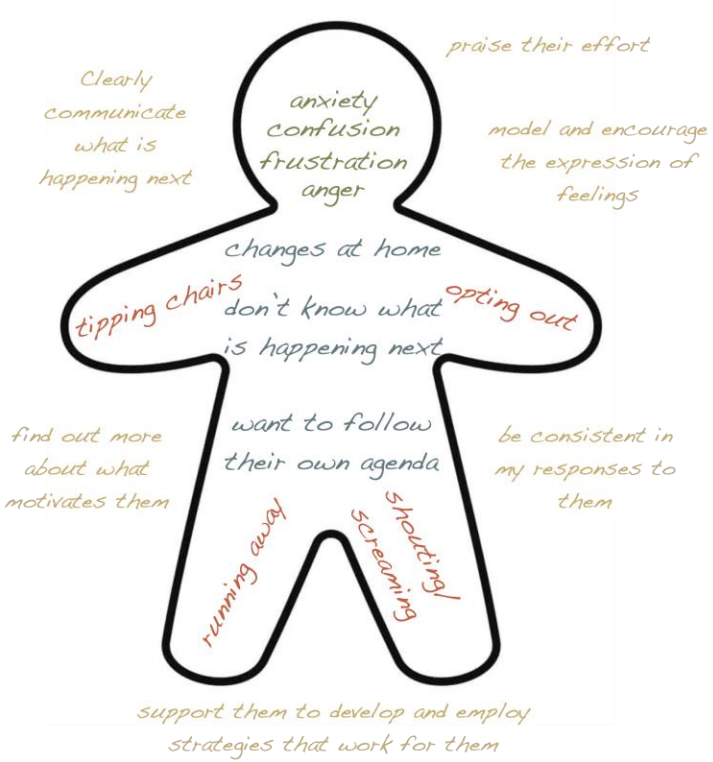
When offsite
• When going offsite, it is best to provide Xxxx with an individual timetable strip detailing what will happen and encourage him to use the strategies detailed above to support him when showing signs of distress.

When in the swimming pool
• Xxxx should be supported to use the strategies detailed above to support him when showing signs of distress.

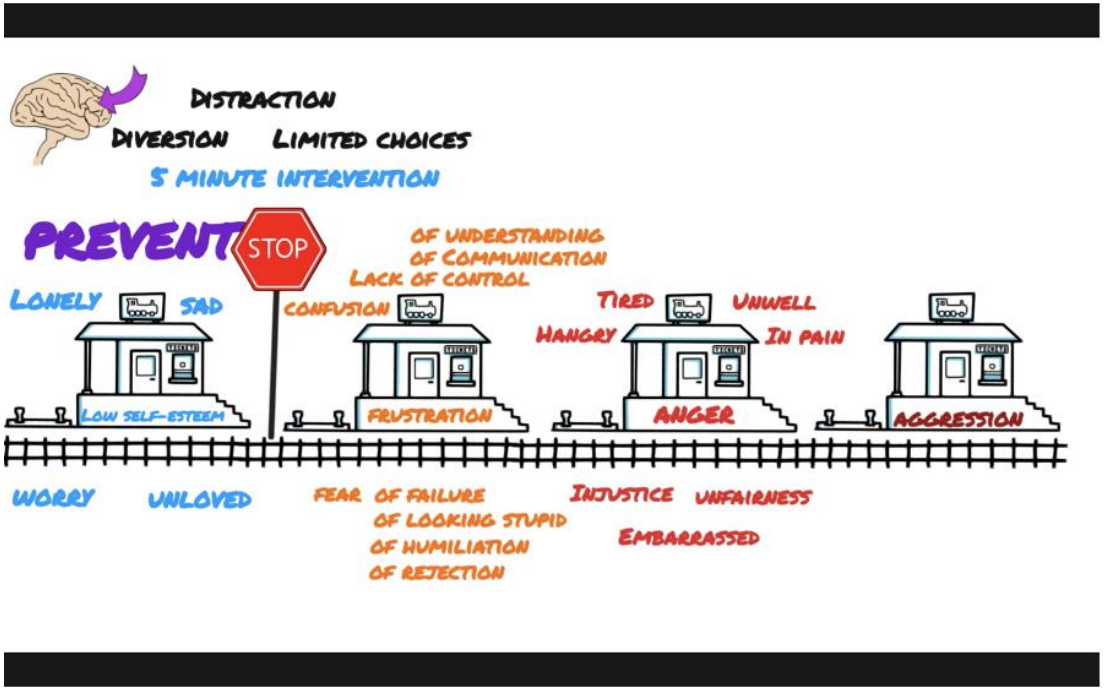
Reflection activity

Thinking about the emotional regulation of a pupil in your class, complete the following reflection…

- Inside the arms and legs sections, list the behaviours they exhibit when faced with the need to regulate their emotions.
- In the head section, list the feelings they may be experiencing when they exhibit these behaviours.
- In the body section, list the possible reasons why they exhibit these behaviours (beyond the feelings).
- Now, around the outside of the gingerbread person, list the strategies and approaches you do/could use to support the pupil to regulate their emotions.



Video



https://www.youtube.com/watch?v=-hd3QKJoSqw



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Find out more and join our member community

www.wholeschoolsend.org.uk

WholeSchool SEND



See me, not the label

Delivered by Aim High SEND Youth Forum

Changing the world, one step at a time



Tillie's Story



STAND UP IF….

Stand up if what we said applies to you, sit down if it doesn't



STAND UP IF….

You've ever been bullied



STAND UP IF….

You find paper or words blurry when reading or writing



STAND UP IF….

You've ever been kicked out of a classroom



STAND UP IF….

You've been permanently excluded or suspended



STAND UP IF….

You've ever had to sit in a separate room at school because of an internal exclusion



STAND UP IF….

You've ever failed an exam or test



STAND UP IF….

You've ever been told not to come in or to stay somewhere when Ofsted is in



STAND UP IF….

You've been offered a job without having an interview



STAND UP IF….

You know the train map by heart



STAND UP IF….

You've won an award in sports



STAND UP IF….

You’re good at drawing



STAND UP IF….

You've ever been told you can't do something due to your needs



STAND UP IF….

You've had people make a decision about your life without involving you




Aim High
WE CAN.



Audine's Story



What we wish you knew about us





Lula's Story



Good Practice Vs Bad Practice: Our Lived Examples





Jacob's Story



How can we make schools better for SEND students?

Making Adjustments: Our Thoughts





Noah's Story



How can we make schools better for SEND students?

Annual Reviews: Our Thoughts



The most common thing our forum and sub-forum said is that we want you to be patient, welcoming and kind.





What one change can you make today to better support SEND students in your school?



Aim High SEND Youth Forum
Changing the world, one step at a time

We want more voices!

Get your young people involved! Scan the QR code below for more information on Aim High, or contact our email address for information on the group, how to join and future sub-groups

SENDYouthForum@Hillingdon.gov.uk

Next Steps

Register for our AfA 'Parents as Partners in Learning' Conference led by Professor Janet Goodall on Wednesday 3rd June at Brunel University

Sign up here or scan this QR code

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Brunel University of London

HLP Hillingdon Learning Partnership

Education Endowment Foundation

www.hillingdon.gov.uk


Inclusion is…
…understanding your school community
… valuing everyone
…about the needs of the whole community
…celebrating diversity and individuality
…not an 'add on' or an afterthought
…not just about the IEPs
…knowing and understanding the needs of all pupils
…valuing other cultures
…changing the way things are organised so they suit pupil needs
…reflecting on your practice
…not just about access
…everybody's responsibility
..providing flexible learning
…more than just a policy
10/2/2026
resresources



Take Away Thoughts

- **What will you take away from today ?**

- **What will be your inclusion commitment ?**

- **Check In, Check Up, Check Out**

Creating a Culture of Belonging. A Relational Framework for Improving Attendance, Wellbeing and Engagement in Schools

- **Quality Assurance Framework for Inclusion**

Supporting School Self-Evaluation and Improvement under Ofsted 2025

Thank you for attending and your input.

We hope to see you soon!