

# Portsmouth Inclusion Conference

19<sup>th</sup> October 2023

## Workshop Descriptions



Workshop Title	Presenter	Short description of workshop
<b>Autistic Social and Emotional needs</b>	Dean Beadle	<p><i>This talk looks at common social and emotional needs of autistic young people. This interactive session gives plenty of food for thought in terms of making the social world more accessible for autistic people. Using humorous and thought provoking anecdotes to illustrate key learning points, this light and engaging session underlines how autistic people are so often misunderstood. Dean will also look at common myths and misconceptions surrounding autism, and will use current research to challenge how society views autistic people</i></p>
<b>i-Can Programme</b>	Amanda Percy	<p><i>i-Can is an interactive programme that can be delivered in a 1-1 setting or as a group work exercise. It is designed to help young people focus on a vision for their future, raise aspirations, develop a positive network and a positive progression from school to post-16 education and training.</i></p> <p><i>It is a flexible programme with free online resources and the introduction will outline a range of inclusive activities that can be used across secondary schools, colleges and parents/carers</i></p>
<b>Inclusion Centre Transition to Secondary</b>	Penny Sherborne	<p><i>This presentation explores our journey of setting up a new Inclusion Centre in a mainstream secondary school. It will include sharing systems and processes for transition, curriculum design and methods of assessment to capture progress and inform what we teach and the experiences we offer for the children. There will be opportunities for discussion and reflection throughout the session.</i></p>
<b>Refugees and Asylum Seekers</b>	Karen Thomas and MYP	<p><i>This workshop will reflect on the lived experiences of refugee, asylum seeking children and young people in Portsmouth in primary, secondary schools and colleges.</i></p> <p><i>Young People will join the workshop to share their experiences and colleagues from EMAS will explore practical strategies to support them in the classroom, ensure they are included in the schools and welcomed within the community.</i></p>
<b>Preparing for and responding to Critical Incidents</b>	Andrea Findlay / Tiago Pimenta	<p><i>Critical incidents are unforeseen, tragic and potentially traumatic events that can overwhelm both an individual's and an organization's coping mechanisms. This workshop explores how schools can prepare for and respond to a critical incident. We will start by looking at what defines a critical incident and what experiences some participants may have had of a critical incident in their schools.</i></p> <p><i>We will look at how children of different ages respond to trauma and loss, how to talk to children about what has happened and</i></p>

		<p><i>how to identify the most vulnerable children and provide support. How schools respond in the immediate aftermath of an incident, having processes in place, and links to organisations that can provide support will also form part of this workshop.</i></p>
<p><b>Supporting your most vulnerable on their journey to Post 16- Virtual School</b></p>	<p>Sarah Major/Sarah Pearce Tina Henley</p>	<p><i>A workshop to encompass: What is the Virtual School and how do we support vulnerable groups Post 16 - Identifying your most vulnerable Neuro development and trauma</i></p> <p><i>What challenges may be faced on the journey - Case study Support avenues and collaborative working Developing independence skills</i></p>
<p><b>Supporting Service Children in Portsmouth</b></p>	<p>Caitriona Scully and Caron Wallace</p>	<p><i>58 out of 60 schools in Portsmouth receive Service Pupil Premium for Service children in their schools. This workshop will introduce a new tool kit developed by the Portsmouth Parent Board and Portsmouth City Council, created for schools in the city to help them support Service children effectively. We will be discussing:</i></p> <p><i>What – Service children experience to raise awareness about the different types of Parental Separation and Mobility and how this affects children and young people’.</i>  <i>Why – Service children need support – in particular discussing the importance of helping children to become resilient and not just assuming that they are because they ‘seem ok’.</i>  <i>How – Service children can be supported at school including good practice examples from local schools on how to make the best use of the Service Pupil Premium funding.</i>  <i>Who – Organisations and resources that can support your work with these children.</i></p>
<p><b>Literacy difficulties and social justice: No starfish left behind</b></p>	<p>Vicky Parker</p>	<p><i>This workshop provides a considered response to Nick Hancock's bill 'No starfish left behind' in explaining that rather than picking one starfish a piece on the beach and tossing it back into the water (the current dyslexia diagnosis model) we should be focussed on creating a coastal system of support which prevents starfish from being washed up on the beach in the first place.</i></p> <p><i>It considers literacy support as being every teacher's business and ways in which we can adapt teaching practice to provide literacy support in any teaching environment so that all children who need support get help regardless of diagnosis.</i></p> <p><i>Examination of evidence-based practice also considers effective teaching of literacy to the 20% of pupils for whom phonics is not sufficient.</i></p>