

NEW SHOW!



tes

SEN North 2019

10-11 May 2019

Manchester Central

Your invitation...

**to the inaugural
Special Educational Needs
show for the North**

Supporting the wider SEN community

**tessenshow.co.uk/
Manchester**

Headline sponsor



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“Amazing resources, information and inventions, everything you’ll need to enhance and aid teaching and learning.”

Maxine Clare, volunteer support worker

NurseryWorld

NORTH 2019

10 & 11 May

Manchester Central

For everyone in the early years community

#NWNorth19
nurseryworldshow.com/Manchester

CO-LOCATED WITH TES SEN NORTH

Greater access to SEN support

Due to increasing visitor demand, the Tes SEN Show is expanding with an additional new show, taking place at Manchester Central. Join us for a new opportunity to access high-quality, relevant SEN training, suppliers and learning opportunities.

Why is this a must-attend event?

- Brand new show based in Manchester to support a wider audience of SEN professionals
- 32 CPD-certified sessions exploring the latest research trends and ideas
- FREE practical workshops led by our exhibitors, focusing on a range of different areas
- Unmissable keynote debate with leading experts, SEN advocates and visionaries
- The informative Parent, Carer and Teacher Forum, building on its popularity at the London show
- Exciting, cutting edge, new resources and services from a wide range of exhibitors
- Special offers, discounts, giveaways and competitions

What's on at the show

Free opening keynote and workshops

The free opening keynote is a hugely popular live debate on the opening morning of the show, and not to be missed. Also during the show, visitors can choose from numerous exhibitor-led workshops that allow you to see products in action and help you visualise how you could use them in your setting. These sessions are all free to attend and do not require booking in advance.

CPD seminar programme

This year's programme contains 32 inspiring seminars all designed to provide expert guidance on topics vital to SEN best practice. This year, the programme has a particular focus on the growing issue of school exclusion. More information on pages 6 & 7. Bookings can be made via tessenshow.com/Manchester

Secure the Early Bird rate if you book by 29 March 2019.

Exhibitors

The show provides the ideal platform to meet with specialist SEN suppliers, associations and charities. They will be showcasing the latest resources, products and services to help boost your provision.

FIND OUT MORE

Current list of exhibitors

Company

ADHD Wise UK
B Squared
Calibre Audio Library
The Calvert Trust
Cambridge House SEN Resources
Claro Software
Clickety Books
Crick Software
Crossbow Education
Dyslexia Gold
E-Glas
EdPlace
Edukey
ELT Well/Dekko Comics/Matthew
Evens Music
Hinton House Publishers
Jelly James
Lawler Education
Learning Materials
Nasen
Nessy
Nexus

Company

The Nisai Group
Oribi and Aventido
Outdoor Places
Outside Classroom Boards
Phonic Books
Priory Group
Read Successfully
Ruskin Mill Trust
Safer Handling
Safespaces
Scanning Pens
HEADLINE SPONSOR
Seashell Trust
SEN Books
SEN Magazine
SenseToys
Special Direct
Speech Link Multimedia
TES Supply
Voice, the Union
Widgit

Headline sponsor

Scanning Pens



scanningpens.com

Scanning Pens is proud to sponsor Tes SEN North 2019. As the world's leading supplier of portable pen scanners we have developed solutions for individuals, educational institutions and commercial organisations to aid people with reading

difficulties such as dyslexia.

The pens are suitable for use in primary, secondary, college and university settings and have been proved to raise attainment and save money.

The ReaderPen is a discreet reading device (headphones included) that can be used for reading text in the classroom, library or for homework. Built-in dictionaries, scan to file and a voice recorder all make it the perfect study tool.

The ExamReader gives students the confidence to read independently in their exams! This Exam approved device is allowed in KS2 SATS (except English reading section), GCSE's and A-Levels and there is no requirement for access arrangements.

Free trials available to all schools, colleges and universities.

www.readerpen.com

Special Features

Tes SEN North 2019 contains a range of free-to-attend special features. Each is designed to ensure that you benefit as much as possible from attending the show and can return to your educational settings inspired with new ideas to put into practice.

Exhibitor Workshop Theatre

The perfect opportunity for you to gain expert advice from suppliers about how certain products, services and resources can be used to enhance SEN best practice and support the requirements of learners throughout different educational settings. There will be the opportunity to see certain products in action and, in some cases, audience participation.

Friday 10 and Saturday 11 May – all day

Parent, Carer and Teacher Forum

Join in with the debate or just come to listen - the popular Parent and Carer Forum now includes teachers in its programme and discussions. Focusing on home education, parental involvement, and inclusion in schools, speakers include autism consultant Lana Grant and parent advocate and educator, Jane Friswell.

Saturday 11 May – all day

Free Opening Keynote

One of the most popular free-to-attend features from our London show. Following the Prime Minister's announcement that the Government will commission a review of school exclusions, this live debate will provide expertise on the school system and perspectives of pupils more likely to be excluded. Chaired by the show's head of content Beverley Walters, with the opportunity to put your questions to a panel of policy influencers, advocates and visionaries in the SEND arena, this session is not to be missed. Simply register your interest in attending during the registration process at tessenshow.co.uk/Manchester

Friday 10 May 9.30-10.30

Exhibitor Spotlight Theatre

Hear from a selection of exhibitors giving informative 30-minute presentations about their products, how they can support practice and deliver practical solutions. These sessions are free to attend and cannot be pre-booked – so arrive early to get a seat

Friday 10 May – all day

REGISTER FREE

Seminar timetable : Friday 10 May 2019

11.00 – 12.00

Promoting access and inclusion: reducing exclusion in the early years

Philippa Stobbs
EYFS
Levels 1-3

A Whole School Approach: the role of middle and senior leaders in developing an inclusive school

Natalie Packer
KS 1-4
Levels 2-3

Supporting inclusion through collaboration
Dr Adam Boddison

All key stages
Levels 2-3

Intensive interaction
Fernando Teixido-Infante

All key stages
Levels 1-3

12.30 – 13.30

Inclusion of children with communication and interaction needs

Wendy Lee
KS 1-2
Levels 1-2

Supporting pupils with Pathological Demand Avoidance

Ruth Fidler
All key stages
Levels 2-3

Inclusion not exclusion and preparing young people for adulthood

Julie Pointer
Stages from age 13 and above
Levels 1-3

Person-Centred Teams

Emily McArdle
All key stages
Levels 1-2

14.00 – 15.00

Keeping young autistic people in school

Maria Chambers
All key stages
Levels 2-3

Attachment in the classroom

Dr Vanna Cotzia and Dr Anna Hepworth
KS 1-2
Levels 1-3

Small steps to promote communication in pre-verbal children in the early years

Melanie Vijayaraj and Tracy Matthews
EYFS
Levels 1-2

The SENCO's role in CPD: working collaboratively to support teachers

Abigail Gray
All key stages
Levels 2-3

15.30 – 16.30

Working memory and issues for children and young people with SEN

Rachel Ingham
KS 2-5
Levels 1-3

Behaviour, exclusion and the Equality Act: what case law means for schools' duties

Philippa Stobbs
KS 1-4
Levels 2-3

Translating between two operating systems: how to better understand your autistic pupils

Rebecca Duffus
EYFS, KS 1-4
Levels 1-3

Getting the best out of a young person who has ACE (Adverse Childhood Experiences) and is 'Acting In'

Melissa Grigsby
KS 2-4
Level 2

Book your seminars

Only £16+VAT
until midnight
29 March 2019

Level 1: seminars for people who are new to SEN or have limited knowledge of the topic

Level 2: seminars for people who have some knowledge or experience of working with SEN/this topic

Level 3: seminars for people who have significant knowledge or experience of working with SEN/this topic

Seminar timetable : Saturday 11 May 2019

10.00 – 11.00

Developing psychological mindedness across the school to create an inclusive culture
Dr Asha Patel and Laurie Cornwell

All key stages
Levels 1-3

Technology, inclusion and early communication

Carol Allen

All key stages
Levels 1-2

Keep me in: exploring effective ways of preventing school exclusion for our vulnerable students and providing supportive inclusive offers as alternatives

Jane Friswell

KS 3-4
Levels 1-3

Inclusion not exclusion

Dr Amelia Roberts

KS 1-3
Levels 1-3

11.30 – 12.30

Getting anti-bullying right: a key factor in promoting inclusion

Nicola Murray

KS 1-4
Levels 1-2

Working constructively and positively with children who have experienced abuse in childhood

Aqualma Murray

All key stages
Levels 1-3

Re-thinking inclusion in the 21st century: is there a gap between what we know and what we do to support inclusive practice in the early years?

Julie Revels

EYFS
Levels 2-3

SEND and criminal justice

Jeff Hughes

KS 3-5 and beyond
Levels 2-3

13.00 – 14.00

Common reasons why children struggle with handwriting and how to resolve them

Cathy Parvin

EYFS, Primary
Levels 1-3

The leadership of SEND in an ever-changing educational landscape

Lorraine Petersen

All key stages
Levels 1-3

Perspectives on inclusion

Speaker to be confirmed

All key stages
Levels 1-3

Unravelling the dyslexia friendly multi-sensory toolkit

Dr Susie Nyman

KS 1-5
Levels 1-3

14.30 – 15.30

SEND myths and EHCPs: inclusion or exclusion?

Garry Freeman

All key stages
Levels 2-3

Maths learning difficulties and the maths GCSE classroom

Peter Jarrett

KS 4-FE
Levels 1-3

How will the new SEND assessment climate affect your next inspection?

Emilie-Kate Kidd

EYFS-KS 1
Levels 2-3

The AIM Programme: supporting a young person to understand their autism diagnosis

Rebecca Duffus

Foundation Stage-KS 4
Levels 2-3

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*Programme correct at time of print. The organiser reserves the right to make changes as necessary

11.00-12.00

Promoting access and inclusion: reducing exclusion in the early years

Philippa Stobbs, assistant director, education and equalities, Council for Disabled Children

In the context of rising exclusions of young children from school, this seminar reviews the ways in which settings, schools, local authorities and partner agencies are promoting access and inclusion for young children with SEN and disabilities. The seminar draws on examples of effective practice and the learning from a number of recent DfE grant-funded projects.

EYFS, Levels 1-3

A Whole School Approach: the role of middle and senior leaders in developing an inclusive school

Natalie Packer, education consultant, NPEC

A school will only become a truly inclusive school if there is involvement, support and commitment from all school leaders and governors. This session will consider the role of SENCOs, along with other middle and senior leaders, in developing a whole school approach to inclusion and securing good outcomes for pupils with SEND.

KS 1-4, Levels 2-3

Supporting inclusion through collaboration

Dr Adam Boddison, chief executive, nasen

This session will explore the opportunities for collaborative working across the SEND community and beyond to support inclusion in schools and other educational settings. There will be a focus on sharing effective inclusion practice through case studies and promoting collaborative initiatives for those who want to be more involved. The session will question measuring and recognising inclusive practice.

All key stages, Levels 2-3

Intensive Interaction

Fernando Teixido-Infante, autism practitioner/intensive interaction coordinator, Cognus

The session will give an insight and explanation into what Intensive Interaction is and aims to achieve. It will discuss how to increase an individual's levels of self-esteem through the use of person-led appropriate, mutually enjoyable and satisfactory social interactions, as a way of giving the person meaningful attention, regardless of whether they have speech or not. It will explain how the Intensive Interaction sessions are run and the techniques used.

All key stages, Levels 1-3



“An excellent opportunity to see and inspect a wide range of resources and attend a range of pertinent seminars.”

Susan Gritti, head of learning, Princes Mead School

12.30-13.30

Inclusion of children with communication and interaction needs

Wendy Lee, speech and language consultant, LINGO

Children with communication and interaction needs can struggle with a whole range of skills needed in school life and beyond. The impact for these children can be widely felt in terms of learning, progression and effective interaction with peers. This session will explore how to identify children with communication and interaction needs and how to ensure they are included in all aspects of the classroom and wider school community.

KS 1-2, Levels 1-2

Supporting pupils with Pathological Demand Avoidance

Ruth Fidler, education consultant, Autism Associates

This seminar outlines the distinctive profile of PDA, an autism spectrum condition. It covers issues for educational settings in supporting pupils with PDA and introduces 'Collaborative Approaches to Learning', a flexible approach to partnership working in order to meet the particular needs of pupils with PDA.

All key stages, Levels 2-3

Inclusion not exclusion and preparing young people for adulthood

Julie Pointer, children and young people lead, National Development Team for Inclusion

An opportunity to think about what true inclusion looks like for children and young people with SEND as they move into adult life. Best practice to support inclusion to ensure young people with SEND move into adult life with employment, friends and relationships, community connections, good health and independence.

Stages from age 13 and above, Levels 1-3

Person-Centred Teams

Emily McArdle, associate, Helen Sanderson Associates

As professionals working in education, we use person-centred approaches to understand and support children and young people. It makes sense that these same type of approaches can be used to enable staff to work effectively and supportively with one another to enable people to be their best selves at work.

All key stages, Levels 1-2

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14.00-15.00

Keeping young autistic people in school

Maria Chambers, director of education, Ambitious About Autism

How mainstream professionals can build knowledge and skills to include and keep young autistic people in school.

All key stages, Levels 2-3

Attachment in the classroom

Dr Vanna Cotzia and Dr Anna Hepworth, educational and child psychologists

Attachment is the special bond between infant and primary caregiver. Research shows that the nature of the attachment during the early years has a significant and long-lasting effect on a child's development, and influences school outcomes. This seminar will provide a framework for understanding the importance of attachment for student wellbeing and evidence-based strategies to help staff create a school environment where all children thrive academically, emotionally and socially.

KS 1-2, Levels 1-3

Small steps to promote communication in pre-verbal children in the early years

Melanie Vijayarajam and Tracy Matthews, specialist practitioners in autism, social communication and behaviour, Adapt to Learn

How can we encourage communication and interaction in young children with social communication needs? This seminar will look at the fundamentals of communication, how to promote shared attention and give practical strategies that can be used in a variety of early years settings.

EYFS, Levels 1-2

The SENCO's role in CPD: working collaboratively to support teachers

Abigail Gray, SEND consultant, author, achievement coach, Senworks

The SEND CoP places an expectation upon SENCOs to 'provide professional guidance to colleagues', to advise on strategy and support teaching staff to ensure pupils with SEN receive high-quality teaching. This session promotes the value of embedding training within a collaborative approach. It offers SENCOs tools and strategies to use when working with teachers to develop their knowledge and skills regarding SEND and inclusive practice.

All key stages, Levels 2-3

"A one stop shop for SEN CPD. Great event with a wide variety of seminars and good opportunities to refresh and support teaching."

Alison Eckersley, head of SEN, Dulwich Prep Cranbrook



15.30-16.30

Working memory and issues for children and young people with SEN

Rachel Ingham, director, Understanding and Supporting Learning

Many children and young people with SEN have working memory deficits that prevent them from making expected academic progress. This session identifies the barriers that exclude learners from accessing the curriculum and demonstrates approaches to teach them inclusively. Strategies to meet specific areas of working memory deficit are examined so educators can enable learners to maximize their academic potential and self-regulate their learning.

KS 2-5, Levels 1-3

Behaviour, exclusion and the Equality Act: what case law means for schools' duties

Philippa Stobbs, assistant director, education and equalities, Council For Disabled Children

This seminar will help schools to understand their responsibilities under the Equality Act. In particular, the seminar will focus on how disability discrimination duties relate to behaviour policies, exclusions and managing challenging behaviour. The seminar will draw on a range of tribunal cases and recent case law to show how reasonable adjustments can help to improve behaviour and reduce exclusion.

KS 1-4, Levels 2-3

Translating between two operating systems: how to better understand your autistic pupils

Rebecca Duffus, advisory teacher for autism, Cognus and Fernando Teixeira-Infante, intensive interaction therapist, Cognus

Autism is now best understood as a different way of thinking. This follows the analogue of autistic and non-autistic individuals being like two different operating systems – different but not less. Both individuals need support to better understand the other and so the aim of this seminar is to develop understanding of the autistic 'operating system'. This will include autistic strengths and differences, as well as the key strategies to support pupils.

EYFS, KS 1-4, Levels 1-3

Getting the best out of a young person who has ACE (Adverse Childhood Experiences) and is 'Acting In'

Melissa Grigsby, executive headteacher, NASS and Stepping Stones School

Children with SEND who are quiet and 'Act in' often struggle to have their needs recognised and receive the right support. This session will encourage delegates to look beyond the tip of the iceberg to see how the ice below the surface is affecting the drift of the young person's life. This session will help delegates to understand and develop strategies to access and engage young people in learning who have had Adverse Childhood Experiences (ACE) that have led them to present their neurodevelopmental trauma in anxiety and behaviours such as withdrawal and school refusal.

KS 2-4, Level 2

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10.00-11.00

Developing psychological mindedness across the school to create an inclusive culture

Dr Asha Patel, clinical psychologist and CEO, Innovating Minds and Laurie Cornwell, executive headteacher, Orchard Hill College and Academy Trust

In order to support students with SEN and/or social, emotional and mental health needs, it is important for educational staff to be able to adopt a reflective mindset that is underpinned by the ability to formulate the students' difficulties from different psychological perspectives. This session is aimed at looking beyond the 'behaviours' students present with, seeing behaviours as a form of communication and exploring the underlying factors that could be contributing to the students' distress.

All key stages, Levels 1-3

Technology, inclusion and early communication

Carol Allen, senior advisory consultant, ICT and Inclusion

Communication is at the heart of all learning. Once we establish clear communication then the world of possible learning opens for our students. However, what if there are barriers to the traditional channels of communication? How can technology support us to support our students effectively? Starting from the earliest stages of sensory awareness and engagement through to using assistive and augmentative technology, this session will offer ideas and resources to delegates.

All key stages, Levels 1-2

Keep me in: exploring effective ways of preventing school exclusion for our vulnerable students and providing supportive inclusive offers as alternatives

Jane Friswell, SEND consultant and parent advocate

With the outcomes of the Timpson Review into school exclusion, what do the review recommendations mean in practice and how can they work in our schools? Providing inclusive support to students who are at high risk of exclusion from school has implications for the curriculum offer they may need to access. What could this look like, how do we ensure we protect students' entitlement and provide good outcomes for adulthood?

KS 3-4, Levels 1-3

Inclusion not exclusion

Dr Amelia Roberts, deputy director, UCL Centre for Inclusive Education, UCL Institute of Education

This session will consider the DfE statistics and recent research on mini-exclusions (such as being removed from a single lesson), fixed term and permanent exclusions and discuss potential causes. This will include explorations of pupil anxiety and attachment difficulties and the types of behaviour schools find difficult to manage. Amelia will share in-class strategies and whole school approaches to support pupils and teachers to move towards being a zero-exclusion school.

KS 1-3, Levels 1-3



“An inspirational event with so much on offer for new and experienced professionals working with children with SEND!”

Melissa Bennett, assistant headteacher, Shenley Academy

11.30-12.30

Getting anti-bullying right: a key factor in promoting inclusion

Nicola Murray, senior programme lead, Anti-Bullying Alliance, National Children's Bureau

This session will look at what research says about bullying and how to turn this into effective anti-bullying practice. Participants will learn to use the social model of disability to prevent bullying and exclusion by creating an inclusive school environment, and how to develop tools to assess and model good practice within schools.

KS 1-4, Levels 1-2

Working constructively and positively with children who have experienced abuse in childhood

Aqualma Murray, safeguarding lead, trainer and consultant

This session will allow participants to gain an insight into the effects of grooming on the emotional and mental development of children. The session will also allow others to learn from the direct experience of a social worker who has also survived sexual abuse in childhood and has studied the impact on the educational, emotional and mental health needs of children who survive abuse.

All key stages, Levels 1-3

Re-thinking inclusion in the 21st century: is there a gap between what we know and what we do to support inclusive practice in the early years?

Julie Revels, early years SEND, Church Park Consultants

This seminar will focus on how developing and sustaining inclusive practice in the early years must reflect current and relevant knowledge and research to ensure that it reflects the changing pattern of needs of young children. It will provide an opportunity to reflect upon what we know about early childhood development, pedagogy and understanding of how models of support have an impact on children's overall development as lifelong learners.

EYFS, Levels 2-3

SEND and criminal justice

Jeff Hughes, registered practitioner psychologist, Psychologist.uk/Lucern Assessment

The proportion of children and young people who have SEND getting caught up in the criminal justice system is unfairly high. What can we do to help prevent miscarriages of justice and try to ensure outcomes which are positive and preventative?

KS 3-5 and beyond, Levels 2-3

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13.00-14.00

Common reasons why children struggle with handwriting and how to resolve them

Cathy Parvin, director, Dyspraxia Education

This informative seminar explores the developmental stages of handwriting and why common handwriting problems occur when these stages are not accomplished by children. Offering practical strategies to both prevent and tackle difficulties.

EYFS, KS 1-2, Levels 1-3

The Leadership of SEND in an ever-changing educational landscape

Lorraine Petersen, Lorraine Petersen Educational Consultancy

This session will look at the leadership of SEND in the current educational landscape. This will include changes to curriculum, assessment, the Ofsted framework and SEND policy and practice at a time of increasing numbers of SEND pupils, a greater complexity of needs, decreasing budgets, and a reduction in specialist support.

All key stages, Levels 1-3

Perspectives on inclusion

Speaker to be confirmed

This session is designed to explore what we as educationalists and schools understand by inclusion, barriers, the risks of and rewards for getting it right.

All key stages, Levels 1-3

Unravelling the dyslexia friendly multi-sensory toolkit

Dr Susie Nyman, curriculum manager, health and social care, The Sixth Form College, Farnborough

The seminar will be a lively, interactive, practical presentation which will inspire children with dyslexia to become grade risers and ultimately achieve stellar results. This session will showcase innovative, tried and tested, easy-to-replicate 'Multi-Sensory Techniques' she uses in curriculum support on a one-to-one basis, and with large groups in the classroom setting at The Sixth Form College, Farnborough. These are published in the latest 'BDA Dyslexia Friendly Schools Good Practice Guide'.

KS 1-5, Levels 1-3

“It’s good to keep up to date with what is happening in the sector, good opportunity to purchase some SEN equipment and see what is available. Good day out for staff morale and bonding at work and lectures help contribute to our CPD.”

Levinia Glanville, manager, St Jude’s Church Nursery

14.30-15.30

SEND myths and EHCPs: inclusion or exclusion?

Garry Freeman, SENCO and assistant principal

EHCPs and advocacy: to consider the range, nature and impact of SEND myths and how these are impacting on SEND provision at EHCP level. How can SENDCOs and school leaders advocate for young people and their families to address this effectively?

All key stages, Levels 2-3

Maths learning difficulties and the maths GCSE classroom

Peter Jarrett, managing director, Tutorum Learning and Assessment

This seminar will offer an introduction to maths learning difficulties and the impact they can have on learners studying for a GCSE in a mathematics classroom. After an overview of barriers to mathematics learning, the session will investigate inclusive classroom management, assessment and teaching to enable learners to maximise their learning potential.

KS4-FE, Levels 1-3

How will the new SEND assessment climate affect your next inspection?

Emilie-Kate Kidd, co-founder, Earwig Academic and Parents in Need

This session will highlight why assessment should be particular to the child. The session will discuss the trade-off between individualising targets and being able to measure progress in a structured way, and varying opinions from heads who want to stick with P-scales and Pivats, those who would scrap progress assessment completely and those who only want to measure 'engagement'. Emilie-Kate will also outline what this means for schools preparing for an Ofsted inspection, with the help of headteacher Ian Norton, who describes his recent inspection experience.

EYFS-KS 1, Levels 2-3

The AIM Programme: supporting a young person to understand their autism diagnosis

Rebecca Duffus, advisory teacher for autism, The Autism Service, Cognus

This session explores ways of explaining an autism diagnosis to a young person, with a very positive focus. It covers how to know when the 'time is right' to have these conversations and what session format and resources to use. This draws upon Rebecca's own experience of developing the 'Understanding Diagnosis' AIM Programme, implementing this with many young people and being part of the post-diagnostic support commissioned by the local CCG.

Foundation Stage-KS4, Levels 2-3

Early bird discount

Seminar bookings only £16+VAT until midnight 29 March 2019

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* All testimonials and images taken from visitors at the Tes SEN Show 2018, London



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Saturday 09.00-16.00

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Supporting the wider SEN Community

Join the conversation  **#tesSENNorth**

For enquiries please contact Sophie Kerr on
sophie.kerr@markallengroup.com