

Oxfordshire's SEND LIVE 2026

Making Sense of SEND in the Classroom

Check out our first four workshop drip feeds for SEND Live 2026. Tickets are still available [Book now!](#)
Please note our workshop sign up with open in the spring.

1) **Dr Hester Riviere: Group and Peer Supervision in Schools, “we do not learn from experience; we learn from reflecting on experience (John Dewey).”**

Join Hester for a workshop on group and peer supervision. Supervision is a “work-based learning relationship”. Its function is to support our capacity to do our jobs well by developing skills, understanding and capacity through reflecting on experience; responding to the emotional impact of the work so that stress and burnout are minimised; and ensuring that work falls within defined ethical and professional standards. Despite recognition of the importance of supervision to professional wellbeing, supervision is not routinely offered to education professionals and there is no common language and understanding of supervision in education.

Research evidence suggests that structured reflective spaces can provide mutual support and professional growth, reduce isolation and stress, provide a safe space for processing challenging experiences, and enhance reflective capacity, problem-solving, and confidence in decision-making. These can all improve staff retention, collaboration, and overall school culture.

This brief workshop will introduce some models of peer-led group supervision that could provide spaces for educators to share experiences, manage emotional demands, and enhance professional practice.

2) The Mulberry Bush: Emotional Security in the Classroom: Research & Practice

Join us for an engaging workshop that explores findings from *The Mulberry Bush's Emotional Security in the Classroom* project, alongside practical strategies for fostering emotionally secure learning environments. This session will equip practitioners with tools to help children feel safe, supported, and ready to learn.

Key themes include:

- **Creating Safe Spaces for Learning:** Practical approaches to building environments that promote emotional security and readiness to learn.
- **Adult Self-Awareness:** Understanding how personal insight and emotional availability are essential in supporting children's development.
- **Supporting Staff Growth:** Exploring how personal and professional development among staff directly influences the quality of education provided.

Children who have experienced trauma require emotionally attuned adults to support their social and emotional growth. By prioritising the wellbeing and self-awareness of our adult teams, we lay the foundation for safe, nurturing spaces where children can thrive.

3) Dr Sarah Moseley: The Invisible 3 in 10 – Supporting Learners with Dyslexia and SEMH Needs in Mainstream

Around three in ten learners experience dyslexic-type difficulties that often go unnoticed or misunderstood. This session explores how literacy challenges and SEMH needs intersect, highlighting how frustration and low confidence can mask underlying learning differences. Linking to the DfE Reading and Writing Frameworks (2025) and principles of Universal Design for Learning (UDL) and adaptive teaching, it will address effective screening and assessment, early identification, and practical classroom strategies to reduce cognitive load, adapt teaching, and build confidence, motivation, and self-belief for every learner.

4) Dr Sarah Moseley: Emotional Safety for Emotional Regulation Success **– How to Make Texts and Classrooms Safe Spaces**

Emotional safety is the foundation for both regulation and learning. When learners feel secure, they are more able to take risks, engage deeply, and connect meaningfully with reading and writing. This session explores how to design emotionally safe classrooms through the principles of Universal Design for Learning (UDL), adaptive teaching, and restorative practice. Drawing on practical strategies and examples, we'll examine how to make literacy experiences accessible, responsive, and inclusive, fostering confidence, curiosity, and lasting engagement for all.

5) Educational Psychology Service (EPS): Embedded and Complex Emotionally Based School Avoidance (EBSA): Support for young people with extended non-attendance

When the pattern of absenteeism due to emotional reasons becomes entrenched should the focus be on attainment and attendance or mental health and respite?

This workshop will provide the latest research on the complex reasons behind young people who reach the point of complete overwhelm at the thought of returning to the school site. We will consider moving beyond attendance targets and focus instead on how to develop confidence and general enjoyment of learning. It will explore relational and creative strategies to rebuild trust, motivation and a positive sense of self as a learner.

6) Heba Al-Jayoosi & Omar Mentesh: Neurodivergent learners, the framing matters

Following Omar's keynote session, this joint session will delve further into SEND prevalence in our classrooms, with a particular lens on neurodivergence. In this session, Omar and Heba will be facilitating activities to encourage the audience to think of practical based solutions to everyday classroom situations in which learners exhibit behaviours that challenge. There will be a specific focus to look at SEND in England and neurodiversity and what that means.

Be on the lookout for additional workshop announcements over the next coming weeks.

Please contact lydia.martin@oxfordshire.gov.uk for more information.