Oxfordshire's
SEND LIVE 2026

Making Sense of SEND in the Classroom

Check out our workshop drip feeds for SEND Live 2026. Tickets are still available <u>Book now!</u> Please note our workshop sign up with open in the spring.

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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.

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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.

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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.

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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.

7) Ricky Stevens: Are We Truly Inclusive?

This session reimagines "Preparation for Adulthood" as a universal responsibility, not simply for young people with SEND, but for all children. It explores how exclusion is learned, how symptom management has replaced system redesign, and how inclusion, when authentically embedded, prepares a generation to build a more tolerant and cohesive society.

Key areas that will be explored:

- How we redefine Preparation for Adulthood (PfA)
- Pathologisation to Participation
- Symptom Management or System Redesign?
- The Cycle of Exclusion
- Belonging by Design

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8) Dr Mina Fazel: Understanding Online Influence:

Exploring Algorithmic Impact and Digital Resilience in Young People, this session shares key findings from the **OxWell Student Survey**, drawing on responses from over 30,000 pupils, to explore how young people experience social media, including exposure to distressing or self-harm-related content. It introduces a clear framework for understanding different ways that online content is encountered- sometimes deliberately, sometimes passively, and sometimes without any warning.

Key Highlights:

What pupils tell us about their time online, what they see, and how it makes them feel.

Understanding online exposure: A practical framework covering time spent online, the type of content viewed, how it is accessed, and how young people interact with it.

Algorithmic influence explained simply: How content is 'fed' to pupils-and why some are more vulnerable to harmful suggestions.

Implications for education settings: Strategies to support pupil awareness, digital resilience, and wellbeing- particularly for more vulnerable learners, including those with SEND.

This session blends pupil voice, practical examples, and research insights to support professionals working with children and young people in today's digital world.

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9) Mark Anderson: AI in SEND: The Risk vs the Reward (and how to make it work)

Quote: "Just because we can do something with technology, doesn't mean we should. It requires us to make cognisant choices about what helps with learning, teaching or workload reduction" – Mark Anderson 2025.

With recent UK data showing that around three in four 13- to 18-year-olds have used generative AI tools in the past year (National Literacy Trust), SEND leaders require confidence in their responses to this shift. This session explores practical, grounded approaches to understanding key risks, such as synthetic friendships, exploitation, data privacy, and inappropriate content, and then demonstrates how AI can be used responsibly to reduce workload and support whole-school SEND practice. Through real-world examples, attendees will gain insight into making informed decisions that protect vulnerable learners while harnessing AI thoughtfully to support teaching, leadership and organisational efficiency.

Be on the lookout for our final few workshop announcements across the next few weeks.

Tickets are still available Book now

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

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