

Talking SEND

Even better outcomes for our learners and apprentices who have SEND

9.30 - 11.00: Temperature taking and Neurodiversity

11.00 – 11.15: Break

11.15 - 12.30: Lunch

Lunch

1.15 - 2.45: ADHD, Autism and 25%

2.45 – 3.00: Break

3.00 - 4.30: Dyslexia and Playtime

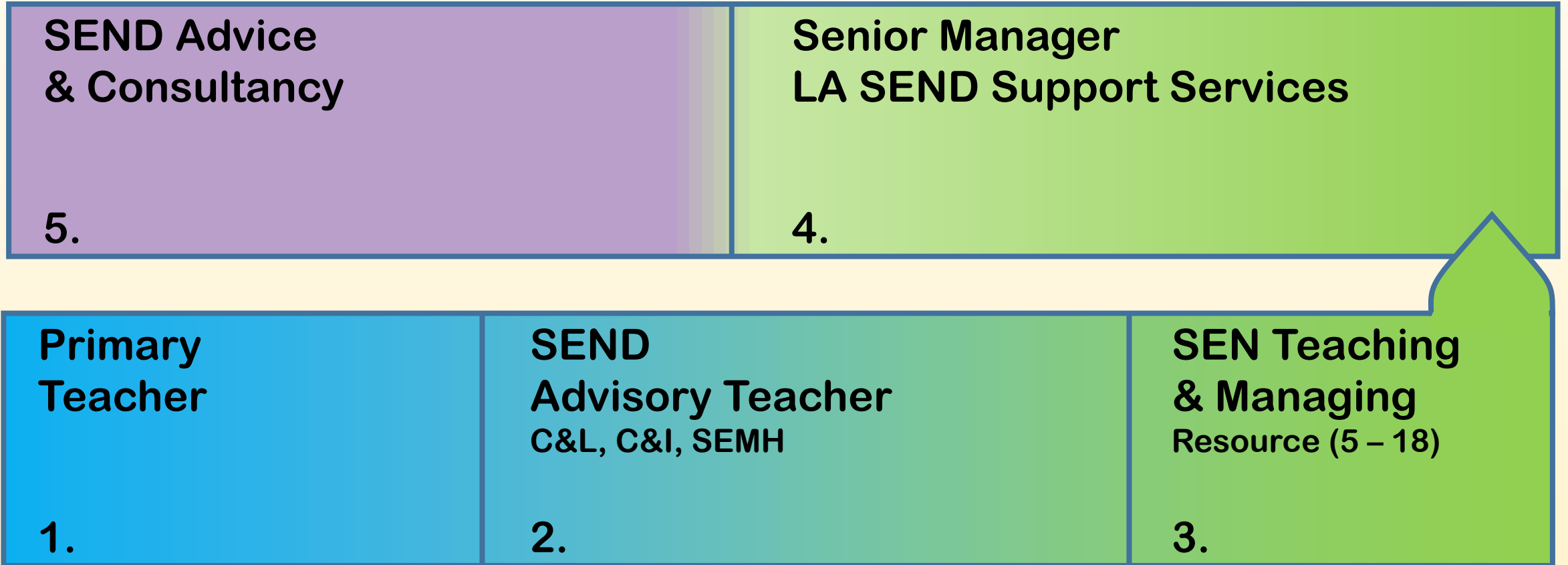


Aaron King
SEND advisor
Spring 2026

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My background



My background

Contents

Who this guidance is for
Using this guidance

1. Culture
2. Governance
3. Strategy
4. Non-Executive Directors
5. Executive Directors
6. Accountability

7.4.3 Looked-after and previously in care pupils

Boards **must** appoint a designated teacher for the educational achievement of looked-after and previously in care pupils.

7.2.4 Looked-after and previously in care pupils

A governing body **must** appoint a designated teacher for the educational achievement of looked-after and previously in care pupils.

- a designated teacher, with responsibility for the educational achievement of looked-after and previously in care pupils
- a member of staff responsible for the educational achievement of looked-after and previously in care pupils

Governing bodies' responsibilities for the educational achievement of looked-after and previously in care pupils are set out in the [Designated Teacher \(Looked-after and Previously in Care Pupils\) Guidance](#).

This duty is outlined in the [Designated Teacher \(Looked-after and Previously in Care Pupils\) Guidance](#).

Become, a charity for children in care and young care leavers, has published [further guidance on children in care for school governors](#).



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Even better outcomes for our learners and apprentices who have SEND

Coming up now

1. Taking the temperature
2. Being 'politically correct'
3. Humility
4. New not allowing diagnosis to distract from the learner's potential
5. Being emotionally and psychologically smart
6. Tools that you can use

Coming up later

- Learner Support plans



Discuss these statements with those around you

1. “There’s more SEND in our groups than ever before.”
2. “The SEND pupils we welcome now are more complex than ever before.”
3. “We are more inclusive than ever before.”
4. “The most common SEND in NLTG is autism.”



Discuss these statements with those around you

1. “There’s more SEND in our groups than ever before.”

What is SEND?

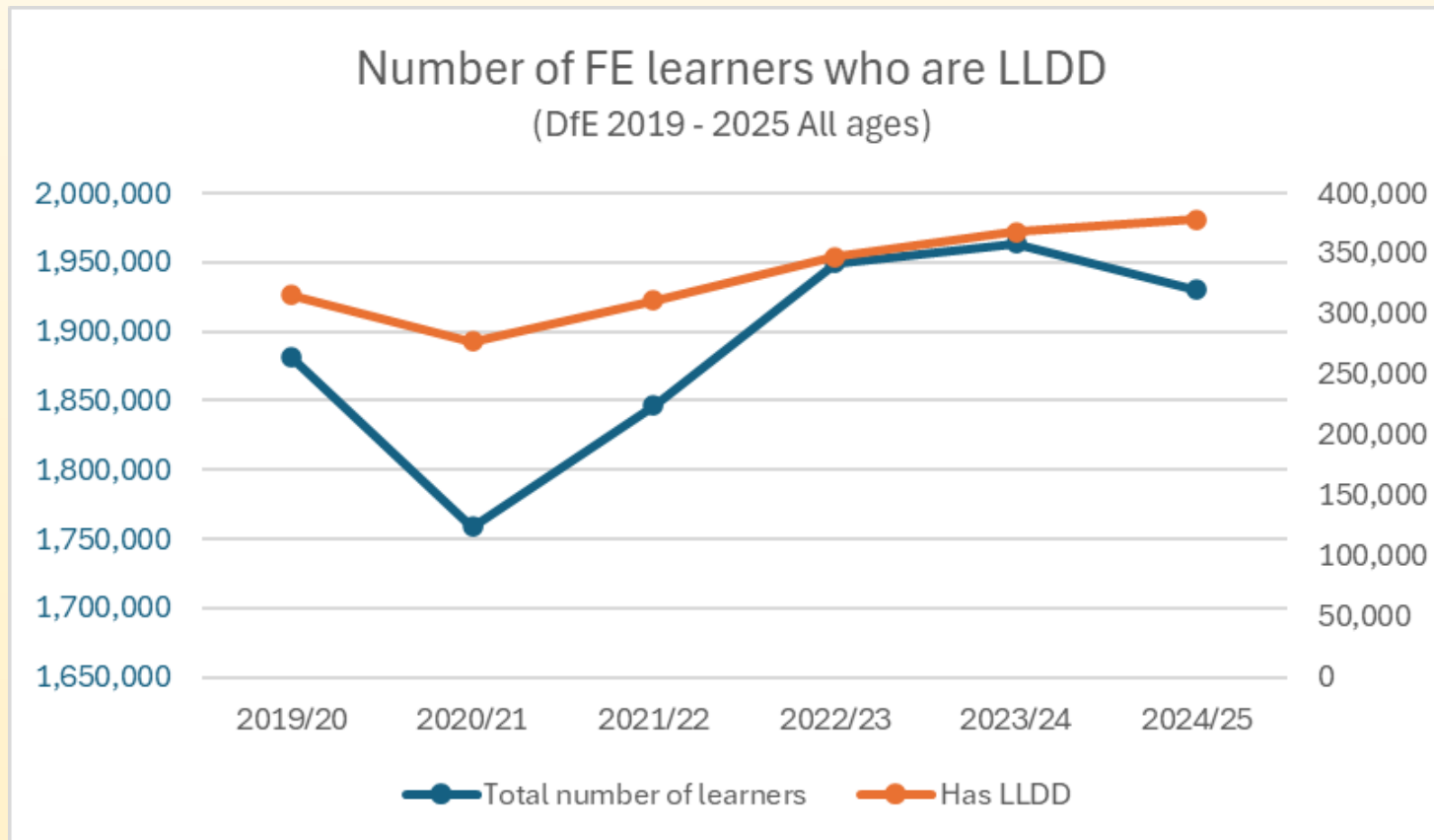
A learner has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

- **Learning Difficulty:** when learner finds it harder to learn than most learners do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.



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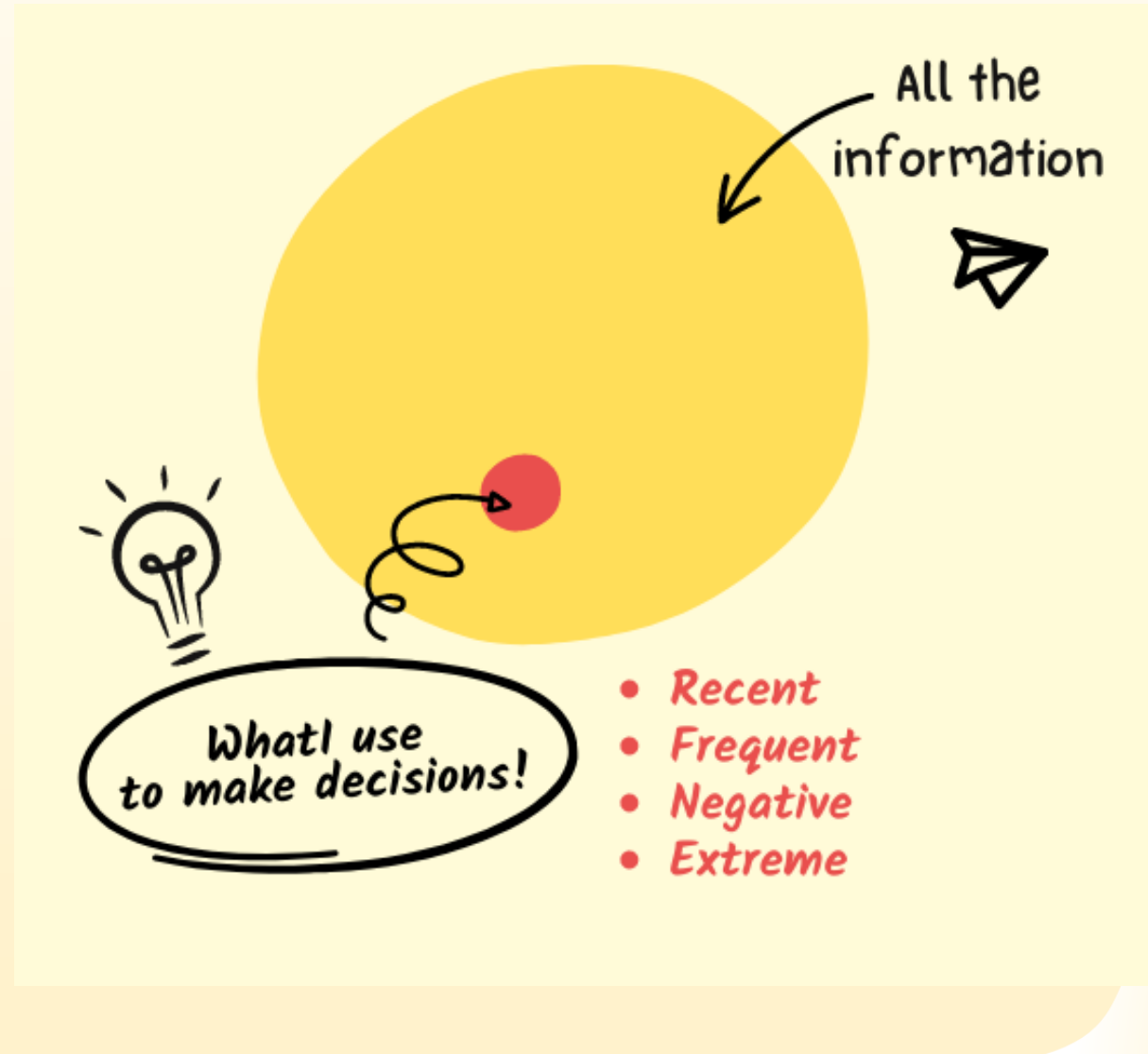


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Availability Bias



Discuss these statements with those around you

1. “There’s more SEND in our groups than ever before.”
2. “The SEND pupils we welcome now are more complex than ever before.”
3. “We are more inclusive than ever before.”
4. **“The most common SEND in NLTG is autism.”**



Discuss these statements with those around you

4. “The most common SEND in NLTG is autism.”

The infographic is divided into three main sections. The left section, on a yellow background, features the text '1 in 4' in large blue font, with '17-19 year olds' below it. Underneath is a row of four person icons: the first is blue, and the other three are black. The middle section, on a grey background, has the NHS Digital logo in the top right. It contains the text 'had a probable mental disorder in 2022' and a black box at the bottom with 'an increase from 1 in 6 in 2021'. A black arrow points upwards from the box to the text above. The right section, on a blue background, has two yellow speech bubble icons at the top. Below them is a quote: 'I don't really want to talk about me to a stranger on an app. That might be fine for younger kids, but I don't think Y10 or Y11. If I've got a problem, I want to speak to someone I know and someone I trust.' At the bottom of this section is the text 'A teen chats about support for their mental health.'

Mental health of children and young people, NHS Digital (2022)



On paper, complete this table with your views for NLTG

Inclusion strengths

Inclusion areas for
development



Scale these terms

How acceptable are these terms?

- a) I think I'm a little bit OCD
- b) A dyslexic
- c) ADHDer
- d) Mentally ill
- e) Asperger syndrome



Scale these terms

How acceptable are these terms?

a) I think I'm a little bit OCD

b) A dyslexic

c) ADHDer

d) Mentally ill

e) Asperger syndrome

5

4

3

2

1

ADHDer

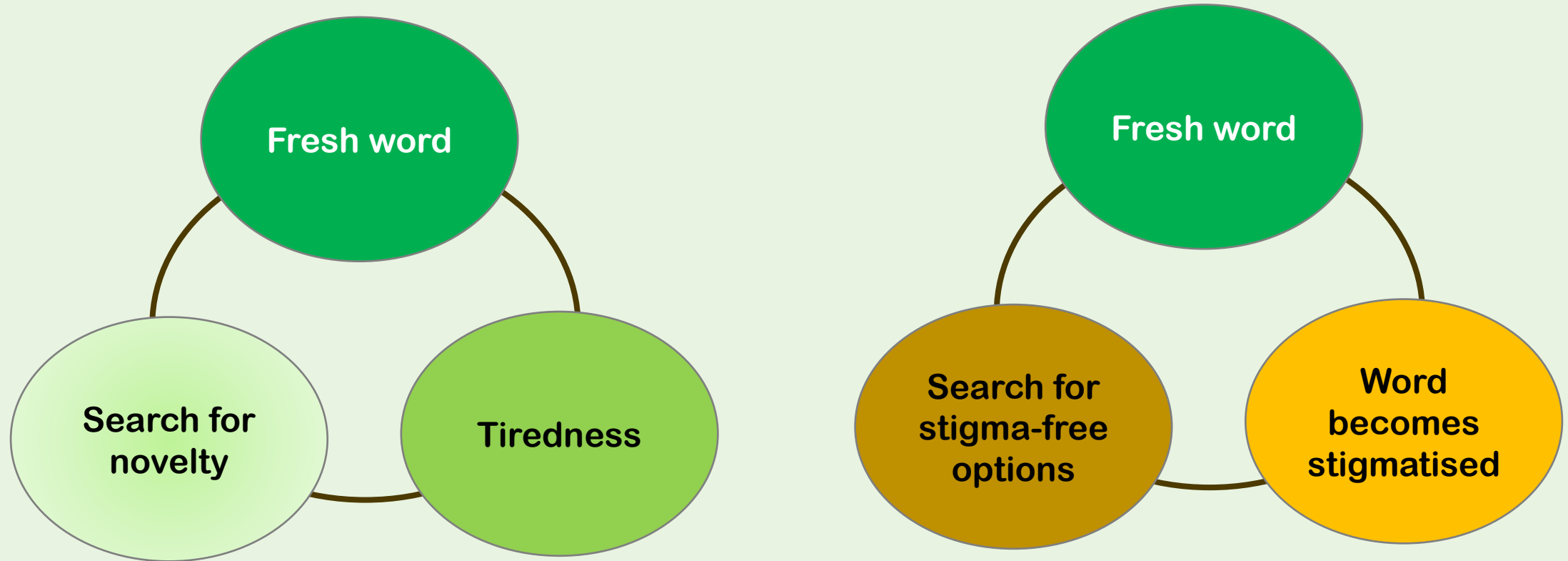
A dyslexic

I think I'm a little bit OCD

Mentally ill



Language Use Cycle



Language to Use

2. Words to use and avoid

Avoid passive, victim words. Use language that respects disabled people as active individuals with control over their own lives.

Avoid	Use
(the) handicapped, (the) disabled	disabled (people)
afflicted by, suffers from, victim of	has [name of condition or impairment]
confined to a wheelchair, wheelchair-bound	wheelchair user
mentally handicapped, mentally defective, retarded, subnormal	with a learning disability (singular) with learning disabilities (plural)
cripple, invalid	disabled person
spastic	person with cerebral palsy
able-bodied	non-disabled

The Government keep a list of terminology. You are never alone and can always fall back on this.

<https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability>

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Person First or Disability First?



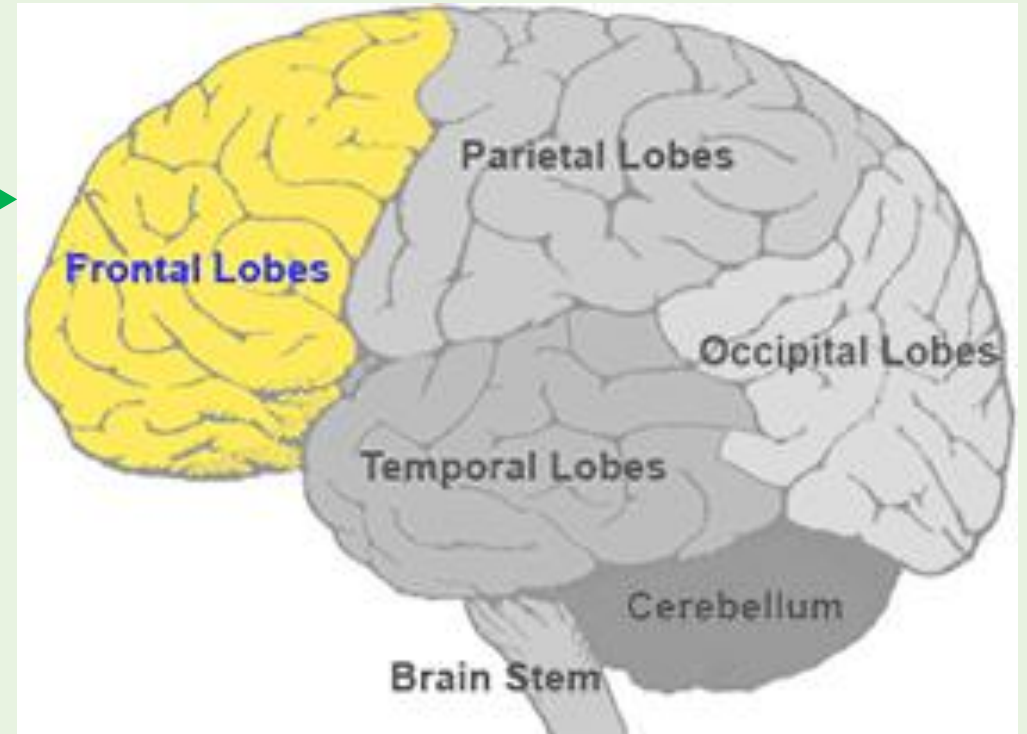
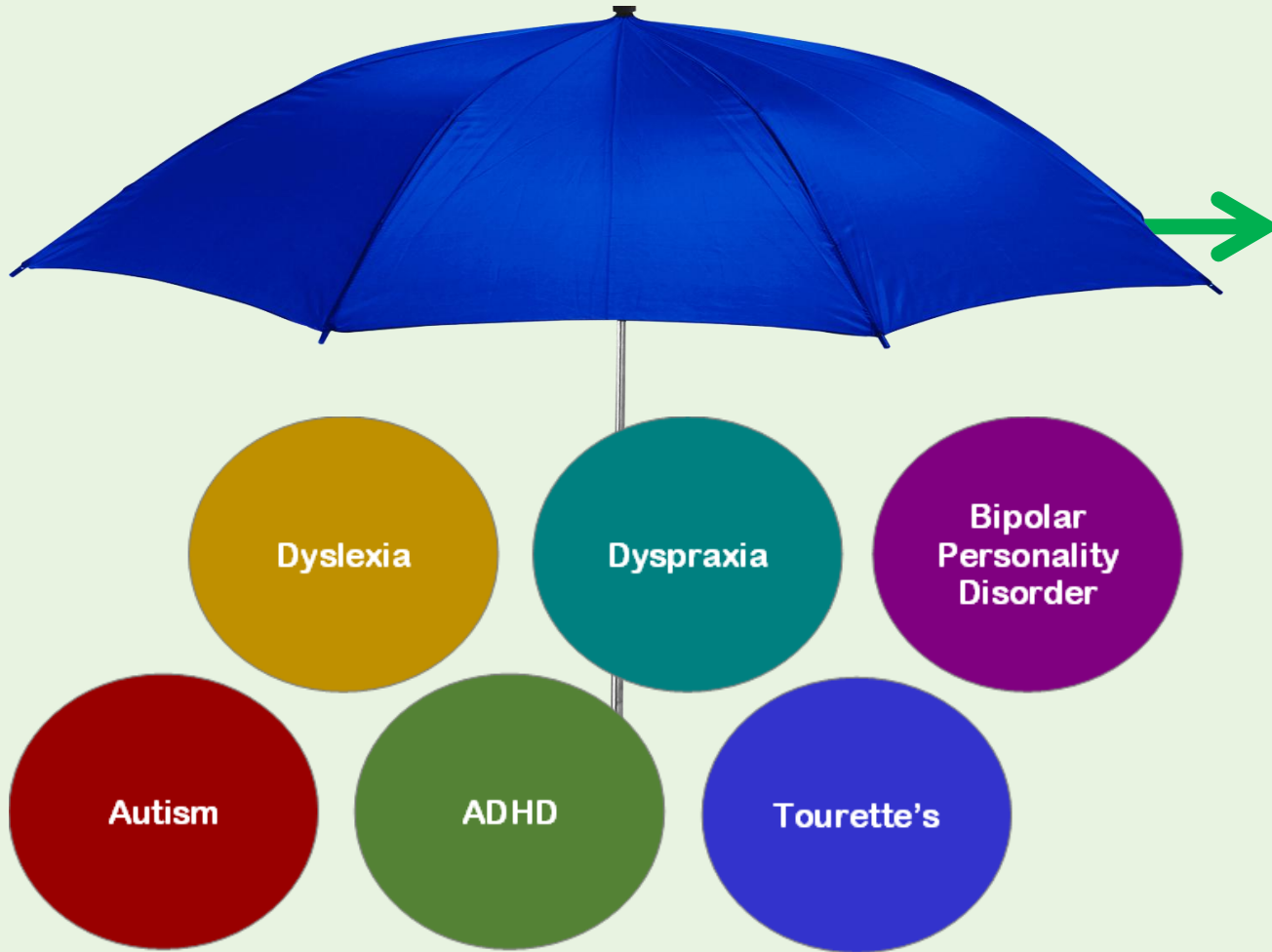
Is it a person with autism or an autistic person?

Neurodiverse

- What does the term neurodiverse mean to you?
- What conditions do you think fall under the term neurodiverse?
- What term means people who aren't neurodiverse?



Neurodiverse



Generally Acceptable Language

Dyslexia

- ✓ A person *with* dyslexia

Autism

- ✓ Autistic person
- ✓ Is on the spectrum
- ✓ Person who is autistic
- ✓ Has Asperger Syndrome

ADHD

- ✓ A person who *has* ADHD

Anxiety & Depression

- ✓ Person who has depression
- ✓ The anxiety you experience
- ✓ Your recovery journey

Hearing impairment

- ✓ Profoundly deaf
- ✓ Severe hearing impairment
- ✓ BSL user
- ✓ Deaf or deaf



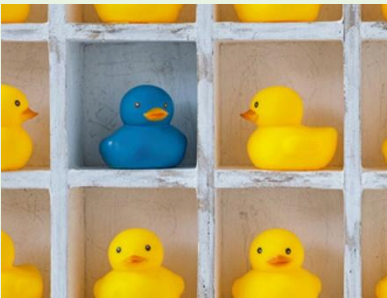
Opening up the Conversation



"You're the world's greatest expert in you and your needs. So I'm keen to listen firsthand to how it affects you from your perspective?"



"If I had a room full of people with a similar condition, they would all have a different story. So I'm very keen to hear what it's like from your point of view?"



"People have different preferences of what they like used when describing their needs, tell me what words you use?"



High Aspirations for Me



Have you ever been told by a learner that they didn't get any support at school?

How much weight do we put on how much support the apprentice got at school?



Risk, Resilience and Reassurance

Probing for risk

- Where do you seek support from?
- Where did you learn about autism from?

Probing for resilience

- Has that always been that way?
- Has that changed much in the past year?
- Was there a time when it was better?

Reassurance: Play back what the apprentice has said. This helps to put them at ease, shows you're listening but also gives chance to clarify.



Not *what* you say – it's how they feel that makes the difference

Do you remember a teacher being angry at school. Talk to the person next to you about them.

or

Do you remember your best teacher from school? Talk to the person next to you about them.

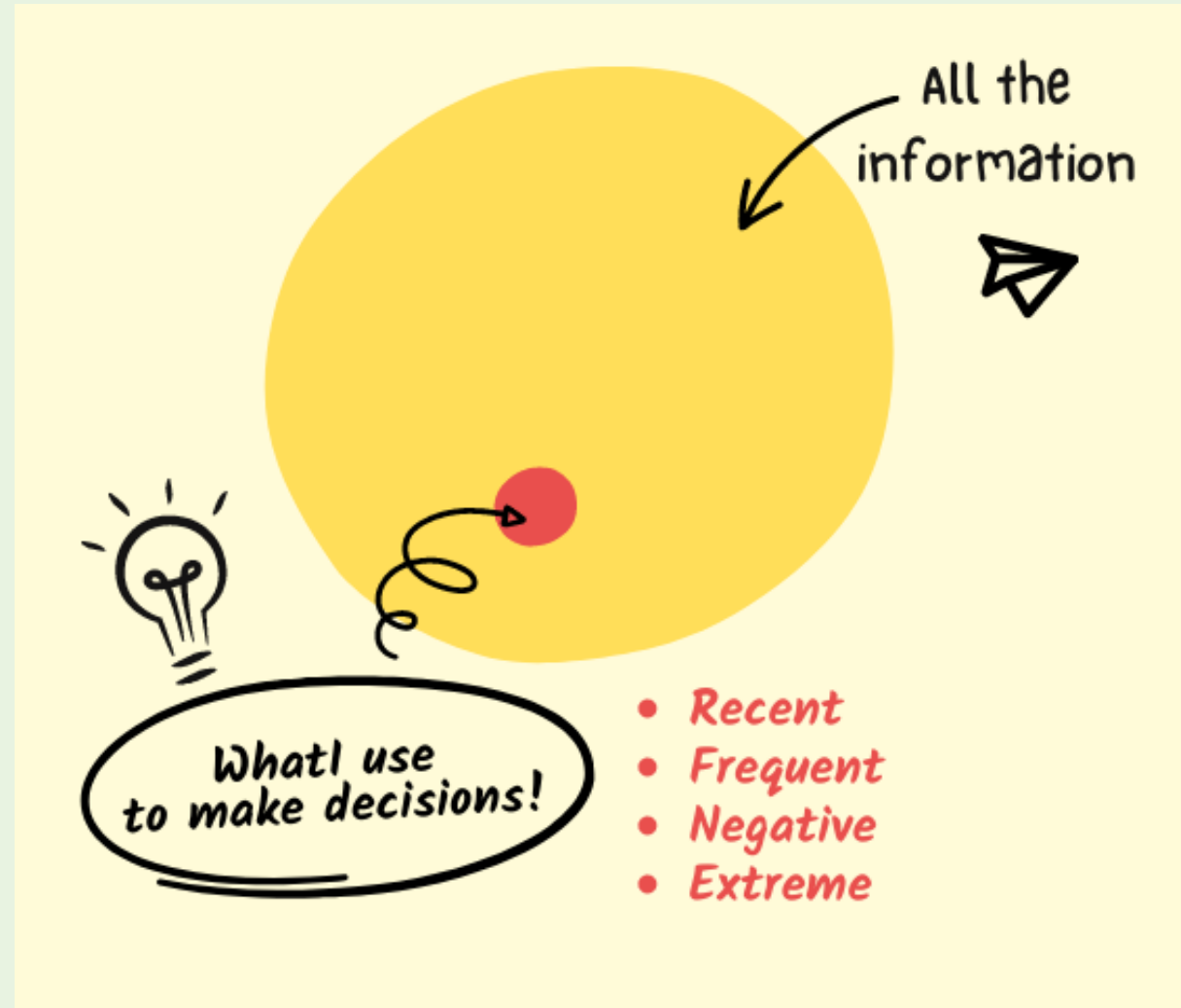


We have 7 basic emotions what are they?

Happiness
Anger
Fear
Disgust
Sadness
Surprise
Contempt



Availability Bias



Play back Positives

'Reasons to be Cheerful'

Start with this or take a note of positives as you go through.

Then revisit at the end.

Effort vs Achievement

Lean towards recognising effort

Helps reinforce a view that recognition leads from things I can influence (e.g. my effort, how much time I put in).



Locus of Control

List two or three things that have gone well or not so well in the last month or so.

Next to each, write why it went well or not so well. You can have as many reasons why as you want (as it's often not a single reason).



Locus of Control

External Locus of Control

Internal Locus of Control



Outcomes outside your control — determined by “fate” and independent of your hard work or decisions

Outcomes within your control — determined by your hard work or decisions



Locus of Control



I've not been given any training on condition xy.

I've not yet figured out how to best support



Demo

Able Futures can help you have more good days

Are you aged 16 or over?

Are you in work, on an apprenticeship or about to start work? Do you live in England, Scotland or Wales? Do you have issues playing on your mind that are affecting how you feel at work?

Able Futures gives you regular time to speak with a mental health specialist about issues that are affecting you at work, so that you can learn new ways to look after yourself so that you can feel more resilient and able to cope as well as finding the confidence to take practical steps to overcome problems and make adjustments to help your mental health at work.



Support Plans

Assess

Identify the learner's needs.

Plan

Work out what support is needed, how and by who?

Do

Put the plan into action!

Review

Look at whether the support is working.



Support Plans

Learning Support Plan	
Recommendations (What will help to mitigate identified concerns and their impact on learning?)	Who is responsible? (Staff? Learner? Both?)
Processing speed: Allow additional time in sessions for Jade to read process and use new information as a result sessions may need to be slightly longer.	Tutor
Confidence: Try to build on Jade's confidence especially when meeting new people. For example, encourage Jade to hold more frequent discussions with customers or managers. Possibly role play scenarios designed at confidence building.	Tutor
Reading for understanding: Hold more frequent discussions to access Jade's understanding of what she has read, using both open and closed questions.	Tutor
English: Embed as much grammar practice into written tasks as possible, for example when portfolio building, as this has been highlighted as an area for development by Jade.	Tutor
Maths: Where possible embed some practice with the topic of proportion, as Jade has highlighted this as an area for maths development.	Tutor

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