




Figure 4: NPQSL task: leading an improvement priority across the school



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Participant Joe White


Sponsor: Role of sponsor: Headteacher



Participant evidence		
<p>To reduce number of incidents of challenging behaviour across the school. This takes into account both the residential and education provision.</p> <p>Context – The School is a specialist school for Autistic children who often have communication difficulties. At times this can manifest as challenging behaviour. A specialist approach is required to support children through this and teach alternative communication methods.</p> <p>It will involve:</p> <ol style="list-style-type: none">1) Enhancing the school's reporting and recording systems.2) Increasing the number of behaviour support instructors3) Developing a bespoke training package.4) Increasing efficiency in the creation of reports5) Enhancing the school's reputation amongst partners and stakeholders. (Social workers CAMHs etc)6) Enhancing the training provided to staff		
<p>There are multiple reasons this project was chosen as.</p> <ol style="list-style-type: none">1) To reduce disruption of learning.2) To enhance staff skills and confidence.3) To reduce potential for injury to staff and students.4) Improved outcomes for student through increased engagement.4) To enhance behaviour lead's own knowledge and understanding.		



<p>This is a school improvement priority because the students at our school face a number of challenges and barriers to their learning. This is the schools first attempt at developing a holistic approach to supporting behaviour that fully encompasses the behaviour and communication specialists.</p> <p>By reducing the number of incidents of challenging behaviour the amount of learning time lost to disruption is minimised. It should also have a positive impact on the attendance of staff and students. With its associated budgetary considerations related to staffing</p> <p>There was also an issue that at one point in 2016 I was the sole trained behaviour support instructor – this plan should ensure that situation will not arise again.</p> <p>In conjunction with this project the head of lower school is leading a curriculum development project with the hypothesis that by creating a bespoke, motivating curriculum student engagement should increase and behaviours linked to certain functions of behaviour should see a decrease.</p> <p>Links between communication and behaviour and engagement are to be made explicitly clear through careful planning of whole staff CPD.</p>		
<p>The scope of this project required me to work with a number of existing teams and create and lead other teams</p> <p>I was fully responsible for developing and leading the school Behaviour Support Team. This consisted initially of 2 Instructors developing to 10 Instructors and 3 practice leaders.</p> <p>I led a team of Behaviour support instructors from 16 special schools across the county. Initially 15 Instructors by February 2018 this had increased to 56</p> <p>I worked closely with the Communication team throughout the project and weekly joint meetings are now embedded.</p> <p>I reported to and liaised with residential teams to ensure consistency across the school provision.</p> <p>The Headteacher (budget holder.)</p>		
<p>Planning for improvement</p>	<p>Participant document references</p>	<p>Sponsor verification, additional evidence Very Good / Good / Moderate / Poor</p>
<p>My first action was to identify an area of need and agree the priority with the headteacher. I then wrote an action plan We already had a number of strong practitioners who had been identified as potential instructors arranging their training with an external provider and allocating budget for this was planned whilst I completed my own additional training.</p> <p>1) Identify additional future team members for training in-</p>	<p>Action Plan. Figure 1: Team Structure Baseline data</p>	


<p>house.</p> <ol style="list-style-type: none"> 2) Develop data collection system. 3) Extensive research into how PBS is applied and the evidence base it is derived from. 4) Develop a network of collaborators and individuals with expertise in this area through online engagement. 5) Obtain BILD accreditation for myself. 6) Evaluate impact. 		
<p>The impact of this project requires an in depth knowledge of our data collection systems. To this end I designed this from (Figure 13) scratch as the old system did not capture information required in an accessible format and required a full time member of staff to maintain and access. This role was made deemed unsustainable and for a year we continued with a paired down system that just collected the number of incidents and physical interventions used. This data was hard to interrogate but provided me with an accurate Macro level baseline with which to measure improvement and the impact of this project against.</p> <p>Conference attendance was essential for making links with other professionals in the field of positive behaviour support, this professional communication was essential to challenging me and identifying areas of weakness in my own practice and gaps in my knowledge.</p> <p>Research around evidence based practice formed the core element in changing our practice before this project we delivered a commercial package slightly adapted to meet our needs. I wanted to look deeper into the underpinnings and theory of our training particularly around the terminology used.</p> <p>This allowed me to gain a greater understanding of the strategies that the evidence suggests may be effective with the students at our school. As I had identified some areas that seemed from the previous behaviour data to suggest certain situations led to additional behaviours of concern I focussed my research around these (Transition & Weather) producing documents shared with the school. As we are striving to ensure all our approaches are underpinned with sound evidence I conducted in depth research for each of these projects. The outcome of this is an extensive reference library of both physical and ebooks that staff can access freely. The idea behind this is to encourage a culture of enquiry within the staff team and to evidence the efforts I personally go to to seek answers when staff ask for my advice.</p> <p>It was also essential that I developed my knowledge of the legal aspects of behaviour support nationally. a lot of our approach is</p>	<p>Figure 3: 6 year comparison data figure 10. Weather case study Figure 13: Form Snapshot</p>	<p>Sponsor grade: Very Good.</p> <p>Candidate planned the project based on evidence that he had systematically identified relevant data, collected, collated and analysed. Conclusions being shared with and challenged school staff including governors.</p> <p>He clearly identified all the issues around developing a data collection system that was able to use one that collected all data, allocated leadership of the school (including governors) to interrogate and make appropriate informed decisions.</p> 



<p>determined by the legislation governing the use of force in schools. I needed to stay abreast of this to ensure compliance and safety of the staff and students. To accredit this we followed a BILD (British Institute of Learning Difficulties) scheme. This required me to pass extensive theory and practical assessments on use of the law.</p> <p>I wanted this project to have a lasting improvement on the school and more importantly a sustainable improvement. Therefore I collated the data over 6 years to demonstrate the need for this project and to measure the impact over an 18 month cycle (Figure 3).</p> <p>I also need to gain feedback around the impact of the staff training. A priority is to improve the content and delivery of this.</p>		
<p>Human behaviour is a very complex area to examine. I needed a range of tools to collect meaningful data to determine the links between elements of our practice. Early on it as hypothesised that there was strong link between behaviour and communication, and behaviour and engagement. Alongside this project sat a drive to enhance the communication provision and a redesign of the curriculum led by the other assistant headteacher.</p> <p>It was essential that the approach I decided on was based on evidence. I conducted a number of professional meetings with specialists from both CAMHs and the NHS before designing the systems we would use and the elements of behaviour that I needed to collect to inform the decision making process. Form construction and design was equally important as these had to be accessible to staff and efficient in the time it took to fill in. Impact graphs needed to be easy to read and interpret for both non-specialists and the professionals we coordinate our approach with. How to enhance the quality and accessibility of the data available was a key priority. Which is why I decided on a google form that could be completed from anywhere and multiple users could access simultaneously. (Figure 19)</p> <p>Analysing links between attendance, behaviour and progress would be a major part of this project and so data must be in comparable and sharable format. I used baselines from previous data but had to generalise from available data to identify trends. This identified the importance of these three elements of our provision (Case study).</p> <p>Reviewing Incidents reports I was able to identify that staff were struggling to identify the function of the behaviour during an incident. They also stated on incident reports that the antecedent was unclear. This is poor practice and I emailed all staff to explain how to identify and capture this data more accurately . It also formed a</p>	<p>Figure 19: Snapshot of antecedent options.</p>	<p>Sponsor grade: Very good.</p> <p>having collected all relevant data linked to making initial recommendations then the went about systematically analysing this I with observations around quality of comr levels of engagement and perception from professional colleagues.</p> 

<p>significant proportion of the training.</p> <p>From my NPQML and given the scope of this project within the school I needed to ensure I was approachable and open to suggestions from all members of my team. So I sought to include them in “mini projects” focussed on transition and relationships. This feedback was used in the October training.</p> <p>I sought feedback from staff throughout the project on ease of collection, ironing out teething problems with the technical aspect and from professional dialogue I was able to determine which elements of the new system required additional training from me.</p> <p>It was through identifying weaknesses throughout the chain of events leading up to incidents and their recording could design out many of these issues in our data collection system.</p>		
<p>I discussed strategic priorities and ongoing plans. In weekly meetings with the headteacher he was able to evaluate the areas I was working on and suggest improvements.</p> <p>Team development and evolution was central to this project. I have found that driving change needs buy in from staff and that those staff need to be skilled and model the approach. I felt it was important that the staff were drawn from all areas of the school and levels of seniority.</p> <p>Ensuring our training was meeting the needs of our students and staff was a key priority so after the whole school training in september 2018 I surveyed the participants to gain their views. Responding to dynamic situations.</p> <p>I Set up a systematic approach to training and succession to ensure staff with enhanced capabilities are trained and ready to undertake additional training as required.</p> <p>Having a hierarchy of staff trained to different levels has promoted essential buy in from staff.</p> <p>I have also reported progress to governors and in the OFSTED feedback meeting the system was described by one of the governors as “pioneering” and constantly evolving.</p>	<p>Figure 7 - School Training evaluation data</p> <p>Figure 15: email request to train practice leaders</p>	<p>Sponsor grade: Very good.</p> <p>indeed he was able to set out an operation that clearly highlighted the whats, whens and whos criteria for the project. This was used by the headteacher to track the progress and success of the development of the system</p> 
<p>My own desire to improve my knowledge and understanding of Autism and behaviour led to me building a network of people working in this field. It was through these contacts that I was invited to deliver a presentation on some of the research I had conducted and our approach at the SNIPCC conference at Canterbury Christ Church University (Figure 4). This meant I had to ensure my work and our practice was of an exceptionally high standard. To achieve this I undertook a range of online courses on elements of PBS I have identified as not being covered sufficiently in my own previous training.</p>	<p>Figure 4: SNIPCC flyer</p>	<p>Sponsor grade: very good.</p> <p>Candidate self managed throughout with support in his regular coaching 1:1 sessions. Date deadlines were self set, aligned with the project and assumed by the headteacher. The candidate met all deadlines in time and had all status reports to various stakeholders. Allowing them to not only understand exactly where the project was but also the time.</p>


<p>Due to my desire to create a system bespoke to our school that reflected our approach and tied in with the terminology we use I had to learn a significant amount of advanced ICT including spreadsheet formulas and interface design. These features were available through commercial systems but these had a huge cost involved and would not be 100% flexible to our needs.</p> <p>To ensure I was correct in my assessment of this I spoke to staff from my external instructor team who stated that their system was difficult to modify if an issue arose and took up to 30 minutes to enter incident.</p> <p>I personally want this to be a long term project that evolves to take into account changes to legislation and the BILD code of practice. I also want to begin using this to start school based research projects into our unique cohort of students so we can target interventions more effectively in the future.</p>		<p>The candidate was not risk averse but risk calculated with the probability of success and ultimately achieved.</p> <p>The candidate did not allow himself to be</p>  <p>the magnitude of any challenge.</p>
Leading the implementation of the priority across the school	Participant document references	Sponsor verification, additional evidence Very Good / Good / Moderate / Poor
<p>I held weekly progress meetings with the headteacher to outline my vision. I used this to review budgetary considerations. This included the cost of cover for myself whilst training. The cost of covering staff attending the instructor training and the cost to charge their schools who wished to attend our training.</p> <p>I also identifies staff who would make good instructors but who lacked confidence to deliver training. To develop their skills I designed a "Practice Leader" course. This had an additional overtime cost implication. This had a huge benefit when two instructors left the team as I had staff to immediately take their place and ensure provision and skill levels were maintained.</p> <p>I had to develop my own practice and knowledge to ensure staff had confidence in my ability to provide the quality of training they required. I also had to sell the purpose of data collection to ensure all incidents were captured accurately and efficiently.</p> <p>Disseminating knowledge of how to interpret the data to my behaviour team was an essential element in creating the culture of enquiry and evidenced based interventions (Figure 20).</p>	Figure 20: Example of data analysis	
<p>I needed a highly motivated team behind me and was able to select the best practitioners for this role, replacing team members moving on. Through enhancing my own training I was able to identify limitations of our current PBS training package</p> <p>The data collected previously had always been inaccessible to staff. I wanted to change this so staff could use the data in real time</p>	Figure 10 Hot weather Case Study	<p>Sponsor grade: Very good.</p> <p>The candidate continuously quality assured data collected, refining and defining as appropriate to ensure the veracity of the data</p>

<p>to address issues. As I had full oversight over the process I was able to quickly identify trends and come up with strategies to intervene very quickly. This ability to immediately respond to whole school and individual issues was essential to improving all aspects of behaviour support at the School. For example the data identified an increase in incidents during hot weather within a day I was able to circulate a case study with a range of strategies to address this issue (Figure 10).</p> <p>I was able to motivate staff from across the school to start asking questions of the data and really using the tools I had designed in collaboration with our ICT manager. I think this collaboration was of vital importance to the project, once I had shared my vision with him he was able to suggest improvements to the efficiency - such as the automation of chart generation and suggest how to implement tasks such as the risk assessment tool I wanted to build to enhance or behaviour support plans. In turn he was able to support staff who wanted to use the data.</p> <p>Training – Evaluation of training carried out using an efficient online system I could analyse in real time to see who had completed the training and their level of understanding. This was both time saving and gave me an insight of who would be good candidates to join the behaviour support team, who had good understanding and who may need a different method of training delivery in future - i.e simplified or more active/written.</p> <p>I discussed plans and progress with the headteacher in weekly reviews. I was able to share data, individual incidents generated reports and staff strengths.</p>		<p>He developed his systems to ensure other could start to understand the data and help to understand the data, allowing them to see pertinent questions.</p> 
<p>By the completion of the formal stage of this project I had built a team of 5 fully trained PBS instructors, 10 Instructors undertaking further training and 4 practice leaders supporting the Instructors and sharing good practice in their classes.</p> <p>I started attending meetings where behaviour would be a priority discussion point. The aim of this was to model to staff how the data could be used to reinforced their statements and support both the school and the student's parents to obtain additional support.</p> <p>I have been Invited to support other schools both with behaviour support training and learning walks where I was able to suggest areas that would improve their practice (Figure 21). It has raised the profile of the science that sits behind our training and has led to a year on year decrease in incidents despite a push to ensure everything is recorded.</p>	<p>Figure 21 Meadowfield letter.</p>	<p>Sponsor grade: very good.</p> <p>The candidate ensured no one lost their nerve. Why? He constantly reiterated his vision for the project and maintained an eye on the operational side, helping through mentoring, coaching and directing staff so there was no significant</p> 

<p>Secure understanding of children's behaviour was core to the effectiveness of this project. The links between challenging behaviour and the communication issues our student's face had to be brought to the fore. The staff development week in October 2017 brought these two elements together. The delivery of two days of PECS training that underpins the communication system used by many of our students was delivered by a behaviour analyst who referenced many of the approaches I had put in place over the last year. This gave credence to our approach and I was able to link the training to our whole school behaviour support training held the following day (Figure 6).</p> <p>One of the biggest influences over my practice during this project and beyond is the importance of ethics and gaining input from those groups we are supporting. I felt that this was an important aspect to share with my whole team so I organised a mini conference attended by 30 members of my extended team. The keynote speaker for this was an Autistic man called Paul Isaacs who shared his experiences of education and gave us an insight into his world (Figure 5).</p> <p>This was a fantastic way to pull the project's focus back onto one of the reasons for the project - to improve the engagement of the students in their learning. Why certain unmet needs and antecedents can be barriers to learning. Our new system was easily able to identify this for certain students and measure the impact of the interventions.</p>	<p>Figure 5 - Conference Flyer Figure 6 PECS training certificate</p>	<p>Sponsor grade: Very good.</p> <p>This in essence was why the project started in the first place, the candidate had a deep understanding of the negative impact of restrictive practice but lacked the data to quantify this.</p> <p>The candidate is absolutely committed to the project, his primary focus is on learning and progress "managing" behaviour. He has now put in place a process that helps us systematically plan and work to minimise the numbers of restrictive practices across the school, with our approaches based on verifiable data.</p> 
<p>The main challenge here was to ensure people used the data to write high quality behaviour support plans and stick to the strategies listed in them. The culture of "nothing works" and "the behaviour came out of the blue" had to be robustly challenged. Part of this was challenged during a specially designed task in the training that encouraged people to think about the impact of their behaviour on the students and reflect on whether they were really applying the training in reality. As I had gained BILD accreditation myself I was free to adapt the training course to ensure it was bespoke to the needs of our School. I was also aware that my achieving this and my position within the school gave me the authority to challenge poor performance. (Figure 17)</p> <p>For the project to be successful every member of staff in the school had to complete the incident records in the manner I had designed. It was essential that the data we collected was accurate and when asked to complete additional assessments these were done. I used the appraisal process. (Figure 18).</p> <p>One of the training activities was specifically designed to reduce</p>	<p>Figures 17/18: emails challenging practice</p>	<p>Sponsor grade: Very good.</p> <p>The candidate was very clear in his vision and his expectations of all involved, including the headteacher and the chair of the governors and Curriculum committee in addition to the safeguarding team.</p> <p>He worked tirelessly to ensure he met the expectations of his peers and colleagues, "walk the talk" and always modelling behaviours he wanted to see adopted by his colleagues.</p>

<p>the negativity of some staff to changing their approach. It was a problem solving exercise where we brought up the data when discussing an issue. If the data did not reflect what the staff were saying in training they could be robustly challenged. Now everytime a teacher asks for support they know the data is the first reference point so understand how important it is for this to reflect reality. I use this approach regularly in discussion with staff. This was the single most important element in changing attitudes towards behaviour support. Challenging preconceived notions, terminology and poor practice is an ongoing drive. This is done through discussion or email, the element of the course on difficult conversations really helped me to frame these are developmental and supportive.</p>		
Evaluating the impact	Participant document references	Sponsor verification, additional evidence Very Good / Good / Moderate / Poor
<p>Students - Interrogating the data on an individual and whole school level in collaboration with other team members meant we could target interventions on both a whole school level and for individual students. One of the examples of this was the identification of a behaviour displayed by a student that we could target with a PHSE curriculum. The impact of this could be seen in a reduction in behaviours within a short space of time (Figure 12)</p> <p>Staff - I wanted to make sure that the training met the needs of our staff. Due to the nature of our students many of whom have been excluded from previous settings they will occasionally display severe behaviours that can result in injury to staff. I asked the human resources manager to collate the data from the past 5 years (Figure 9) to see if there had been a change. The impact of this approach and project was validated by the school's ofsted inspection in February 2018 where I was able to share the data collected to evidence improvement in this area (Figure 11). At the conclusion of this project there was a 49% decrease in Incidents</p>	<p>Figure 9 - Injury data Figure 11 - Ofsted mention Figure 12 -behaviour data</p>	
<p>Enhanced data gathering and analysis through the new system has ensured that students have received appropriate interventions.</p> <p>The impact training staff in different roles has been so positive in creating a culture of peer support. Staff are now more confident discussing issues using the data at class level more trialling interventions without asking me for support first. By allowing staff to take ownership they feel more skilled and valued than a year ago. This allows me to spend more time on macro-level interventions such as transition plans, debriefing tools and developing bespoke training.</p> <p>The next step is to identify the next tranche of instructors and</p>		<p>Sponsor grade: very good. As the project developed and drew to its conclusion the candidate continuously re data, ensuring all tasks were prioritised within the very time time tolerances he se on cause and effect and never allowed any up the project.</p>

practice leaders to be trained in house and to get some of our internal research externally accredited.		
<p>I have strived to ensure my practice is based on the latest research and new ethical considerations including considering the voice of Autistic people in the process. I have completed an online Autism course developed by an Autistic Academic to build my knowledge of autism further. Through connection made by providing behaviour support training externally I was Invited to present findings from our internal research at Canterbury Christ Church University to teachers, students and professionals.</p> <p>I am aware the system will need to be reviewed and enhanced as our staff embrace the culture of improving their own practice. Already staff are asking questions that require me to research further into the field.</p> <p>Further integration of the behaviour and attainment records needs to be explored to identify the most engaging teaching practices for our students ready for the implementation of the rochford review.</p>		<p>Sponsor grade: Very good.</p> <p>This was a complex project and the candidate was supported from the start. He never wavered in his commitment to see it through to final successful conclusion.</p>
<p>Following the training I delivered with my team in October 2017 I collated the feedback responses. 100% of staff agreed or strongly agreed that they had found the training useful (Figure 7). Even more positively I was able to identify 11 staff who wanted to join the team. staff reluctance to become instructors had hampered attempts to expand the team in the past (Figure 8).</p> <p>Weekly meeting with communication team to ensure consistent strategies are used. To develop this further we ensure our recommendations are evidence based and are included in the students behaviour support plans. Every student has a support plan and we are often consulted when teachers are writing them.</p> <p>The key impact is the reduction in all behavioural incidents across the school (From 4167 to 2076 Figure 3). This has validated my approach and proved that aff buy in is essential to effect meaningful organisational change.</p>	<p>Figure 3 behaviour data comparison Figure 7: training evaluation data Figure 8: Staff interest in joining team</p>	<p>Sponsor grade: Very good.</p> <p>The candidate used a range of high level skills, direct persuasion, logical argument, hypothesis back with credible data to challenge established practice and thought. undoubtedly candidate has ensured people realise he is listening to all points of view and perspective, not just to answer that aligns with his thinking and practice.</p>
Throughout the NPQSL I have been Identifying my weaknesses and re-assessing areas I considered myself stronger in. I did not initially anticipate the scope of this project and how interlinked it was to all aspects of our provision. I had to develop a close relationship with a number of teams and may have at times taken on other people's issues that I should have discussed with them and redirected back to them. I have at times been too quick to provide answers when I should have directed staff to the way to seek these for themselves.	Action Plan	<p>Sponsor grade: Very good.</p> <p>Undoubtedly the candidate has developed a strong understanding of his practice, to highlight issues and resolve these issues proactively.</p>

<p>I knew that the data side of the project has developed to a point where my expertise was not enough and I could not invest additional time into developing my ICT skills quick enough to embrace the rate of development. The ICT manager was brought on board to facilitate the development of a holistic system linking the behavioural incidents with the planning of lessons. I have also had to remember not all staff are as confident using technology as myself. I have to find a way to simplify the interface of our data to make it easier to interrogate for all levels of staff wanting to use it day to day. I know that it is essential this system continues to evolve to meet the demands of a newly enthused staff team keen to understand the drivers of our student's actions. I have to be aware that whilst I must lead a lot of the responsibility for using the data must be delegated to ensure staff skill levels and confidence improve.</p>		
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s signature..... Date.....

signature..... Date.....

is submission (form and supporting documents) is accurate and verify all the evidence it contains

r's signature..... Date.....

Lead the development of the behaviour support team within School and coordinating the expansion of the network.

	Action	Team Members	Time scale	Cost	Impact on T&L	Evaluate
c.	Undertake principal instructor training for myself.		Feb 2016		Enhanced collaboration with partner schools. Increasing own skills	Complete
	Review number of instructors. Review structure.		By March 2016		Efficiency of working for Instructors. Budget	Complete new documentation
	To arrange PI meeting. To call Network meeting with all instructors to share vision.		March 2016		Motivation and buy in from instructors	Complete me enthusiasm
I	Identify potential instructors. Liaise with Licensee regarding costs. Arrange training,		April 2016		Identify elements of Best practice. Spread escalation techniques across school.	Evolving
d	Identify opportunities for external training for school staff. Identify additional staff suitable to train		Ongoing.			Completed th a range of tra
	Redesign all behaviour reporting to be cohesive and structured.		Complete By July 2017		Improve practice across school. Provide an accurate and up to date research based reference document.	Completed bu additional rev required
	To organise whole school training. Support new instructors in designing		October 2016		Improve practice across school. Reduce disruption and lost	completed thr October traini

course.				learning time.	
Arrange Instructor Training Advertise and set invoicing costs.		March, May, DEC 2016 May 2017		Enhance across school collaboration. Opportunities to visit other settings.	completed 40 new instructo
Redesign behaviour record spreadsheet. Improve accessibility and analysis of behaviour records		Septembe r 2017		Improve ability to identify trends within behaviour support.	Very success
Arrange Instructor Training. Collaboration with Bradstow School		Septembe r 2017 – July 2018		Enhance skills of team.	Developed Ri assessment protocol
	Governors	Jan 2018		To gain understanding from stakeholders.	attached to P



NPQSL: Report to SLT on Project (Behaviour focus)

his project was developed to enhance the expertise of staff across the school in supporting the complex presentation o
is means an individualised approach to developing a behaviour support plan and effective interventions based on data
ctional analysis.

needed to enhance the level of training for all staff across the school. The initial aspect of this was expanding our instr

ite: Over the year we have seen a 44% reduction in Incidents

ation and future ideas: We now have 8 staff undertaking Prospects training, 6 of whom are also fully qualified instructors and 5 practice leaders with a range of additional training. I would like to increase the number of instructors from the resic
new behaviour data system is in place. I would like to evolve this further and start school based research on the data to f
provision.

S Team Structure example (mid project)

haviour data 6 year comparison

1st Annual

SPECIAL NEEDS AND INCLUSION

Professional Communities Conference

#ResearchSEND

Saturday 14 October 2017

Canterbury Campus

CONFERENCE INFORMATION
AND CALL FOR PRESENTATIONS



The Kent
PROACT
Network.



On the 12th July the Kent PROACT Network are proud to present Paul Isaacs who will be discussion sensory perception and his experiences of Autism.

10.00-10.30 - Arrival,
Networking, Tea & Coffee
1030.12.00 - Paul Isaacs
12.00-12.30 Lunch
1.00-2.00 Network Updates



Figure 5:

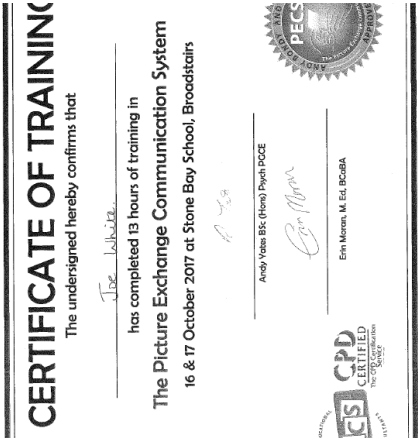


Figure 7:

interested in becoming a practice leader

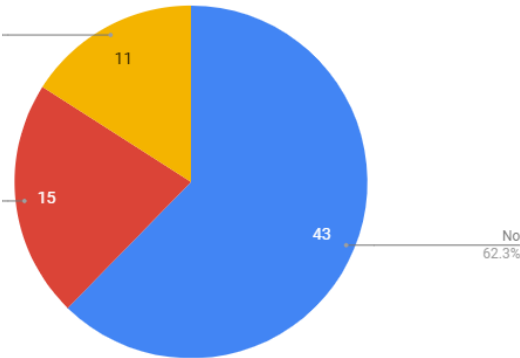
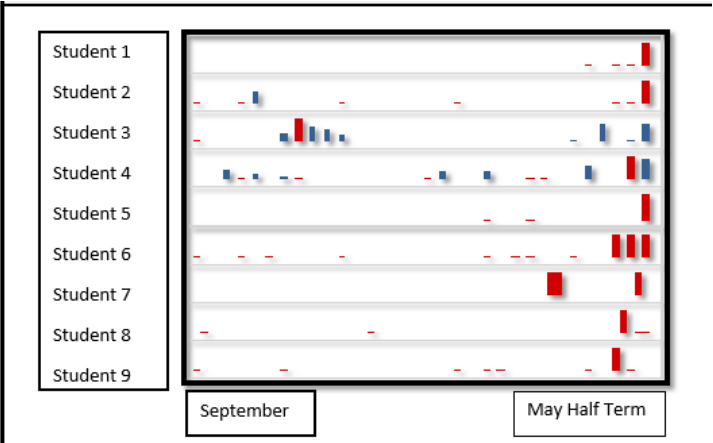


Figure 9: Figure 10:



Future strategies to mitigate effects of hot weather.
Increase frequency of cold water offered rather than requested.
Locate/Invest in fans.
Appropriate clothing ideas.
Ice Pops at break.
Water sprays/Water play.
Water/ice sensory activities.
Staff modelling of 'You look hot' (i.e. warm) backed up with signs and symbols
Housekeeping staff to be directed to open windows when they clean room.
Prompt all students to remove outer layers.

All staff are trained to support pupils using a positive behaviour approach. The school employs trained internal instructors who work with staff teams to provide consistency. This has been successful in dramatically decreasing incidents of poor behaviour.

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