

Fosse Way School Trust

Complex Needs and Emotional Wellbeing: The Challenge!

Over the last decade many new disabilities in childhood have begun to emerge. For example, 90% of all premature babies in the UK now survive, 77% of whom, develop some form of special educational needs. Road traffic accidents involving children sadly give rise to brain damage resulting in physical or intellectual disability. Society has seen a dramatic rise in drug and alcohol abuse, and the largest modern cause of learning disability is Foetal Alcohol Spectrum Disorder.

The event focus will be the growing number of students within our schools with complex needs and how that is challenging our current pedagogical knowledge/practice together with emotional wellbeing. Both of these topics are valid for all schools whether mainstream, special, primary or secondary.

Friday July 2nd at Fosse Way School
9.30 – 3.30

£65 INCLUDING LUNCH & REFRESHMENTS

Led by Professor Barry Carpenter

Professor Barry Carpenter is Associate Director (Special Educational Needs) with the Specialist Schools and Academies Trust. Within this role he acts as Director of the DCSF funded Project on Children with Complex Learning Difficulties and Disabilities. He is Honorary Professor at the Universities of Worcester and Limerick, and a Fellow at the University of Oxford.

In a career spanning 30 years, Barry has held the leadership positions of Chief Executive, Principal, Head teacher, Inspector of Schools and Director of the Centre for Special Education at Westminster College, Oxford. Currently, he is directing a project for the TDA on the Education of children with Foetal Alcohol Spectrum Disorders.

Course provided by Fosse Way School Trust

FOSSE WAY SCHOOL
LONG FELLOW ROAD
RADSTOCK
BA3 3AL

TEL: 01761 412198
FAX: 01761 411751
fosseway_spe@bathnes.gov.uk

**Complete the attached booking form and return to Fosse Way School by
Wednesday June 23rd**

The COMPLEX LEARNING DIFFICULTIES AND DISABILITIES Research Project: Developing meaningful pathways to personalised learning

The Specialist Schools and Academies Trust has been awarded funding by the Department for Children, Schools and Families to research ways to improve the Every Child Matters outcomes for children with the most complex educational needs and disabilities through the development of evidence-based teaching and learning strategies, and to share the research outcomes with schools and the wider education network so that they become common practice.

Children with complex learning difficulties and disabilities (CLDD) include those with co-existing conditions (e.g. Autism and ADHD), or profound and multiple learning disabilities. However, they also include children who have newly begun to populate our schools – among them those with difficulties arising from premature birth who have survived infancy due to medical advances; those with disabilities arising from substance and alcohol abuse; and those with rare chromosomal disorders. Many may also be affected by compounding factors such as multisensory impairment or mental ill-health, or require invasive procedures, such as supported nutrition, assisted ventilation, and rescue medication. While the concept of CLDD is widely recognised, an official definition has yet to be adopted.

Children with CLDD are a unique group of learners with a distinctive profile of learning need. We have to equip teaching professionals to offer high quality education to these children so that they do not become disenfranchised from the school system. The causal base of their difficulties demands that we remodel our pedagogy and that we generate teaching strategies which will embrace these children as learners. The debate around personalised learning, fuelled by the Specialist Schools and Academies Trust (www.ssatrust.org.uk), informs this.

The programme of research brings together a multidisciplinary team of researchers and advisors with specialisms across education, health, psychology, therapies and neuroscience. The researchers are working with 12 special schools and staff, 60 children, and their parents/carers, to develop an educational framework which will enable practitioners to formulate an effective teaching and learning package for the children with complex needs in their classrooms. The project will build on and synthesise existing national and international expertise in the field, as well as drawing upon practitioner experience to develop and trial modified and new approaches for these children. The resulting educational framework will then be rolled out to 50 further schools during the course of the project.

The outcomes of the project will support educators of children with complex needs through:

A series of information sheets on CLDD

A screening procedure focused on student engagement

Information on effective educational strategies linked to particular disabilities

A flexible educational practice framework, inclusive of multidisciplinary involvement and linked to the five outcomes of *Every Child Matters*

A resource 'tool box' linked to the five outcomes of *Every Child Matters* as a framework for curriculum planning

Downloadable training materials and opportunities.

The research project will be led by Professor Barry Carpenter OBE, Associate Director (SEN) at the Specialist Schools and Academies Trust.