

Inclusion Conference | 2021

29 - 30 January
Online



Louise Dawson

Head of Inclusion | Jumeirah College

Louise Dawson is the Head of Inclusion at GEMS Jumeirah College, she previously worked at GEMS Wellington International and Kings' School Al Barsha. Louise moved into education after 20 years in business. She used her knowledge gained as a parent of a young person with special needs to improve support for other students, parents and teachers. Working her way from Secondary teacher, through Secondary SENCo, and finally as Head of Inclusion for FS, Primary, Secondary and Sixth Form, Louise has a wealth of knowledge and experience that she enjoys sharing. Louise has led teams of up to 35 specialists, including redeveloping a Level 3 Autism Provision to match the KHDA inspection requirements. Creating provision within a new school through to remodelling existing provision, has meant that Louise has strategic, as well as hands on skill.

Conference Opening

Preparing for the Future: The Inclusion Journey from the UK to the Region

Louise will give us a flavour of the international journey of past inclusion, lessons learnt from distance learning and what we should think about for the future.

Keynote 2

Inclusion is not just Special Needs

Louise will outline why supporting students with identified Special Needs is the tip of the iceberg for Inclusion. Every child is different, every family is different, every community is different – inclusion leads to tolerance and is compulsory for the future.

Workshop 4 Stream 3

Provision Mapping: High Impact Resourcing in Schools

Louise will demonstrate how she uses an 'Inclusion Lens' to look at the key Government documentation to support the development of a Whole School Strategic Inclusion Plan, how to make significant progress with your inclusion programme, and key questions to challenge your Head Of Inclusion.



Gráinne Boyle

Child and Adolescent Educational Psychologist | Insights Psychology

Gráinne (Grawn-ya) is a UK and UAE licensed psychologist and director at Insights Psychology DMCC. Having studied in her native Ireland, she holds a Bachelors of Psychology, a Postgraduate Diploma in Primary Education and a Professional Masters Degree in Educational Psychology. As a psychologist practitioner, she specialises in Autism Spectrum Disorders across the life span. As clinical director at Insights, she passionately believes in the provision of quality support services in the community and for the community. Outside of work, she is a busy mum to baby Tadhg (Tie-g), and a founding and active board member of All Children Included, a CDA licensed non for profit group that promotes inclusion of people of determination in all facets of our society.

Keynote 1

Supporting Students with Additional Needs | Communication with stakeholders and leading a team to make positive changes

Mahatma Ghandi once said “The greatness of a nation can be judged by the way its most vulnerable are treated”.

Over the past decade, with support from its incredible leaders, the UAE has made huge progress towards the positive inclusion of people of determination in education and in our society socially. With change, always come disruption, adjustment, reorganization and reflection: What have we done well and how can we evolve more effectively? Leading with vision and communicating effectively with all stakeholders is key. Having worked with schools and agencies across the Gulf region for eleven years, Gráinne hopes to share the learning from her experiences to help inform good practice and to make inclusion a positive and enriching experience for all.



Haneen Jarrar

Dr Haneen is a Psychologist and Counsellor at Insights Psychology. Dr Haneen is a CDA licenced psychologist with over eleven years of experience helping children and families. Her experience includes early intervention work, assessing, diagnosing and planning early intervention strategies, as well as supporting children with mental health issues such as Anxiety and Depression. Dr Haneen uses cognitive behavioural techniques and is patient centred in her approach.

Workshop 2 and 3 Stream 1

Executive Function | Strategies for Developing the 7 Key Elements

Parts 1 and 2

This practical two hour workshop will help attendees to understand the concept of executive function skills and how they impact on school-based and academic performance. Attendees will develop an awareness of their own executive function skills, and be able to recognise when and how others present with difficulties in this area. Finally, Dr Haneen will present some evidenced based interventions that can be implemented with students that experience difficulties in this area – suitable for middle to late primary and early secondary.



Dr Joanna Wood

Senior Educational Psychologist | Real Group

I qualified as a secondary school science teacher in 1995, and spent over fifteen years teaching in London schools, including as Head of Science in a Pupil Referral Unit and in the largest school in England. After completing my doctorate in Educational and Child Psychology in 2015, I worked in two London Local Authorities as an Educational Psychologist, before joining Real Group as a Senior Educational Psychologist in September 2019. My doctoral research was on supervision for school staff. I have a particular interest in adolescence, school exclusion, positive psychology, and mental health.

Workshop 1 Stream 1

Using Positive Psychology in Inclusive Education

This session will outline the philosophy and key ideas of Positive Psychology and how they link to inclusive education. Delegates will then have the opportunity for practical exploration of tools, techniques and ideas from Positive Psychology, as they apply to educational settings. These tools can be used for a range of purposes, including: gaining children and young people's views; supporting mental health; and furthering adults' understanding of children and young people's needs.

Areas will include:

- Solution Focused questioning and techniques, including the use of Solution Circles;
- The PERMA Model;
- Personal Construct Psychology and The Ideal Self.



Bronwyne van Zyl

Kings' School Al Barsha

A Specialist Dyslexia Teacher with 18 years international experience in the field of Specific Learning Differences and Academic Assessment, Bronwyne's professional career, spanning four countries and many diverse cultures, has focused on empowering children with learning differences, building confidence and creating unique approaches to ensure each student is taught the way they learn best.

While completing her Master's degree in Education SEND (Special Educational Needs and Disability) – Dyslexia Leadership, through Middlesex University, she used Picture This! Spelling to drive her research, proving that a pencil free visual approach to spelling really works!

Bronwyne is also a Specialist Assessor registered with the British Psychological Society and has found that her experience in assessment has allowed her insights into the types of errors students make when attempting to spell irregular words. With a National Higher Diploma in Fine Art and a background in the expressive arts she has realised how important creativity is when teaching spelling.

Workshop 1 Stream 2

Picture This! Spelling for Students with Dyslexia

In a world where intelligence is so often measured by our ability to read and write, we do not often make considerations for those who find that particular task challenging. We need to shift our perceptions from a culture traditionally embedded in print, and explore the innovative possibility of teaching spelling with an inclusive pencil-free approach such as Picture This! Spelling.

Picture This! Spelling is extremely versatile and not only targets any primary aged student, but also those with Specific Learning Differences, Early Years Education, English as an Additional Language and those learning English for the very first time.

Pencils are replaced by a multisensory, tactile approach, which allows students to freely retain spelling words for rapid recall and automatism within writing. The word shape, word pattern and word sequence is addressed which is proven to support effective retention.



Catherine O'Farrell

Consultant and Corporate Leader

Catherine is an experienced senior and corporate leader driving inclusion across the UAE and beyond. She has a Masters in systems and Bachelor Degrees in both education and psychology. Catherine has been consulting in the UAE for almost 10 years and is a regular conference speaker and media contributor. She is currently Group Head of Student Services for Bloom Education. She is passionate about developing communities of practice through collaboration and multiple voluntary and charitable endeavours.

Workshop 1 Stream 3

Spotting Individual Needs and Wellbeing Concerns in an Online Setting

This session will take a close look at the characteristics and signs of challenges and wellbeing concerns in students in the online setting. What can a teacher look for to identify *at risk* students in virtual settings.



Mariette Carstens

Behaviour Therapist | Inner Connection Consulting

Mariette is a holistic behaviour therapist and homeopath, who specialises in the behaviour management of children at school, home and within the community. Working with schools to implement positive behaviour approaches for students; Mariette is passionate about empowering people to take control over their classrooms using a holistic perspective which takes into account a range of factors, not only the symptomatic expression of behaviour.

Workshop 2 Stream 2

Positive Behaviour Management in a Mainstream Setting

In this workshop you will learn how to understand behaviour as a symptom and not solely as a problem, and then to address the cause. Using the Positive Behaviour Model you will focus on relationship building with children with challenging behaviours using visual and sensory aids and explore positive behaviour management tools.



Rachel Smith-Green

PGC Director of Inclusion | The Arbor School, Dubai

Rachel Smith-Green studied at Goldsmiths University in London where she gained an honours degree in Education and Art. She later went on to gain a postgraduate degree in Autism and Asperger Syndrome.

As a deputy head and head of inclusion in inner city schools, London, Rachel worked alongside a number of local education authorities, taking the lead on specialist programmes for the inclusion of vulnerable students, such as the Tahms project and gang awareness scheme. In 2006, as part of the local authority advisory team, she established specialist resource provisions in five mainstream schools for the inclusion of students with Autism, and nurture groups for younger students with behaviour difficulties.

In 2012, Mrs Smith-Green started her journey in Dubai as a deputy headteacher and head of inclusion in a large private school which catered for the local Emirati community before embarking on her current role as the director of inclusion at The Arbor School.

Workshop 2 Stream 3

Developing an inclusive blueprint to support your learning environment

This workshop focuses on how we can change our school environment to increase the success rate of integrating students with significant needs into the mainstream classroom.

We will explore these subheadings:

- Understanding the needs of your students of determination (SEND students)
- Auditing your school environment
- Developing non-negotiable practice as part of your standard service
- Removing barriers
- Effective use of resources



Adam Griffin

Paediatric Occupational Therapist | Reach Out Therapy Centre, Dubai

Adam is a Consultant Pediatric Occupational Therapy Specialist with Reach Out Therapy Center Dubai.

Adam has a wealth of experience and post-graduate training in supporting children and young adults with disabilities and their families. Since coming to Dubai 8 years ago Adam has been instrumental in establishing developmental, educational, and vocational support services here in the UAE. Adam has collaborated with many schools in the region to ensure educators feel confident that they have all the tools they need and support their students learning and development.

Workshop 3 Stream 2

Un-stuck and On-Track: Straightforward and Practical OT Solutions for Common Classroom Crises

Occupational Therapists are highly experienced in identifying and overcoming barriers that may limit a child's success in the classroom. This workshop will provide tried and tested solutions to the difficulties most frequently reported by educators.

Topics will include sensory processing, how to adapt your classroom to ensure student engagement, and motor skills such as handwriting.

Jazz Bumbra

Speech and Language Therapist | Kings' School Nad Al Sheba

Jazz is a UK trained Speech and Language Therapist with nine years' experience. She has worked with children with a wide range of speech and language difficulties in mainstream schools, special educational needs schools, hospitals, and early intervention clinics. Jazz is passionate about providing all children with a voice and values collaborative working with parents and professionals to ensure that children with communication and speech difficulties are able to make the best possible progress in their learning. Jazz works by the ethos of "If a child can't learn the way we teach, maybe we should teach the way they learn." (Ignacio Estrada)

Jazz is certified member of the Royal College of Speech and Language Therapists, and is currently registered by the Dubai Health Authority (DHA). She places importance on continually improving her skills as a practitioner, with training in Lidcombe Stammering therapy, PECS, DIR Floortime for Autism, Hanen, and Sensory Integration level 1. Jazz is a certified Elklan trainer and Makaton tutor.

Workshop 3 Stream 3

Removing Barriers | Creating Inclusive Classrooms for Children with Speech, Language & Communication Needs

This workshop will review types of speech, language and communication needs (SLCN), and how they manifest in the classroom. We will learn how to adapt learning environments to make 'Communication Friendly' spaces. Multimodal communication techniques will be reviewed to help all children to understand and express themselves. We will explore ways to promote vocabulary development across the curriculum, and effective questioning for children with SLCN.



Daniel Sobel

Founder and CEO | Inclusion Expert

CEO and founder of Inclusion Expert Daniel Sobel is an internationally respected leader in inclusive education. Daniel has advised the UK Department for Education, the European Union and other governments on increasing social mobility and building a more inclusive society. Daniel recently published *Narrowing the Attainment Gap*, a research-driven, practical guide for school leaders on meeting the needs of children from disadvantaged backgrounds.

Keynote 3

Lessons from 2,000 Schools: Common Mistakes, Simple Solutions

With experience of working with and in various contexts - schools, settings and units - this keynote focuses on sharing the lessons learned from 2,000 schools. Daniel will share the common mistakes made in the planning, execution, monitoring and evaluation processes to support SEND students. He will also shine a light on the solutions to these common errors, ensuring world-class provision for our students. This is school improvement at its best!

Keynote 4

Andragogy Approach to SEND - Changing Hearts, Minds and Attitudes before Knowledge, Skill and Systems

When inspection reports highlight barriers to learning for students with SEND, one of the barriers identified is lack of buy-in from all stakeholders within the school. It is therefore essential that a culture of inclusion permeates schools. Daniel will make a case for prioritising hearts, minds and attitudes before knowledge, skill and systems. This hands-on workshop will provide opportunities for discussion and planning how these messages can be taken back to your school to discuss with leaders.

Workshop 4 Stream 1

Whole-school CPD: Different Ways around SEN - What Works and What Doesn't

The evidence is clear - SEND provision is most effective where the approach to learning is systematic and adults share similar messages. This workshop will help schools plan successful approaches to whole-school, high-quality professional learning. Daniel will outline the different approaches highlighting what works and what doesn't.



Kathryn Booth

Head of Qualifications (Schools) | Pearson Education

Kathryn has been with Pearson for 11 years; at first in the London head office, where she was responsible for developing GCSE and A level science qualifications for UK schools. Since 2018, she has been living in the region and working in the Pearson Dubai office, with responsibility for all of Pearson's academic and vocational qualifications in schools across the Middle East.

Workshop 4 Stream 2

Looking Beyond GCSE and A-Level Pathways | Inclusive Curriculum for All

In this workshop Kathryn will look at the alternative options outside of the usual GCSE/A level pathways; including vocational qualifications from Pearson.



Siobhan Brady

Head of Inclusion | GEMS Founders School

Siobhan is Leader of Inclusion and Safeguarding across the Founder's schools in Dubai as well as governor for an in-house specialist Autism provider.

Within two years of joining GEMS Founders the Inclusion department has been accredited by Optimus Education as Outstanding (OFSTED). GEMS Founders, Al Barsha was the first school in the Middle East to achieve this award in September 2019. The school was also judged as Outstanding in their Safeguarding.

Before moving to the UAE Siobhan completed a degree in Theology at Leeds University in England and followed this with a Postgraduate Certificate in Education (PGCE). After many years teaching secondary school she completed her Post Graduate Certificate in Special Educational Needs Coordination which focused on students reaching their full potential. Following this qualification Siobhan became Assistant Principal of a Specialist Autism Secondary School in England.

Workshop 5 Stream 1

Achieving a SENDIA Award: Standards, Evidence and Impact

This workshop is a chance to discuss how and why the Optimus SEND Inclusion Award can be used to support and develop best practice in the international school community in relation to students of determination. In addition, you will see the evidence needed to successfully complete the award and the accreditation process. Siobhan is not affiliated with Optimus however did complete the award in September 2019 and this was the first ever to be accredited in the Middle East.

Mark Evans

Managing Director and Chief Inspector | Penta International

Mark was born in Wales, and went to state schools in Cardiff. He took the IB at the United World College of the Atlantic, then studied Psychology at Oxford University for his BA and his first Masters degree. He trained as a teacher at the Institute of Education in London. He now has three masters degrees and completed his doctoral studies, on the role of Public-Private Partnerships in raising standards in education. He has taught in nursery, primary, secondary, further, higher and special education. For eight years, he was headteacher of a service that provided for emotionally and behaviorally disturbed children of all ages. In 1995, he became the youngest school inspector in the UK. The following year, he helped set up a company that inspects schools for the UK government, both in the UK and overseas. That company, Penta International, is the leading provider of inspections for British Schools Overseas (BSO). He travels, lectures, consults, trains, supports, inspects and conducts reviews. He considers himself the luckiest person in education.

Workshop 5 Stream 2

SEND and Inspections or Accreditation Frameworks

Mark will talk about what inspections and accreditations look for when considering SEND and inclusion in schools. He will outline the types of evidence that make it easier to demonstrate a high quality service. Although he will concentrate more on BSO inspection, he will also consider how other agencies seek to evaluate inclusion. Finally, he will share some criteria that can be used for self-evaluation of your school's provision.

Tasmin Lee Greig

Head of Lower School | The Children's Academy, Bahrain

As a UK qualified teacher, Tasmin joined The Children's Academy in 2013, a special needs school located in Bahrain. Tasmin is currently the Head of Lower School and a class teacher. She has worked in both EYFS and Key Stage one, and has taught ICT GCSE to a cohort of special needs students. As an advocate of Makaton, Tasmin completed Makaton Stage 1 and 2 in 2012, by the Makaton Charity in the UK. She currently delivers CPD to the staff of The Children's Academy and other schools, and is passionate about supporting children with special needs and developing their communication.

Workshop 5 Stream 3

Makaton and Visual Schedules as a Tool for Communication Development

This workshop will explore the types of tools that can be used within the classroom for children with special educational needs. These tools include Makaton, visual aids and strategies to support children's communication and create an inclusive environment.