

## Welcome to the NSAT Inclusion and Well-being Newsletter.

The purpose of these regular briefings will be to keep all NSAT colleagues up to date with the latest inclusion news, policy updates and current topics of interest across the Trust's 8 schools.

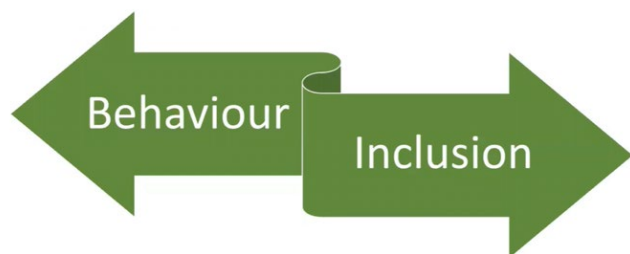
### Inclusion?

What does Inclusion mean to you? As the cartoon demonstrates, often we can find ourselves wondering if Inclusion is just for those that can be easily included.

Inclusion is about **all** of us, **not** some of them.

Inclusion is an emotion, it is a feeling. Inclusion is a perspective.

Social, Emotional, Mental Health (SEMH) needs are nationally rising and this is one of the 4 categories within the SEND Code of Practice. How easily are those with SEMH provided for in our schools? Physical and Cognitive needs are often met with empathy, understanding and respect.



Behaviours are linked to emotions and our profession is a caring one. When challenging behaviour erupts, is it fair for us to request a pupil to 'calm down' or 'stop' and issue a sanction when they don't. What if they can't? What if they need to be explicitly taught what 'being good' looks like. What if they need a regulated adult to regulate **with** them, not to them for for them. The

biggest lesson I have learned to date with SEMH is - presume nothing.

This applies to all our stakeholders not just our pupils. If Inclusion is a feeling, how do we really know how another feels? What does 'Inclusion' look like to you, in your schools?

### What are we working on?

This month, Gary and I have been attending a wealth of webinars, training and networking with other Directors of Inclusions in other Multi-Academy Trusts. We are exploring Trust wide identification tools for SEND and have been privileged to attend some Annual Reviews of our young people for their EHCP's.

We have also worked with our Trust Head Teachers and SENCO's with the huge broad question of 'What is Inclusion?'

### Recommended reading

This month we are reading and re-reading 'When Adults Change, everything Changes.' By Paul Dix. The book is well known for the strategies of 'Hot Chocolate Fridays' and the three R's – Restore, Redraw and Repair, now successfully embedded in many schools nationwide and celebrated on [www.whentheadultschange.com](http://www.whentheadultschange.com) Gallery of Awesomeness.

With the first chapter titled, 'Visible Consistency, Visible Kindness' this book sits very well with NSAT's vision for all inclusion matters.

Paul has recently released 'After the Adults Change, achievable Behaviour Nivana.' In April and so if you are inspired and motivated to learn more, read on!

## News and updates

Aimee has recently read and summarised an Education Endowment Fund report of the Effectiveness of TA's. This powerpoint is readily available if of interest and Aimee is happy to share, just pop her an email on [bellwooda@nsat.org.uk](mailto:bellwooda@nsat.org.uk)

## What's on?



### Meeting the Needs of Every Child

Online

29 Jul 2021

FREE

early years

This DfE funded webinar is FREE to access and will provide Early Years Practitioners with a thorough understanding of inclusive practice for SEND in Early Years settings.

 Book now

29<sup>th</sup> July + 12<sup>th</sup> August

NASEN are providing FREE training funded by the DfE. 'Meeting the Needs of Every Child' is an online webinar training looking at Inclusive practices in the Early Years. If you can't make the 29<sup>th</sup> July, the session is also repeated on 12<sup>th</sup> August. You can register an account free with NASEN to access the course and the course (as pictured) is found under the 'upcoming events' tab on their website.

Free online training, what's not to love?

We highly rate NASEN training and will be attending NASEN live in September.

We would like to wish you and your families a restful summer break and look forward to returning in September, refreshed, renewed and ready for a new academic year in NSAT