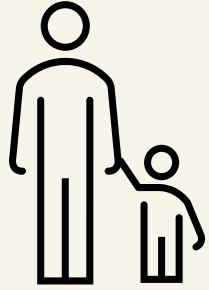


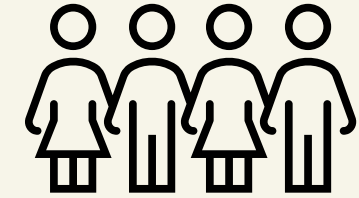


Relationship Building at the Heart of School Practice

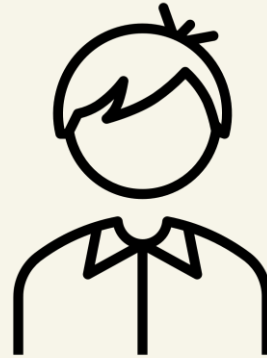
Olly Dean, Strategic Lead - Fusion SEND Hub - Talbot Specialist School, Sheffield



Relationship
to self



Relationships
with adults



Relationships
with peers

Relationship to self

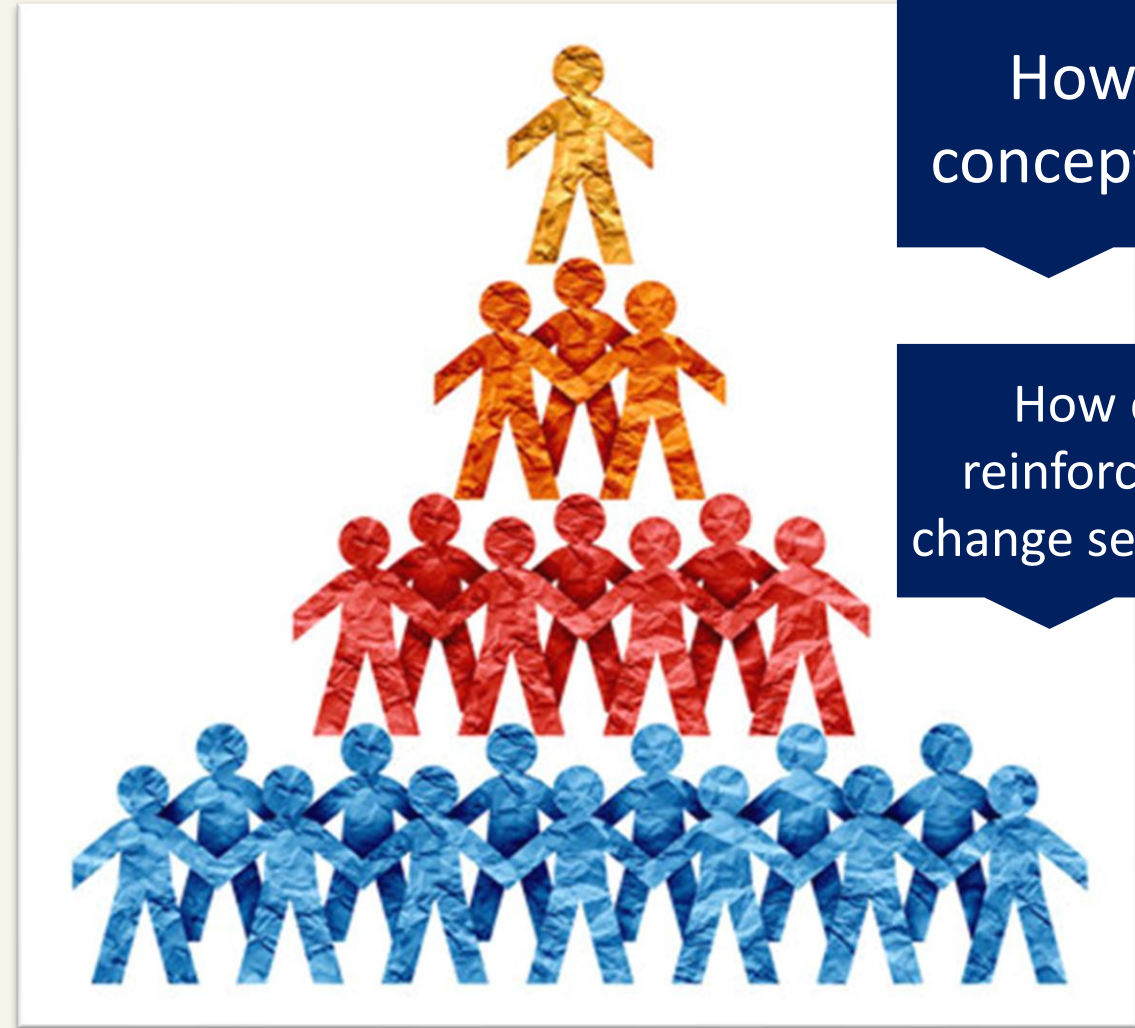


Self-concept* helps us both to understand ourselves and to control or regulate how we behave.

Gonzalez et al, 1997

Self-concept allows children to socially adapt, provides mutual respect and social support.

Gonzalez et al, 1997



How is self-concept formed?

How can we reinforce or help change self-concept?

** The image we have of ourselves, of our qualities and strengths*

I am...

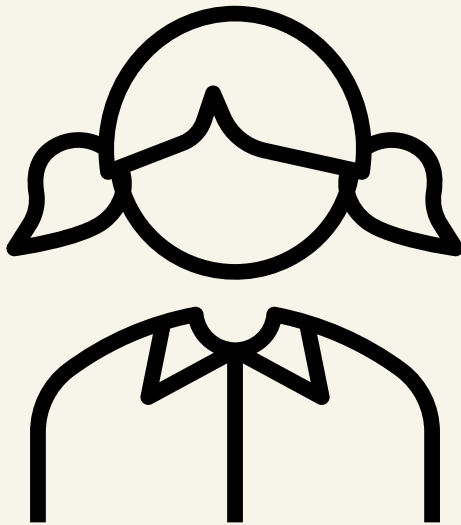
Quiet

DIFFERENT

Trying my best
to fit in

Artistic

Great at Minecraft



I am...

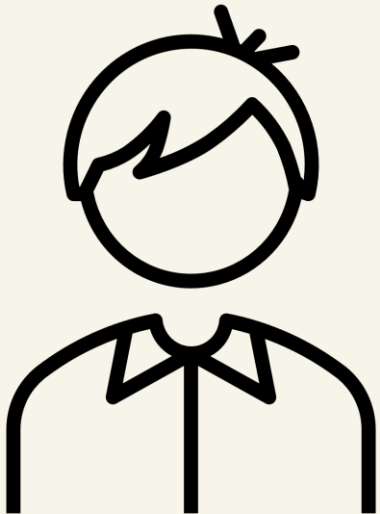
UNLOVEABLE

NAUGHTY

A fast runner

Dangerous

Tough



I am...

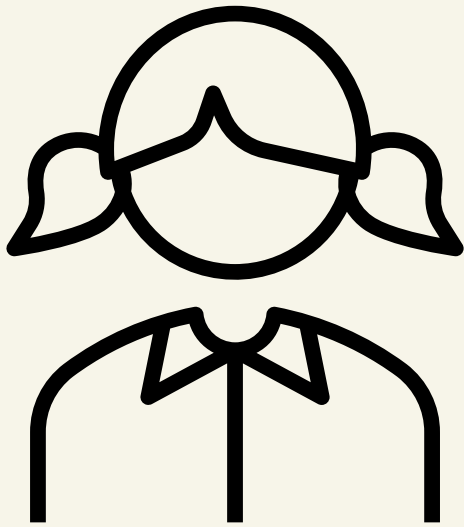
Not clever

Bad at reading

Unpopular

Slow

Forgetful



Developing Self-Concept

Celebrating &
utilising strengths



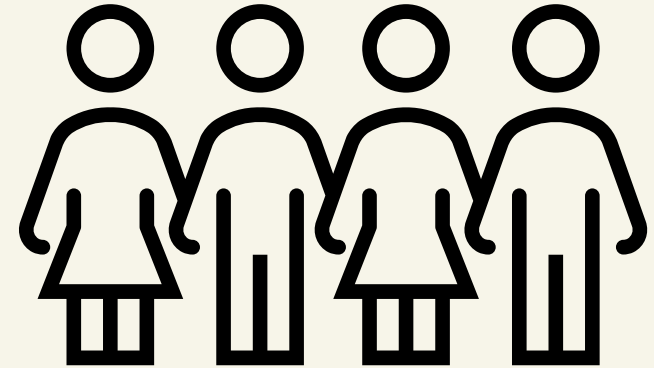
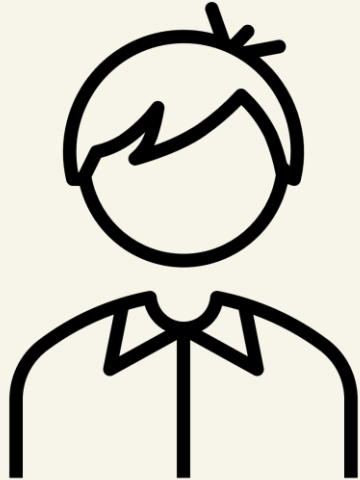
Threshold
experiences

Affirming
role-models

New
responsibilities

Recognition for effort, risk-taking & getting it wrong

Relationship to peers



'My friends are my everything'

- Most 10- to 18-year-olds name a friend as one of the top three most important people in their lives (Kiesner et al., 2004).
- Pro-social friendships contribute to greater well-being, lower symptoms of depression and higher academic achievement (Bagwell & Bukowski, 2018; Vitaro et al., 2009).
- Supportive adolescent friendships predict healthy psychosocial functioning later in life (Van Harmelen et al., 2017) and their benefits even extend to lower death rates and longer life (e.g., Holt-Lunstad et al., 2010).

The Power of Friendships



Enjoyment

Reduce stress

Quality of life

Security

Managing change

Belonging

Practice for adulthood

Barriers to Friendships



Isolation

Anxiety

Fewer opportunities

Negative self-concept



Lack of peer group

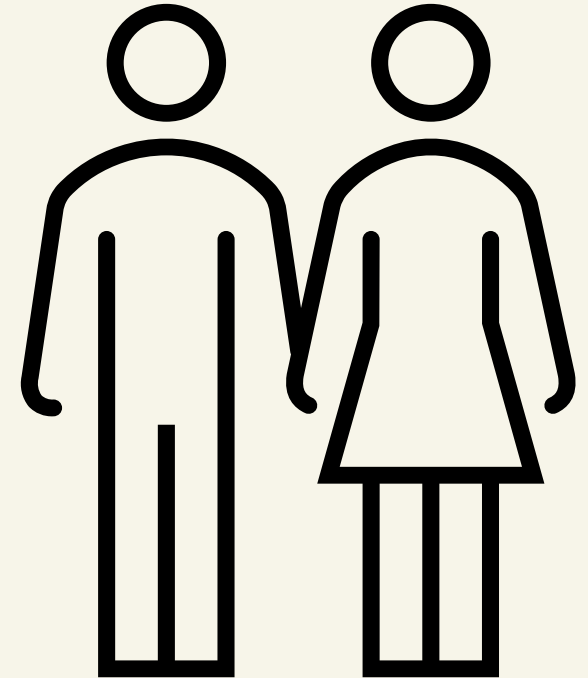
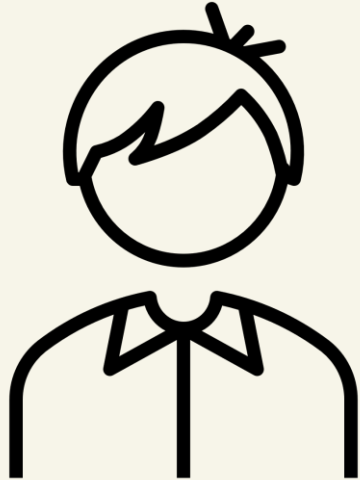
Limited facilitation

Limited choices

Social opportunities

- Establish groups around shared interests/activities with time for natural but supported interactions and relationships, hosted in quiet spaces.
- Prioritise the development of knowledge and understanding of neurodiversity in teaching staff, parents and other students.
- Raise awareness of how friendships differ for autistic people and how these friendships and interactions might be best supported.

Relationship to adults



How do we ensure each child feels safe?



Maya Angelou's 4 questions that we are subconsciously asking each other, all the time:

Do you see me?

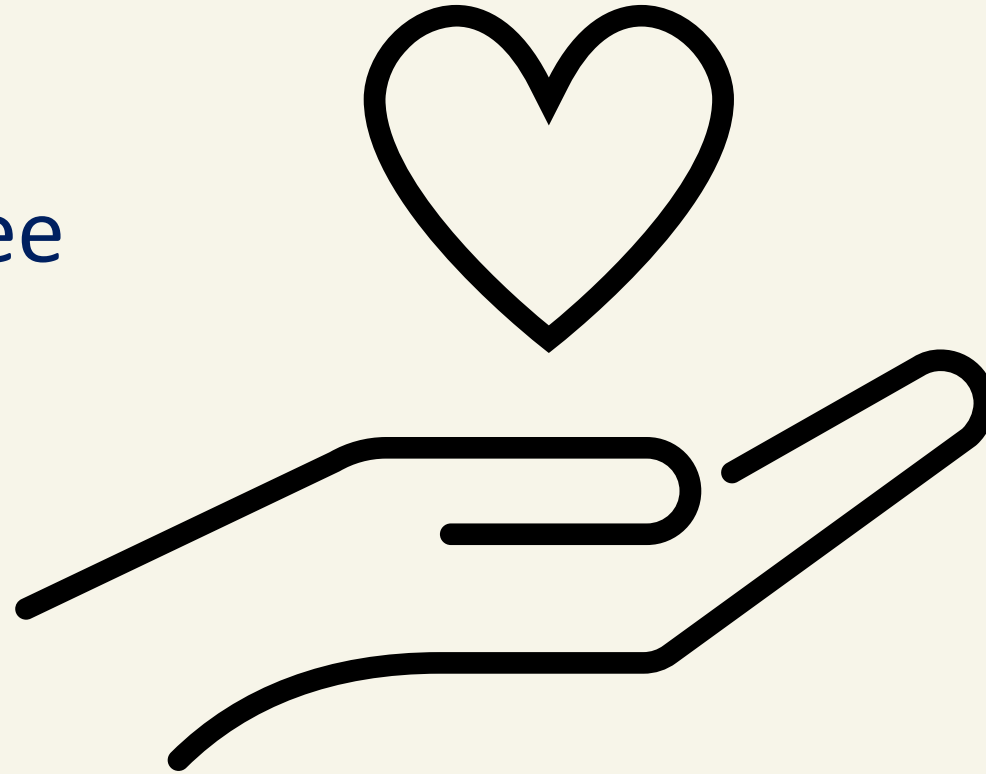
Do you care that I'm here?

Am I enough for you, or do you need me to be better in some way?

Can I tell that I'm special to you by the way that you look at me?

What phrases do we use to show care?

It's good to see
you



I was thinking of
you because...

I'm glad you're
here

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Guidance Report

October 2021



“An inclusive school environment for pupils with SEND is also **beneficial for all pupils**. One recent study explored the impact of inclusion on pupils without SEND and concluded that such an inclusion policy resulted in a positive impact on their academic outcomes.”

Culture of inclusion



Culture eats strategies
for breakfast.

Paul Dix

Stated values

Policy

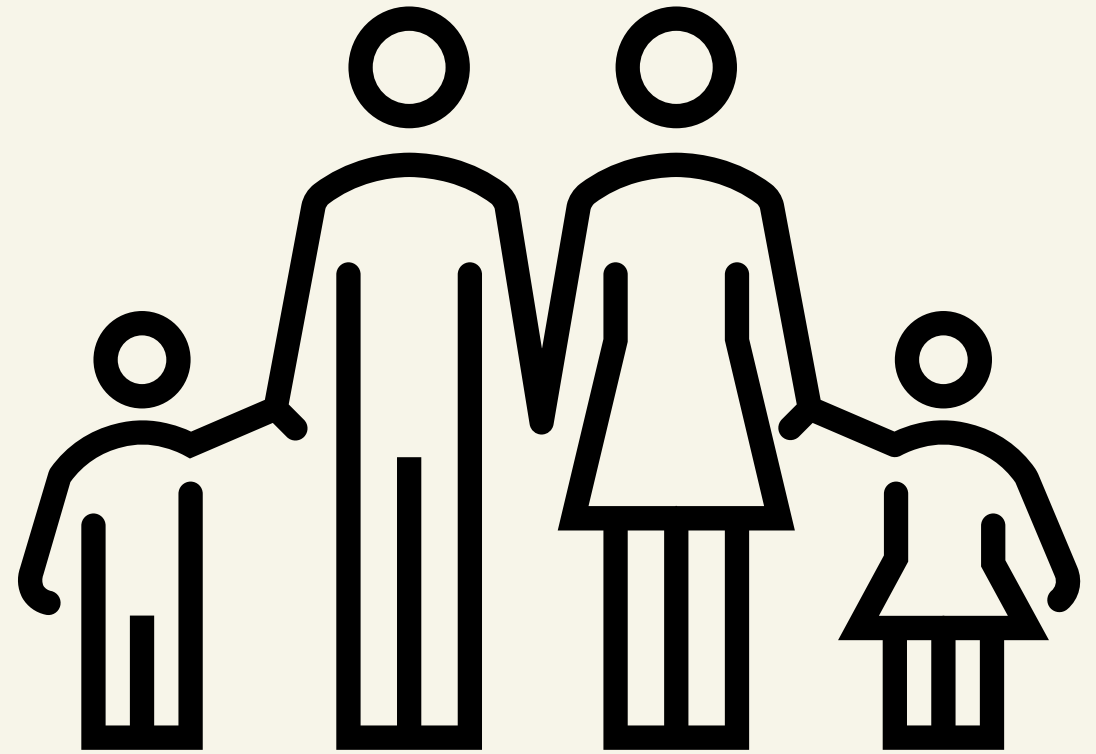
Recruitment

Leading by
example

Pupil
voice

Relationship building

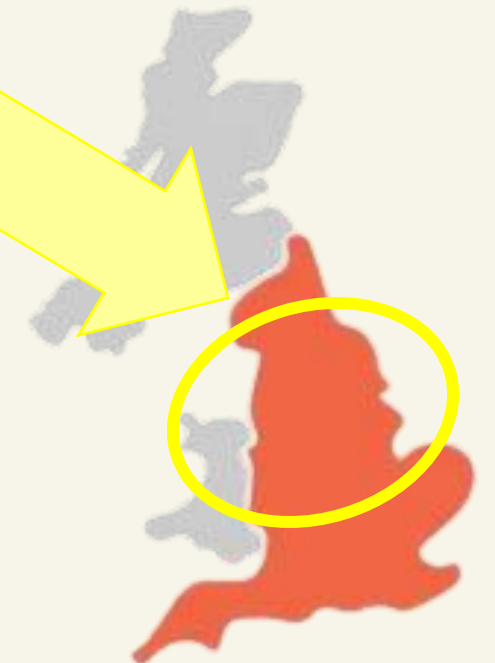
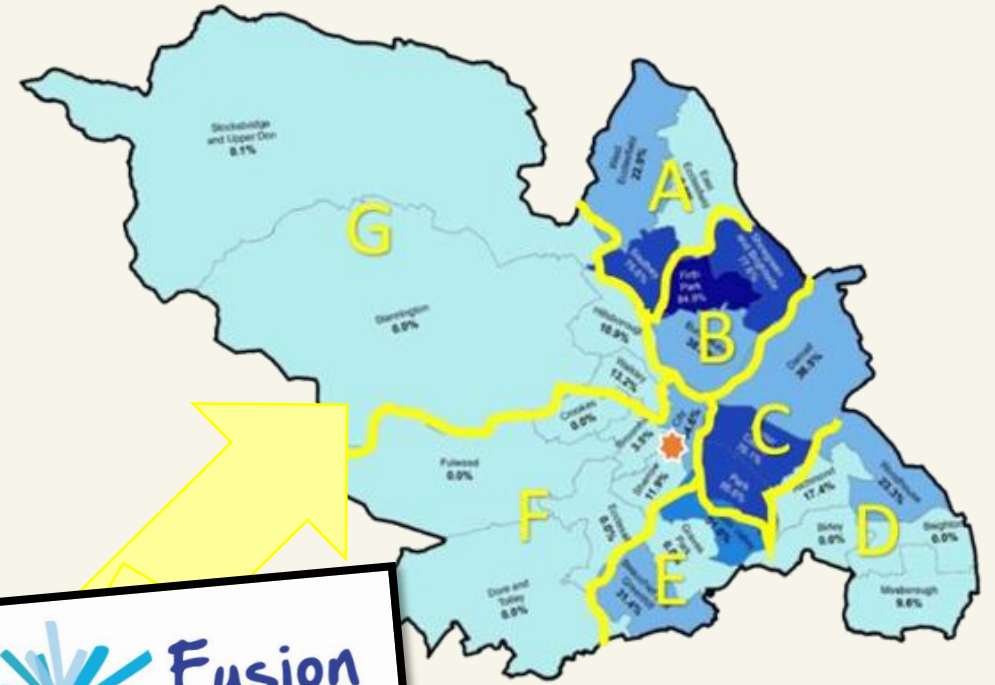
- Humour
- Meet and greet
- Interest-focused
- Expressions of care
- Dignity and respect
- Learning from families
- Expressing high expectations
- Fair and predictable boundaries
- Openness to doing things differently



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www.fusionsendhub.co.uk

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An invitation to Sheffield!



Regional SEND Conference

Thursday 13th June

Booking and details: www.fusionsendhub.co.uk