**Working Restoratively with Special Education Needs** £150

Course 1: 1st October 2021 9.30 am – 3.00pm + individual coaching session

Course 2: 22nd, 29th Sept & 6th Oct 2021 4.00pm – 5.30pm + individual coaching session

Place numbers are limited to 12 to ensure the best learning experience for all participants.

**Frances Jessie** presents this intensive one-day online Working Restoratively with Special Education Needs course, also offered by way of 3 online modules (twilight), exploring a deeper understanding of Restorative Practice and SEND through an implementation framework, practical strategies and developing a dynamic plan for professionals’ own setting.

This course is designed for staff working in education, justice, local authority, and other specialist settings who have some experience of working restoratively and are now looking to improve their practice to enable access for children and adults of all abilities.

By engaging in this course, participants will:

* Learn how to apply the Window of Social Discipline to SEND
* Review Restorative Enquiry and the Restorative chat
* Explore overarching Implications of SEND and Restorative Practice
* Be introduced to the REPAIR Framework
* Consider possible adaptations for specific disabilities
* Experience specific support strategies including 5 point scale and comic strip conversations
* Discuss 'Out of the box' solutions when repairing harm
* Consider implications for own setting
* Identify key actions to undertake

In addition, each participant will receive an individual coaching session (time tbc) to support embedding changes to practice.

**Frances Jessie** is a consultant, trainer, and leadership coach.

With over 25 years working in the education sector in the UK and New Zealand Frances specialised in Learning and Behaviour, Restorative Approaches, and School Leadership coaching.

Experienced at senior leadership and specialist levels Frances works with schools and other education settings to develop a restorative approach to managing and understanding behaviour of students - particularly those with complex special education needs and disabilities.