

Welcome from Emma Harkin (Head of SEND & Inclusion Peterborough)



HOUSEKEEPING



OUTCOMES FOR THE
DAY



AGENDA

PCC SEND Conference

Date: Thursday 6th
July 2023

Time: 9am-4pm

Location: The Fleet,
Fleet Way, High
Street,
Peterborough, PE2
8DL.

Time	Description
9am to 9:30am	Arrival, registration, and refreshments
9:30am	Welcome / opening comments – Emma Harkin (Head of PCC SEND/Inclusion)
9:40am	Keynote Speaker – Brian Gale (DFE SEND Advisor) - The SEND and AP Improvement Plan
10:30am Break	Refreshments, networking and browsing stalls
10:50am	Keynote Speaker – Carol Hines (Mental health trainer and advocate) - The 5 Ways to Wellbeing in Schools Project
11:35am	Wild for Life/Activity Boxes - Jemma Fuccillo
12:00pm Buffet Lunch	Table discussions/networking/browsing stalls
1:00pm	Keynote Speaker - Ben Kingston – Hughes (Managing Director of Inspired Children) - Playful Brains - The Neuroscience of Play
2:00pm	Workshops: 2pm to 2:30pm 2:35pm to 3:05pm 3:10pm to 3:40pm
3:45pm	Plenary and close – Emma Harkin (Head of PCC SEND/Inclusion)
4:00pm	Finish

Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan

Right Support, Right Place, Right Time

March 2023



CP 800

An Overview



The SEND and AP green paper sought to solve the following problems



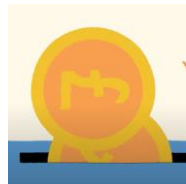
Outcomes for children and young people with SEND are consistently worse than their peers – across almost every measure



Experiences of navigating the SEND system to secure support are poor



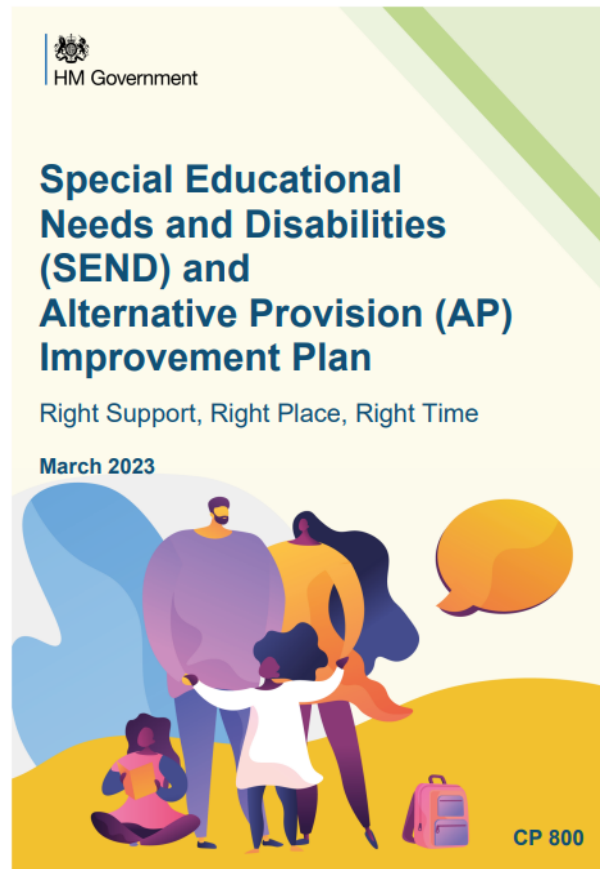
There is **too much inconsistency** across the country – with decisions made based on where a child lives, not on their needs



Despite unprecedented investment, the SEND system is not **delivering value for money** for children, young people and families



Creating a more inclusive society through a new national SEND and alternative provision system



“Our vision is to create **a more inclusive society** that celebrates and enables success in all forms, with the cultures, attitudes and environments to offer every child and young person the support that they need to participate fully, thrive and fulfil their potential”.



A new national SEND and alternative provision system with a mission to:

Fulfil children's potential

- CYP with SEND enjoy their childhood, achieve good outcomes and are well prepared for adulthood and employment.

Build parents' trust:

- A fairer, easily navigable system that restores parent and carer confidence that their children will get the right support, in the right place, at the right time

Provide financial sustainability

- LAs make the best use of the high needs budget to meet CYP's needs and improve outcomes, while placing them on a stable financial footing.





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Chapter 2:

A national system
underpinned by
National Standards



Department
for Education

National Standards

- The aim of national standards is to set clear expectations for what good looks like, in identifying and meeting need, and clarify who must secure support and from which budgets.
- This will set out what every child and their family must receive and what providers must deliver.
- We want to improve the evidence base for identifying and meeting needs, by working with experts in the short-term and undertaking new research in the medium term.



What will the National Standards look like in practice?

- **Will build on what good local areas are already doing** with their local offer and ordinarily available provision and set this as the standard everywhere.
- Standards set out in legislation **via a framework**, clarifying who is responsible for securing what provision including what should be be ‘universally’ available in education setting.
- Standards to apply across education, social and healthcare
- **Practice guides** on what works



National Standards will clarify:



What types of support should be made available, based on evidence of what works.



Whose job it is to make different types of provision available.

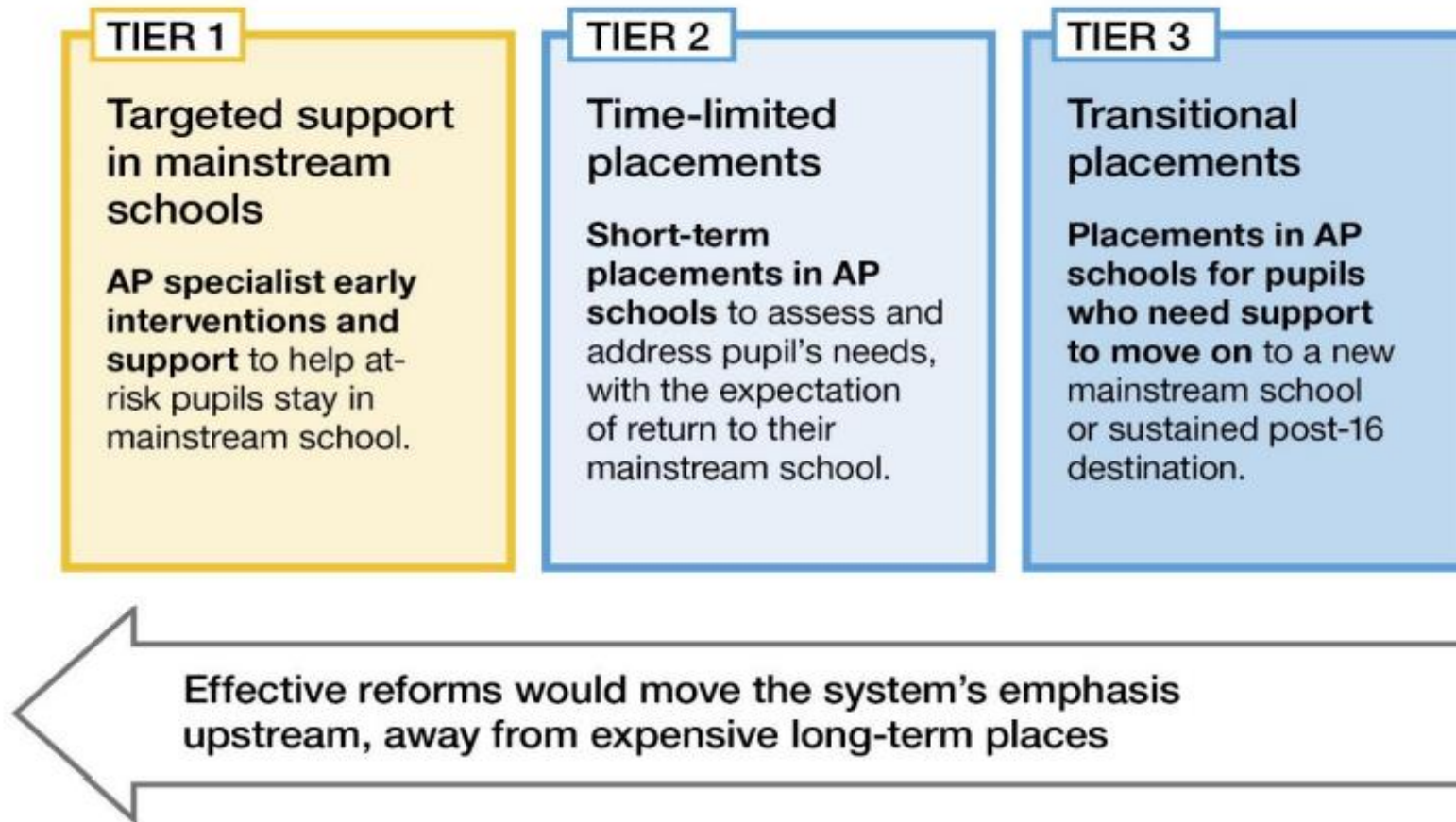


Which budgets should be used to pay for support.



An integrated SEND and alternative provision system

A three-tier model for alternative provision





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Chapter 4: A skilled workforce and excellent leadership



Department
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Ensuring SEND leadership across schools

To support excellent school SEND leadership, SEND is included in:

- A new MAT CEO development offer
- The descriptors for academy trust strength, which will include measures for a high-quality, inclusive education.
- Development of the NPQ for Headship to develop the knowledge that underpins expert school leadership and enables all pupils to succeed.
- A new NPQ for Early Years Leadership to support leaders to develop expertise in leading high-quality early years education and care which meet the needs of all learners, including those with SEND.



Equipping SENCoS to shape their school's approach through a new SENCo NPQ

- We intend to replace the NASENCo with a mandatory leadership level SENCo NPQ for SENCoS that do not hold the current qualification, including those that became a SENCo prior to September 2009.
- To ensure the NPQ is high-quality and provides the knowledge, practical skills and leadership expertise needed for the role, we will work with SEND experts to develop the NPQ framework and course design.
- Further details on the timings for the procurement to identify providers of the NPQ and the approach for introducing the new qualification will be provided in due course



Improving mainstream provision through high-quality teaching and SEND training

- Explore opportunities to build teacher expertise through a review of the Initial Teacher Training (ITT) Core Content Framework and Early Career Framework.
- Identify how the frameworks can equip new teachers to be more confident in meeting the needs of CYP with SEND.
- Working to develop guidance on special schools' involvement in ITT, e.g. the appropriate use of special schools and AP for ITT placements.
- Universal Services programme provides free SEND-specific professional development, online training, live webinars and peer mentoring opportunities to school and college staff



Supporting and upskilling teaching assistants, so they are deployed effectively

- We want TAs to be well-trained and to be able to develop specific expertise. We will commission a research project to develop our evidence base on current school approaches, demand and best practice.
- We will set out clear guidance on the effective use and deployment of TAs to support CYP with SEND, through the new SEND and AP practice guides,
- We will also develop a longer-term approach for TAs to ensure their impact is consistent across the system and the different responsibilities they take on.



Assistive technology (AT)

- We are expanding training to a further 150 schools to increase school staff confidence in using assistive technology (AT).
- The extension, known as the 'AT Test and Learn' programme, will teach mainstream school staff how to use AT effectively, with a focus on the technology schools already have available or can easily obtain, such as text-to-speech tools.



Local authority SEND casework teams

- LA SEND casework teams play a vital role in supporting families to navigate the system and ensuring they have good experiences.
- Timely and accurate communications are important factors in maintaining parental confidence.
- Many proposals in the IP depend on high-quality delivery by casework teams.
- We will further consider the skills and training that these teams receive, and when we consult on amending the Code, we will propose new guidance on delivering a responsive and supportive SEND casework service to families.



Providing specialist support at the point of need

- EPs play a critical role in the EHCP assessment and review system, and in providing early identification and intervention to support the needs of CYP.
- We are investing a further £21 million to train two more cohorts of EPs in 2024 and 2025
- AP to provide early outreach support for mainstream schools
- To ensure a secure supply of teachers of CYP with visual, hearing and multi-sensory impairments we have developed a new approval process to determine providers of MQSIs from the start of the academic year 2023/24 and issued contracts.



Mental health support

- Roll-out of Mental Health Support Teams (MHSTs) in schools and colleges will be expanded to around 400 operational teams in 2023, covering around 35% of pupils, and reach around 500 operational teams by 2024
- An offer to all state schools and colleges grants to train a senior mental health lead by 2025 - over 10,000 schools and colleges - have taken up the offer so far
- Developing an online hub and a toolkit of resources to help mental health leads in schools and colleges to develop and sustain their whole school or college approach to mental health and wellbeing



Wider SEND roles

- **Designated Social Care Officer Role** - We will strongly encourage the adoption of the DSCO role in each local area, to provide the capacity and expertise to improve the links and contributions from care services into the SEND process.
- **FE Corporation Board – Governance** - Expected to have a governor who takes a particular strategic interest in support for disabled students.





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Chapter 6:
A financially
sustainable system
delivering improved
outcomes



Department
for Education

Bands and tariffs

- We will introduce a national framework of banding and price tariffs to support commissioners and providers to meet the expectations set out in the National Standards.
- Most LAs already make use of banded funding arrangements, based on local levels of available provision and costs.
- An effective funding system needs to be consistent, flexible, transparent and simple.
- It will be designed to appropriately reflect the needs of children and young people, including the most complex needs, and to meet the cost of the provision that they need.



Bands and tariffs

- We will introduce a national framework of banding and price tariffs to support commissioners and providers to meet the expectations set out in the National Standards.
- Bandings will cluster specific types of education provision and tariffs will set the rules and prices that commissioners use to pay providers to deliver what is set out within the National Standards.
- This will be implemented alongside our broader changes to the national funding system and the development of National Standards.
- This will ensure that money is targeted to where it is needed most and incentivise and equip settings to provide high-quality education provision, thereby improving outcomes of those with SEND.



Standardisation of Notional SEND Budgets

- As part of consultation on National Funding Formula, we asked whether the direct NFF should identify an indicative SEND budget for schools.
- Most responses to the consultation indicated support for the direct NFF to include the identification of an indicative SEND budget determined by the Department for Education.
- We will publish more details on the outcome of this consultation in spring 2023.
- We will be looking carefully at what the National Standards say about the SEND provision that schools should make available to inform the level of funding that schools will need within their total budget to deliver the expected type and level of provision for their pupils with SEND.



SEND and Implementing the Direct National Funding Formula

- Continued flexibility to transfer funding to high needs budgets, with a corresponding adjustment to mainstream schools' funding allocations, through an application process to the Secretary of State.
- Introduce a national approach to calculating schools' indicative SEND budgets and consult further on the design and operation of this approach, including aligning with the reforms in the Government's SEND and Alternative Provision Improvement Plan.



Transfer of funding to high needs

- **Secretary of State to have decision making authority on all funding transfers in the direct NFF but possible local discretion for small amounts where there is agreement**
- **Menu of options for adjusting school budgets to be agreed**
- **Transparent criteria for agreeing transfers to be developed**
- **Consultation required in autumn before an application is made. The role of local inclusion partnerships is being explored. Decision early in the new year**



Indicative SEND budgets

- An indicative budget as a budget calculation at national level based on proxy measures of need could never accurately predict the precise level of resources required to meet needs
- The Department engage further with stakeholders to consider the design of the indicative SEND budget in the context of the National Standards as they are developed.
- Meanwhile we are considering strengthening the guidance on notional budgets for 2024-25 so that there is more consistency in the calculations adopted by local authorities.



Wider funding considerations

- We will develop new approaches to the funding of AP, based on the three-tier system that prioritises preventative work and reintegration of pupils back into mainstream schools.
- We know that reform of college and FE SEND funding is needed - will continue to work with the college sector and LAs as we consider any changes for the future that may be needed
- We will work with LAs, early years providers and stakeholders to consider whether changes to the a SEN Inclusion Fund (SENIF) and other associated elements of the wider current early years funding system are needed



Capital investment in new specialist placements and AP

- £2.6 billion over next 3 years to deliver new places and improve existing provision for CYP with SEND aged between 0 and 25, or who require AP.
- From 2023, we will collect data from LAs on the capacity of special schools and SEN units/resourced provision in mainstream schools, as well as forecasts of the numbers of specialist placements LAs expect to make in specialist provision and AP.





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Chapter 3: Successful transitions and preparation for adulthood



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Supporting effective transitions

- DfE is developing good practice guidance to support consistent, timely, high-quality transitions for CYP with SEND and in AP.
- Covers transitions between all stages of education from early years;
- Will focus initially on transitions into and out of post-16 settings, inc. transitions into employment, adult services and for YP leaving AP at the end of KS4



Preparation for employment

- **Supported Internships:** Funding to enable LAs to double the number of supported internships by 2025, with over 700 job coaches being trained by 2025 to ensure interns receive high-quality support on their work placements.
- **Apprenticeships:** conduct a pilot to consider the evidence required to access flexibilities to standard English and maths requirements for apprenticeships.
- **Local Skills Improvement Plans:** [Statutory Guidance](#) highlights the role of national bodies in focussing on disability employment, supported employer providers and local disability groups in helping education providers and employers to support people with SEND



Adjustment Passport

- The Passport aims to raise awareness of in-work support and empower young people to have more structured conversations with employers about their support needs.
- We have been supporting the Passport pilots in 3 HEPs.
- Evaluation shows strong agreement from more than 200 HE students taking part in the pilots that the Passport will help them get adjustments in the workplace.
- We are working with Supported Internship and Apprenticeship providers to trial the Passport with supported interns and apprentices and will consider whether it could be trialled in different settings.





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Other



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Leadership - Local SEND and AP partnerships and local inclusion plans

- Welcomed as a way of facilitating effective representation of CYP and their families, ensuring co-production is at the centre of decision-making, improving transparency and communications.
- Also important in facilitating regional collaboration.
- Partnerships to be responsible for undertaking a joint needs assessment and producing a strategic local inclusion plan (LIP) for local delivery
- Testing and learning about Partnerships a key part of the Change Programme



A reformed, nationally consistent EHCP process

Standardisation of templates

- Develop a national EHCP template, supported by guidance, in partnership with relevant bodies, including parents, children and young people.
- We will encourage all LAs to adopt the template and consider the case for mandating its use through legislation.

Digitised EHCPs and digital requirements for EHCPs

- Encourage all SEND services to move to EHCP digital systems.



Review of Social Care Legislation

- *“At present there is a patchwork of duties that sit between the Children Act 1989, the Chronically Sick and Disabled Persons Act 1970, and the Children and Families Act 2014; outdated definitions that exist in some legislation; and poor alignment with the Care Act 2014. All of this works together to make it hard for families and professionals to understand what support they should receive”* (Independent Review of Children’s Social Care)
- We have asked the Law Commission to review existing social care legislation relating to disabled children to provide clarity about the support families are legally entitled to (*SEND & AP Implementation Plan*)



Greater oversight of pupil movements

- We will work with LA, trust and school leaders to develop options for ensuring transparent decision-making on pupil movement with the child's best interest at heart.
- These will include arrangements for fair access panels, and will be in line with new National Standards around the role of specialist and mainstream schools in making arrangements for AP.
- Where a school place has not been secured through fair access, we will look at how we can make the process of applying to the Secretary of State for a direction to admit as effective as possible



Thank you



Questions, Comments?



Department
for Education

Break:
Refreshments,
networking and
browsing stalls.
(10:30-
10:50am)





NHS 5 Ways to Wellbeing Presentation

Peterborough SEND Conference

Thursday 6th July 2023



Our session today

- An introduction to the NHS 5 ways to wellbeing project - it's origins and scope
- The project in schools and how it might work at your school or setting
- The benefits and positive impact of implementing the 5 ways to wellbeing on the whole school community
- Supports and links with wider mental health strategy in schools and educational settings



Where did it start?

The Five Ways to Wellbeing is a set of evidence-based public mental health messages aimed at improving the mental health and wellbeing of the whole population.

They were developed by nef (the new economics foundation) as the result of a commission by Foresight, the UK government's futures think-tank, as part of the Foresight Project on Mental Capital and Wellbeing in 2008.

A report was commissioned in 2010 by the National Mental Health Development Unit (NMHDU) and the NHS Confederation into the scoping and use of the five ways to wellbeing leading to the publication of a report in July 2011 entitled '*New applications – new ways of thinking*'

There is now on-going research into how the adopting the 5 ways to wellbeing can improve mental health.

The NHS 5 ways to wellbeing project in schools

- Provides a framework for a mental health strategy for school communities
- Linked to the curriculum and daily teaching including all PE and sports
- **No planning or preparation** - just knowledge of and commitment to be explicit and talk about mental health and the 5 ways to wellbeing every day in school
- A simple approach for all stakeholders with minimal costs
- Improved culture of mental health and wellbeing



Why would we want a mental health strategy in our school?



- Mental health is just like physical health, we all have it, and we need to take care of it
- Mental health is a continuum - we will all experience periods of challenge to our mental wellbeing
- There is an inextricable link between mental health and wellbeing and achievement outcomes.
- In mentally healthy organisations people are happier, they enjoy working together and achievement and outcomes are stronger
- It can increase staff/pupil and student engagement and reduce absence
- The benefits for everyone can be significant



Impact

- ❖ School community engagement - staff happy to try it and parents comfortable with it
- ❖ Improved culture of mental health and well-being
- ❖ Children were talking explicitly about their mental health in a positive way
- ❖ It is fully inclusive - all children were able to take hold of a potentially difficult concept and put it into daily use
- ❖ It became part of daily curriculum provision and was key in shaping future curriculum design
- ❖ Case studies evidenced impact on improved attendance
- ❖ A reduction in referrals to mental health services



Let's Talk Mental Health

The NHS 5 ways to wellbeing



What is Mental Wellbeing?

It's how we are feeling and coping with the things we face in everyday life. Just like physical health, sometimes it's good and sometimes not so good and that is normal. You could think of it as mental fitness.



Extensive research and expert opinion tells us that these proven and simple actions can make a big difference to our mental health if we aim to do them all every day.



Using the NHS 5 simple ways to wellbeing every day
can help us to look after our mental health

- 1** Talk & Listen - **CONNECT**
- 2** Be **ACTIVE**
- 3** Remember to **TAKE NOTICE**
- 4** Keep **LEARNING** everyday
- 5** Acts of Kindness - **GIVE** to others



Talk & Listen - **CONNECT**

How do you connect to others?

Smile, talk, listen, play, share, help others

Why do we connect?

Happier, feels nice, nice thoughts, share thoughts both happy and sad

How can we connect better?

SMILE! – it says I like you 😊

Say something NICE about another person

FIND OUT about the other person – interests, favourite food, animal

REALLY LISTEN to what others are saying



In a world
of algorithms
hashtags
and followers,
know the true importance
of human connection.

2 Be ACTIVE

- ✓ Go for a walk or run
- ✓ Play a game outside
- ✓ Cycle
- ✓ Take part in a sport
- ✓ Dance



Exercising makes you feel good.

Discover a physical activity or a sport that you enjoy and one that suits your level of mobility and fitness.

And try to eat a healthy diet!



3 Remember to take notice



- Daily opportunities to be mindful
- Living more in the moment and less in the past and present
- Bring your attention and awareness to everyday experiences
- Formal and informal mindful practice
- Long list of clinically evidenced benefits
- School project - 60 seconds a day of mindful breathing and self-regulation

The daily session in school - pressing the pause button

- Mindfulness can be described simply as present moment awareness
- We experience every single moment of our life through our minds
- When we are constantly busy, we miss the everyday moments that bring us joy
- Enabling calm time - emotion regulation
- 'Press the pause button'
- Extended script. Do the session at a time and location to suit - vary it if you wish
- Non-engagement - don't worry, it improves over time
- Our busy minds - provide a visual example
- Thank the children and move on with teaching and learning
- Independent use
- No right or wrong - be kind to yourself - There will be impact over time



4

Keep **LEARNING** everyday

- Learn to play an instrument or take part in a new sport
- Set yourself a challenge, something you will enjoy achieving
- Take on a new responsibility or volunteer to help others
- Learning new things builds confidence as well as being enjoyable!



5 Acts of kindness - **GIVE** to others

How can you find ways to **GIVE** to others?

Give a Smile

Give our things - **SHARE**

Give time - volunteer, make donations, help out at a charity event

Give our friendship: Listen & Talk - **CONNECT**

Give our **Gratitude** - say thank you to others

- say thank you for what you have in

your life

How can we be **KIND** to others?

Make someone else **SMILE**

SAY something nice

HELP others

Be **KIND** to those who are not kind to us



5 Acts of kindness – also be kind to yourself!

Instead of saying.....

I'm not very good at this

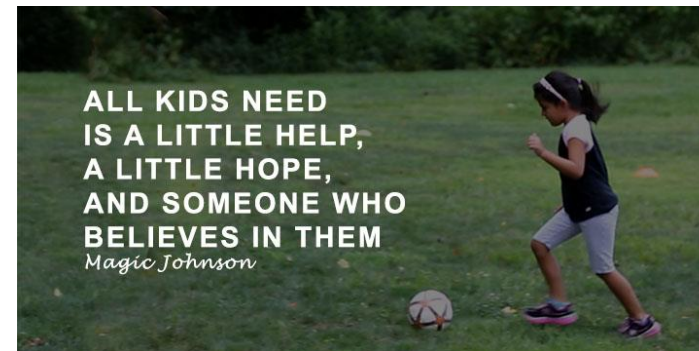
I can't do this


I can't do that



- Use YET, it builds confidence
- Gives a vision of the future where you **will** get it
- Helps you to make the right choices and **learn**

- ✓ I'm not very good at this YET
- ✓ I can't do this YET
- ✓ I can't do that YET





Being kind has the power to turn at
least two lives around -- the life of
another and your own.

www.alifeenjoyed.com

Be mindful

6-week courses

No matter how busy you are,
carve out time
in your day to think.
To be calm.
To reflect.
To be present.

Maria Shriver

CathyTaughinbaugh.com | Treatment Talk



Opportunity to participate in a 6-week course to learn about a range of both formal and informal mindful practice

- Being present in the everyday moments that bring us joy and which matter the most
- Pressing the 'pause' button
- Living more in the moment and less in the past and present
- Try to be more aware of the world around you and how you are feeling and responding
- Understanding the link between thoughts, feelings and actions
- How to stop sabotaging our mental wellbeing and to enjoy life more
- Learn about the power of being a mindful listener

Colleague reflections

School senior leader recommendation

- I am not letting school life consume every moment (although when Ofsted turn up this will possibly change).
- I have certainly started to recognise negative thoughts/ worst case scenarios entering my head and realising which things I can influence and which things are not worth stressing over because I have little or no control.
- Try the course - you have nothing to lose and everything to gain.
- Although it is a commitment for 8 weeks, every session gives you something to help improve your wellbeing and focus on what is important. 12 hours commitment will give you endless time back in the long run.
- Go into it with an open mind and take for it what works for you.

Primary headteacher thoughts ...

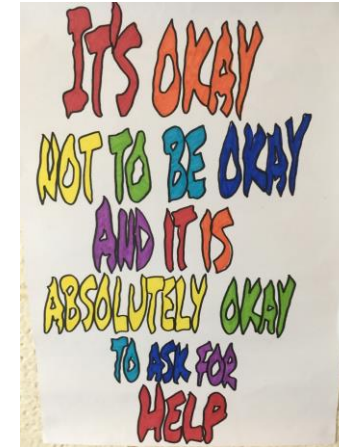
- I found the insight into the way that I was sabotaging my own mental wellness with negative thoughts and practices and the knowledge & practices that I learnt were like a lightbulb going on in my head.
- I'd always thought, pre-mindfulness, that stress happened to me. I had no idea that I was choosing to interact with stress and that now I can choose not to interact with stress. It has been transformative and is such a little shift in just understanding how stress works.
- This has been, by a long stretch, the best course I have ever attended. Both in terms of helping me in real terms, day-to-day. Also in terms of my personal wellness and good health.



Staff wellbeing



- Wellbeing in school starts with staff
- Develop connections through celebrating and sharing everyday success and achievement with each other
- Aim to develop a culture which encourages openness and talking positively about mental health
- Acknowledge human distress, sadness and periods of usual life mental health challenge without stigma and with support
- Build the 5 ways to wellbeing into daily interactions with each other
- Say something kind to someone every day!



take care
— of —
Each Other



Self-care - building resilience



- 5 ways to wellbeing provides a framework for developing self-care and resilience
- Successful approaches focus on building individual, team and organisational resilience
- Individual resilience - focus on promoting simple steps for managing health and self-care
- Team resilience - ensure that the workplace environment facilitates wellbeing



inspire+

A positive management culture



- Leaders and managers who regularly ask staff how they are and take an interest in them as individuals are likely to build trust

“what made a huge difference was being asked if I was ok by someone with a genuine interest in the answer - it was as simple as that”

- In mentally healthy organisations people talk openly about mental health and wellbeing positively and without stigma
- Key skills and competencies support wellbeing management procedures
- Common sense approaches and flexible management styles
- Core values such as a kindness culture and commitment to positive daily interactions can make a huge difference



Developing a mentally healthy workplace culture

Starting the journey

Open the conversation with all staff and ask them for their views on a mentally healthy workplace. These prompts can support the discussions:

- What would it look like and what might we see?
- What would it sound like and what might we hear?
- What would it feel like and how would it be described by everyone?
- What policies and processes are already in place to support the happiness, physical and mental health of our staff?
- What barriers might there be to achieving a mentally healthy workplace culture at our school and how might we overcome them?
- What opportunities/resources do we already have to improve our individual and collective happiness and physical and mental health?



And to finish



"Yesterday is history,
tomorrow is
a mystery,
but today is a gift.
That's why we call it
the present."

-Winnie the Pooh



Lunch: Table
discussions,
networking,
browsing stalls.
(12-1pm)



Playful Brains – The Neuroscience of Play

Ben Kingston-Hughes

inspired
Children
Play, Nurturing & Curiosity

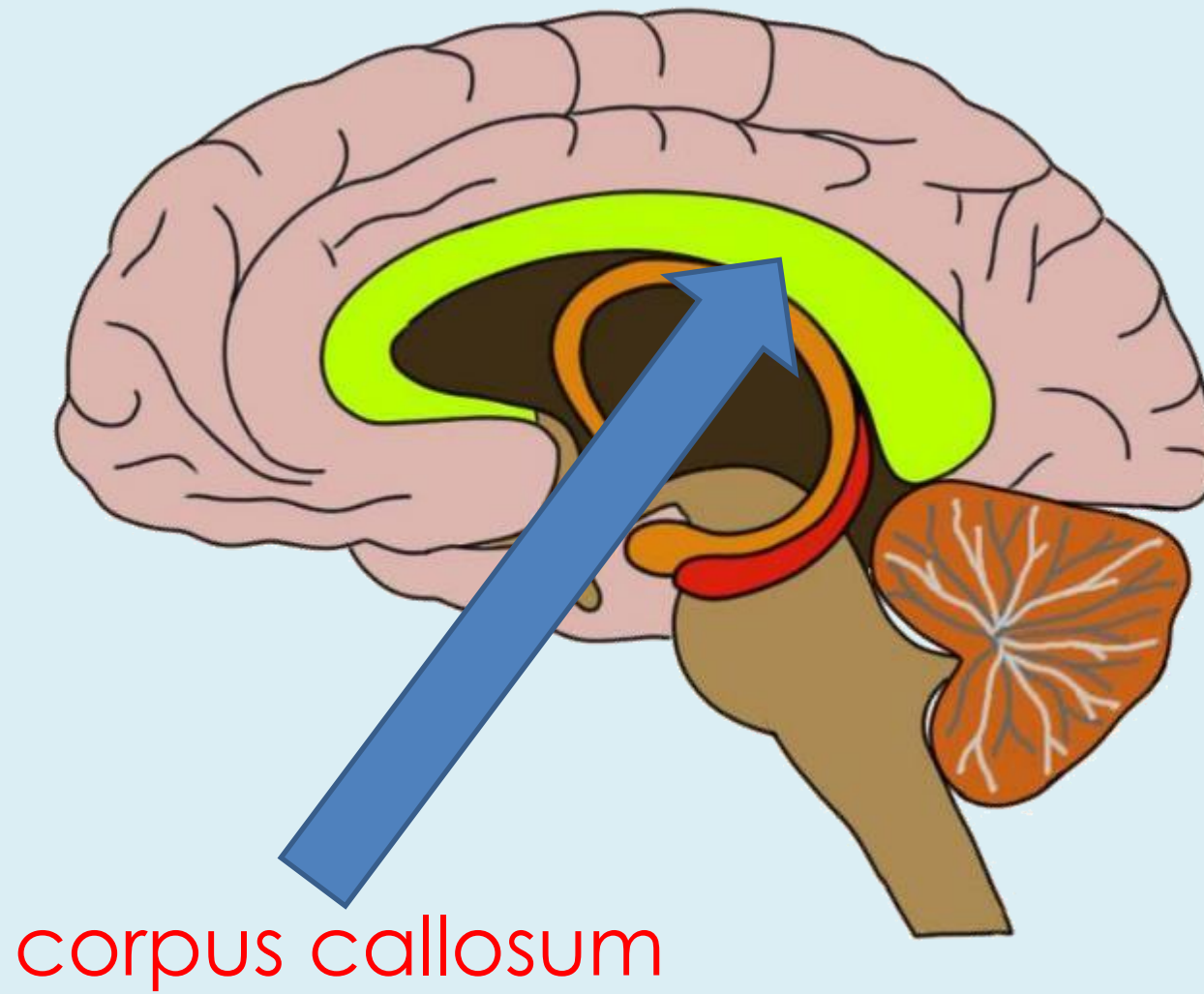


www.inspiredchildren.org.uk


Play



Pat-a-cake?



corpus callosum

Why do Children Skip?



Where does Play sit in the Brain? (Jaak Panksepp)



Where is the urge to play in our brains?

The limbic system is a very old part of our brain shared with all other mammals. It is responsible for many of our more primitive drives such as eating, sleeping and sex.

This system is important because it deals with the essential drives for survival.

Play is one of those essential survival processes.



When a child plays this is so important for survival that the brain rewards the child by releasing chemicals into the brain. In exactly the same way as we feel good when we eat nice food we feel good when we play. These brain chemicals are the equivalent of prescription drugs and have a street value.



PLAY

PLAY PRODUCES

- **Oxytocin**

(anti depressant, promotes bonding)

- **Opioids**

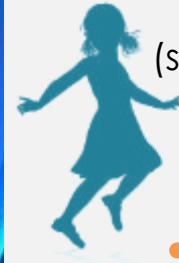
(similar effect to morphine)

- **GABA**

(anti depressant)

- **Benzodiazepines**

(anti anxiety - brain's natural valium)





When children play, they produce a range of positive biochemicals similar to those produced when we eat. These biochemicals are essential for well-being and brain growth.

Starvation?

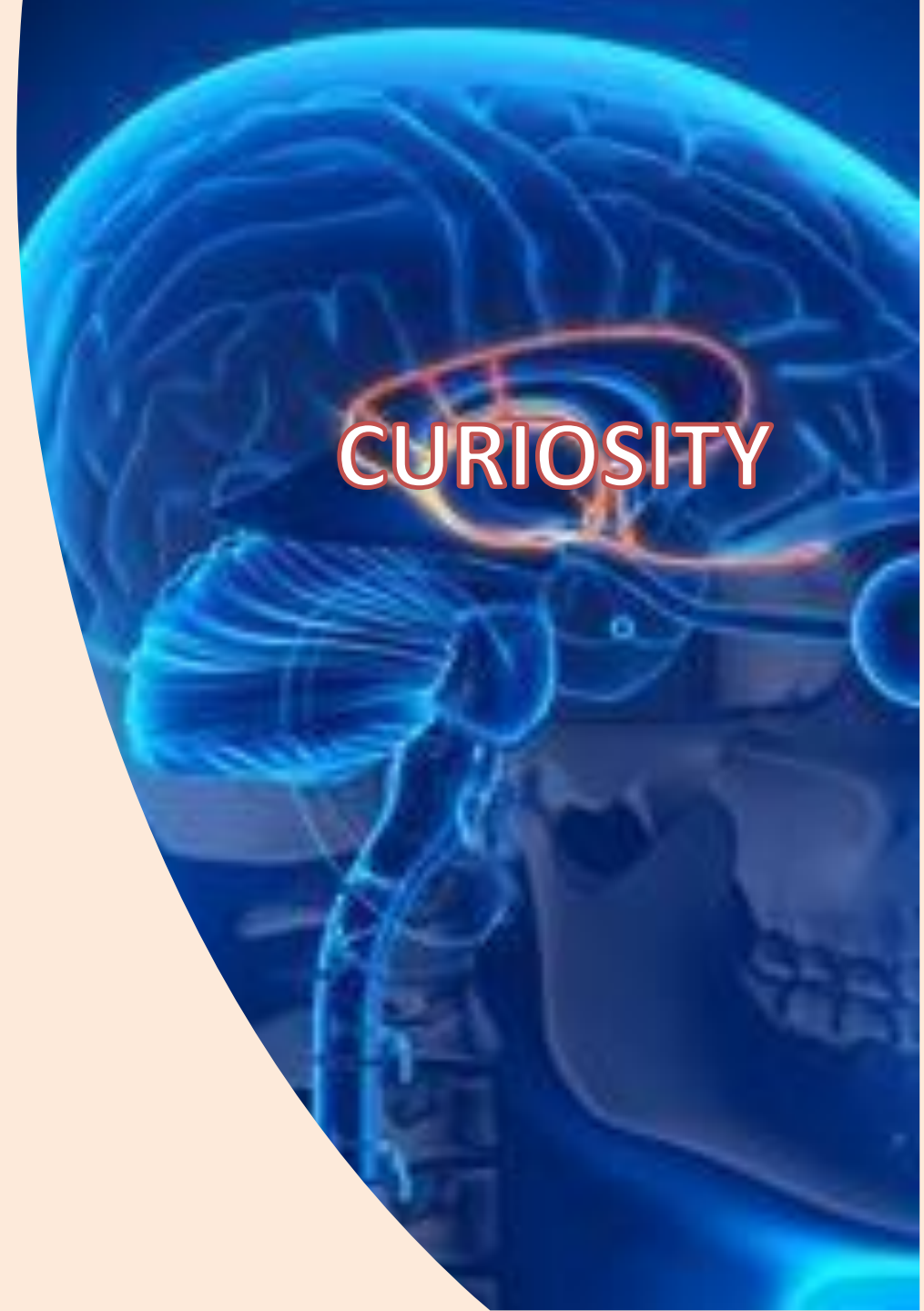
Depriving children of play is the biochemical equivalent of starving them.

inspired
Children
Play, Nurturing & Curiosity

Let our
Children Play!



Curiosity also sits within the Limbic System and just like play is a biological and evolutionary survival process.



Brain-Derived Neurotrophic Factor (BDNF)

Brain-Derived Neurotrophic factor (BDNF) is a brain growth hormone that plays a significant role in the growth and health of brain cells. BDNF is essential for the growth and maintenance of brain cells throughout our life.

After bouts of play and exploration rats show increased levels of BDNF in their brains. BDNF levels are hugely increased after rats are allowed to explore their environments and forage.

In the brain, it is active in the hippocampus, cortex, and basal forebrain—areas vital to learning, memory, and higher thinking.



Nurturing is an instinctive need to protect and care for our vulnerable young. It is a two-way process producing a biochemical response in both the carer and the child.





The drives associated with the Limbic system are instinctive and result in powerful bio-chemical responses.

PLAY, CURIOSITY, NURTURING

- **Oxytocin**

(anti depressant, promotes bonding)

- **Opioids**

(similar effect to morphine)

- **GABA**

(anti depressant)

- **Benzodiazepines**

(anti anxiety - brain's natural valium)

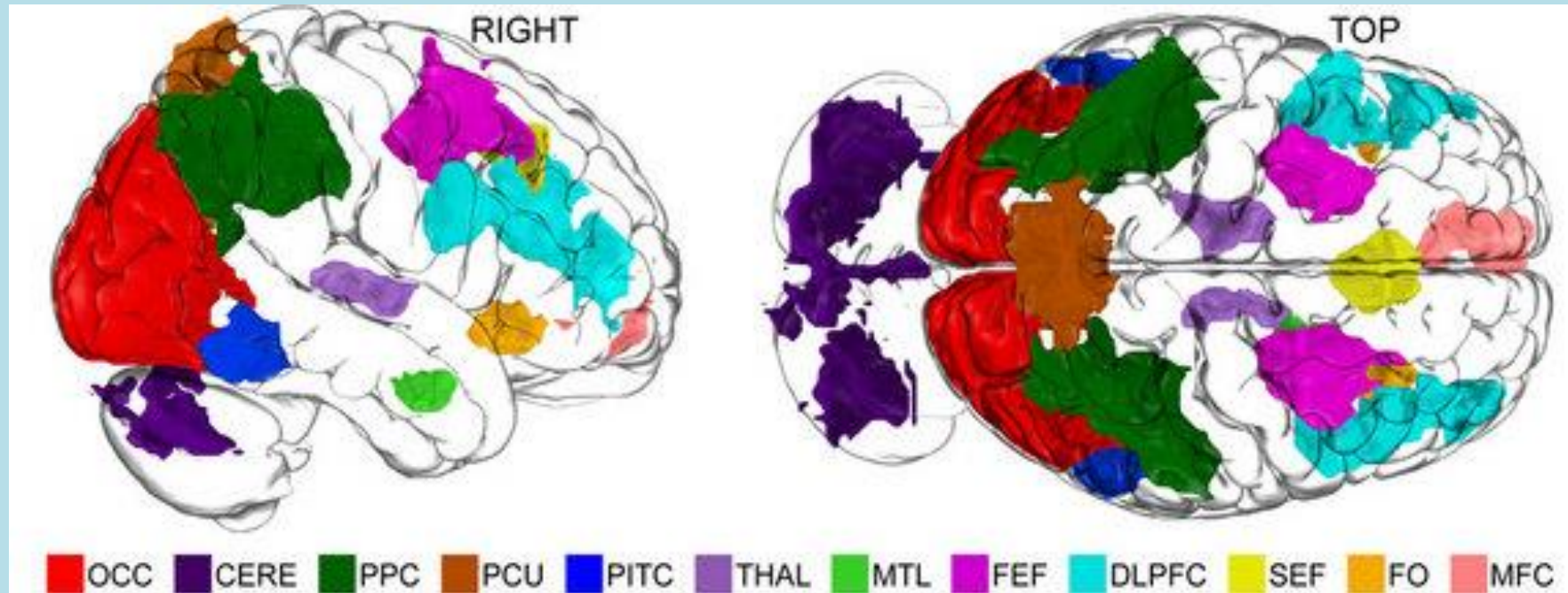


Imagine a bumblebee with the head of a bull?

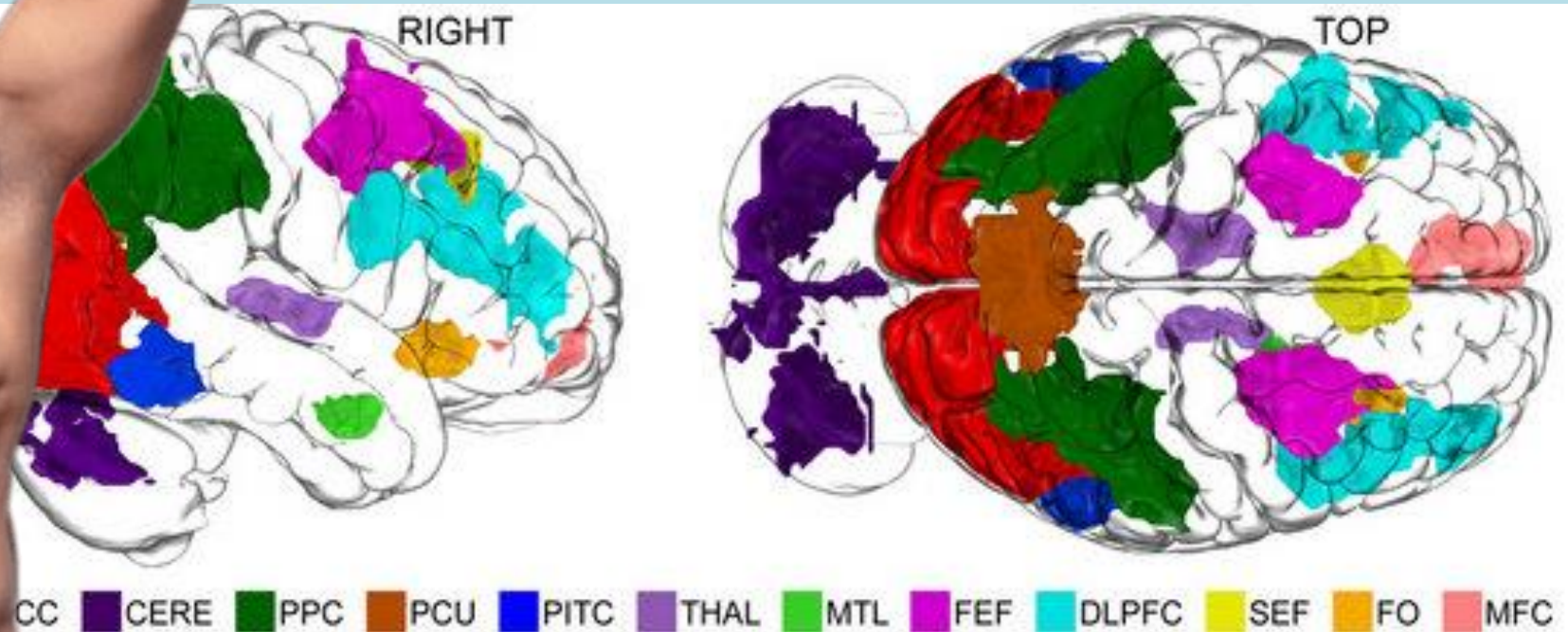
Imagine a bumblebee with the head of a bull?



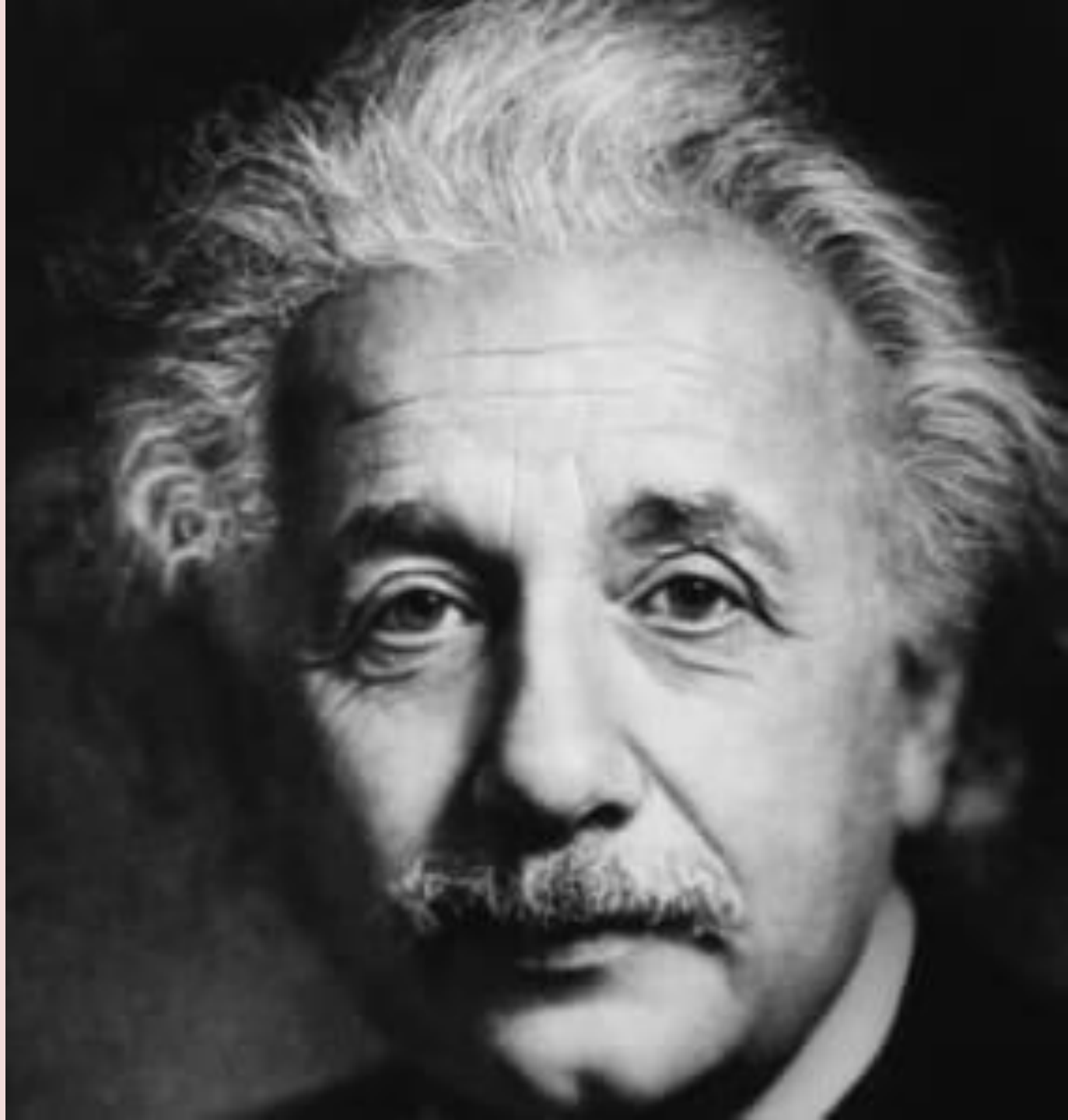
Where does Imagination sit?



Where does Imagination sit?



Imagination is
more important
than knowledge
Albert Einstein



What makes a Creative Child?

Parallels have been drawn between playfulness in early years and divergent thinking. In a study documented by J Nina Lieberman, the relationship between these two traits was examined, with playfulness being defined in terms of five traits:

- Physical spontaneity
- Social Spontaneity
- Cognitive Spontaneity
- Overtones of Joy
- Sense of Humour



Stress poisons the brain!

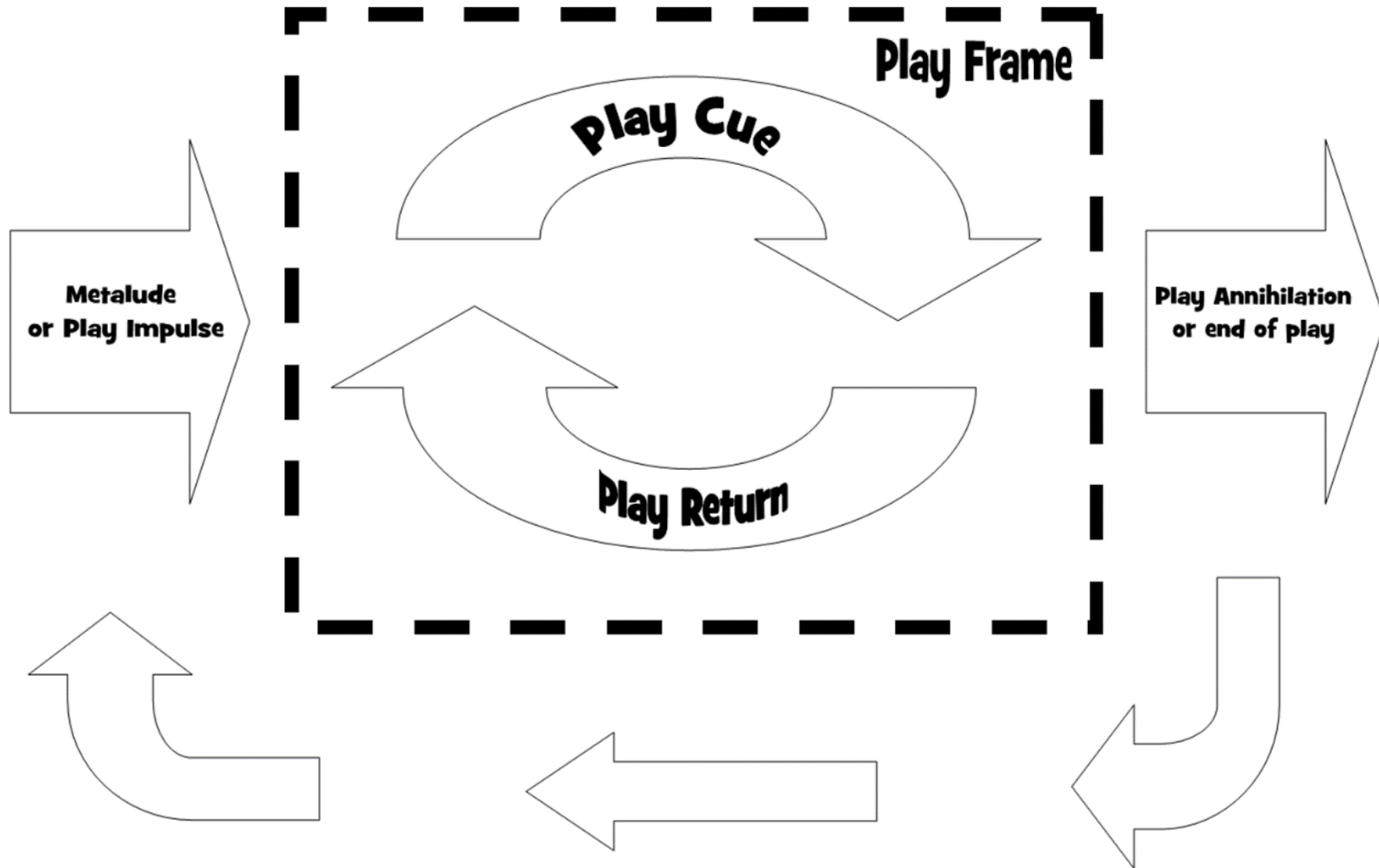
Anger, Fear and Anxiety are Toxic

THE BRAIN CHEMICALS OF INSECURE ATTACHMENT When cortisol is injected into animals: depression, anxiety, aggression increases in heart rate, disrupted digestion, decreased appetite, disruption of sleep, suppression of exploratory activity, startle responses, freezing and fighting behaviour (*Margot Sunderland*)

- Humiliation is the most biochemically toxic emotion a child can experience.
- Excessive Cortisol causes physical damage to the Hippocampus causing it to atrophy which impairs learning and development.
- It has been suggested that increased BDNF levels can help mitigate this damage. BDNF is a brain growth hormone produced when children play.



The Play Cycle – (Gordon Sturrock and Perry Else)



Epigenetics

Nurturing switches off the genetic markers for higher stress hormone production causing an immediate benefit to the emotional well-being of the child but also impacting on subsequent generations. Positive, enriched and nurturing environments increase the potential for this positive gene expression.



Thank You for Listening

**inspired
Children**
Play, Nurturing & Curiosity

Yes Ben does come to settings! Please get in touch if you need any more information or if you want Ben to come to your setting and inspire your team.

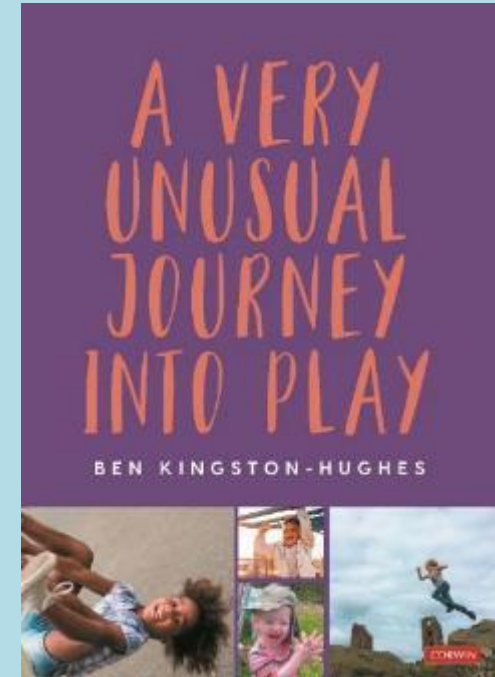
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www.inspiredchildren.org.uk

www.facebook.com/inspiredchildrentraining

<https://www.youtube.com/channel/UC3dHVawJf8hErfpYRZrm9iQ>

Watch out for Ben's new book, "A Very Unusual Journey into Play" out now!



order at https://www.amazon.co.uk/gp/product/1529753457/ref=dbs_a_def_rwt_hsch_vamf_tkin_p1_i0

**Call 0116 4030066 or
07958057353 to speak to Ben
Ben Kingston-Hughes**



Play

Workshops:

2pm to 2:30pm

2:35pm to 3:05pm

3:10pm to 3:40pm

Feedback

- Please click on the below link or scan the QR code to give us feedback on this event..
- <https://www.surveymonkey.co.uk/r/ZZWVHTP>

