

Talking

Behaviour



Supporting SEND Families
with Dr Carrie Grant MBE and
David Grant MBE

RESOURCE PACK

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Advocacy happens
by default.

1. Carrie talks about the factors that underpin advocacy, citing her own family's experiences.
- What are some of the factors that might lead parents and carers to advocate for their child with SEND?

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2. David says, “You’re drawing a map to a place nobody has ever been.”

- What do you think he means by this analogy?

- What might some of the barriers be to meeting the needs of each individual child or young person?

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3. David says, “There are no special needs children; there are special needs families.”

- Why is it important to consider the needs of the whole family in relation to SEND?

- What impact can supporting a child with SEND have on a family?

Positive impact

Challenges

VS

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Diversity in how people talk, teach, and their way of being can encourage their cohort.



4. How do you embrace diversity in your setting, while simultaneously promoting consistency and a shared identity?

- List some of the ways in which diverse ways of being can encourage children and young people to embrace who they are.





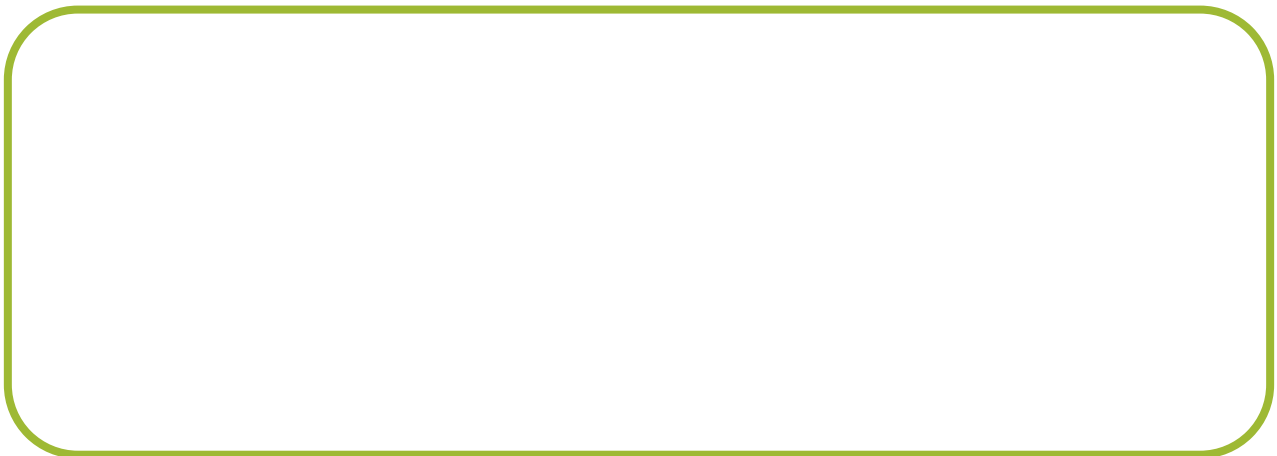


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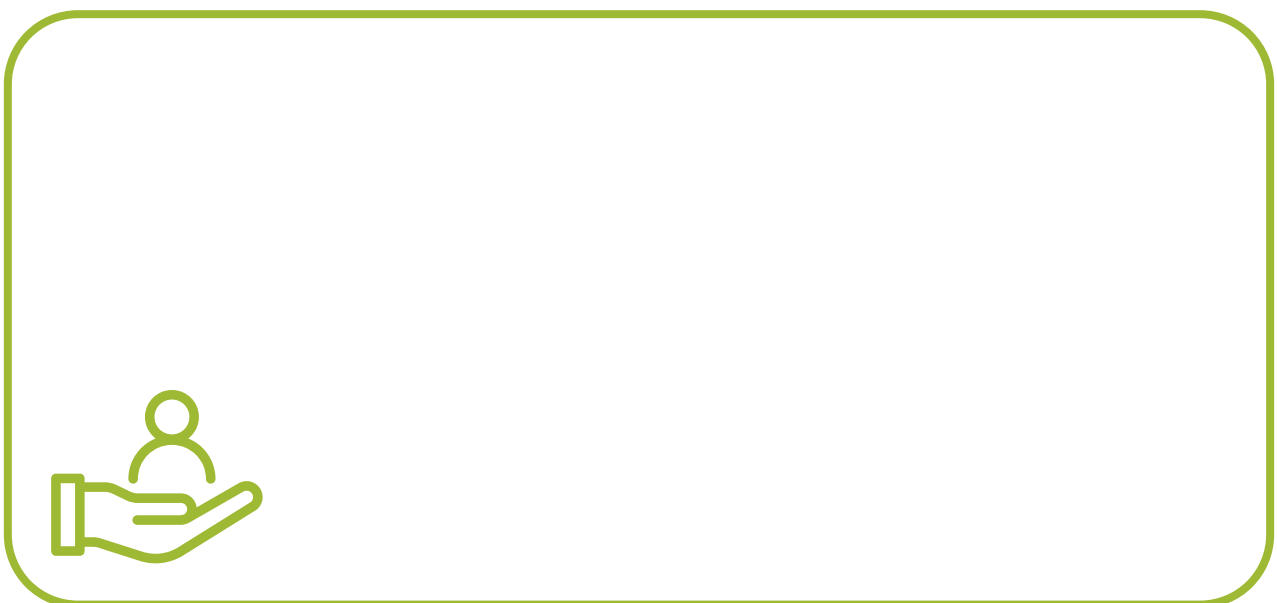


5. “When we focus on a child’s identity, behaviour follows.”

- Why do you think that understanding a child’s identity can positively impact their behaviour?

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- Think about a child or young person you support. How has understanding their identity helped you devise the best support for them?

A large, empty rounded rectangle with a green border, intended for a response. In the bottom-left corner, there is a green icon of a hand holding a person, symbolizing support.

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6. When discussing children's capacity to respond to demands, Carrie says, "Anxiety is the driver of toleration."

- How can anxiety affect our ability to respond to the demands made of us?

- What can we do to reduce levels of anxiety and, as a result, increase toleration?

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7. David says, “With the communication model, you don’t listen to respond; you listen to understand.”

- As supportive, caring practitioners, why is this sometimes difficult to do?



- How could we improve our listening skills, to ensure children and young people feel truly heard and understood?



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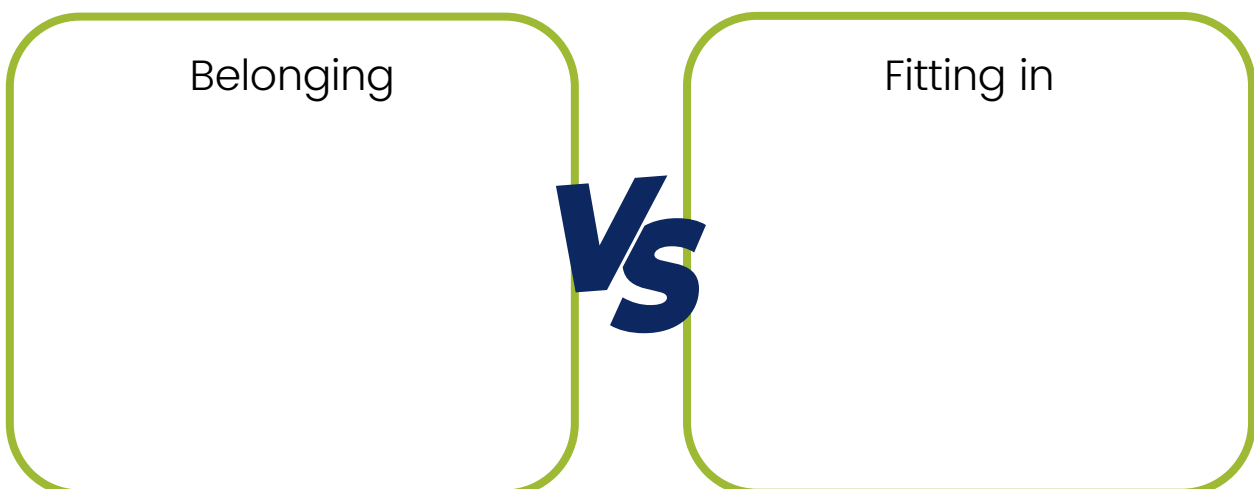


8. Carrie says, “Just sitting with people is really powerful.”

- What might some of the benefits be of sitting with someone when they are distressed or dysregulated?

9. “The opposite of belonging is fitting in.”

- How would you distinguish between ‘belonging’ and ‘fitting in’?



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Use this space for your personal reflections:

A blue pen icon with a yellow band, positioned diagonally. A pink squiggly line extends from the tip of the pen, suggesting writing or drawing.

Record any actions you want to take:

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Further Resources

Knowledge Hub Support Guide: [School Pastoral Leads](#)

Article: [Inclusion: All Children, All Needs](#)

Article: [Inclusive Environments for Students with Additional Needs](#)

Video: [Improving Family Engagement in Schools](#)

Podcast: [Graduated Response to SEND Provision](#)

Article: [Shared Understanding of Behaviour with Families](#)



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