



BEYONDAUTISM

Social constructs and the realities of disability and autism inclusion

Hosted in partnership with the Childhoods, Children and Young People Research Theme, Institute of Social Justice and Crime, University of Suffolk.

Day 1 – 20 June 2023

Location: A001, Ground floor, The Atrium

10.30am	Registration Foyer, The Atrium
11.15am	Opening Address <i>Tracie Coultas-Pitman, CEO, BeyondAutism</i>
11.30am	Keynote: Making the invisible... still less visible? <i>Barney Angliss, SEND Consultant</i>
12.30am	Lunch Cafe, The Atrium
1.30pm	We don't need fixing, we need accessible <i>Dr Annie Clements Hons, Founder & CEO, Autism and ADHD</i>
2.10pm	Resilience cycles: A grounded theory study of the experiences of resilience, in mothers who have children with an autism spectrum disorder <i>Dr Alison Bishop, Lecturer in Childhood Studies, University of Suffolk</i>
2.50pm	Refreshment Break Cafe, The Atrium
3.20pm	Social constructs disabling neurodivergent athletes <i>Caragh McMurtry OLY, Founder, Neurodiverse Sport CIC</i>
3.50pm	Access to support in the early years for neurodivergent children and their families <i>Suzi Sapiets, Postdoctoral Research Associate, Tizard Centre, University of Kent</i>
4.30–6.00pm	Drinks and networking reception Cafe, The Atrium

Day 2 – 21 June 2023

Location: A001, Ground floor, The Atrium

8.30am	Welcome Refreshments Cafe, The Atrium
9.15am	Opening Address <i>Tracie Coultas-Pitman, CEO, BeyondAutism and Andy Swartfigure, Director of Research and New Business, BeyondAutism</i>
9.45am	Keynote: The experiences of Black African parents on partnership working with education professionals in the English SEND system <u><i>Chike Nnalue, Head of SEND Strategy & Development at Ealing Council</i></u>
10.30am	Sensory aspects of living with autism in rural coastal areas of England <i>Dr Ivana Lessner Listiakova, Associate Professor, Course Leader, University of Suffolk</i>
11.10am	Refreshment Break Cafe, The Atrium
11.30am	Utilising the PERMA Model When Designing Person-Centred PBS Plans <i>Helena Lee, Service Lead PBSC Ltd</i>
12.10pm	The impact of transitioning to a school implementing a Quality-of-Life (QoL) framework on autistic children and their families <i>Kiran Hingorani, CEO, Swalcliffe Park School</i>
12.50pm	Lunch Cafe, The Atrium
1.50pm	Defining and Applying Assent and Assent Withdrawal Procedures in Behaviour Analytic Services for Autistic People <i>Susan Tirella, Clinical Lead and Lauren Beadle, Service Lead, PBSC Ltd</i>
2.30pm	Keynote: Making the difference for autism inclusion, challenges and opportunities <u><i>Dame Christine Lenehan DBE, Director of the Council for Disabled Children, National Children's Bureau</i></u>
3.30pm	Panel Discussion Chair: <i>Tracie Coultas-Pitman</i> Panel: <i>Dame Christine Lenehan, Barney Angliss, Chike Nnalue</i>

Keynote speakers



Barney Angliss: Making the invisible.. still less visible?

Abstract:

From Lorraine O'Grady's jubilant 1983 performance, 'Art Is. . .' in Harlem's African-American Day Parade and the institutional critique in Hans Haacke's satirical art, to Paul Fletcher's work on vision, hallucination and psychosis, William Callahan's assessment of visuality and the challenge to neuroscience presented by Christiana Westlin, Lisa Feldman Barrett and others, Barney's sweeping and graphic keynote will examine the nature and impact of societal constructs. Through the work of Uma Khotari, Sheila Jasanoff and Bruno Latour, Barney throws open the conference space to consider how knowledge and social control defy resistance through the palliative of 'participation'. Between Socratic 'essence' and the celestial aspirations of Alexander Pope's 'An Essay on Man', do we fall into an abyss? Are we 'beings of fiction' and, if so, whose fiction? Turning to education, health care and our "special needs" system, we must ask into what may young people be included if not merely the 'horizontal identities' of Andrew Solomon's "Far from The Tree"? Is there a parallel with Genevieve Zubrzycki's 'civic' and 'ethnic' models of nationhood, summarised by Zygmunt Bauman as the "opposition... between belonging by primordial assignment or by choice."?

Biography:

Barney is an autistic researcher, author and consultant working with organisations and groups: part-advocate for young people, part-lobbyist, part-coach, part-mediator. His professional experience includes teaching in a Unit for visually impaired pupils, co-ordinating SEND provision in mainstream schools, a Deputy Headship in Alternative Provision and local authority management roles. Barney has held advisory roles with an NHS Trust and a DfE programme delivered by the Council for Disabled Children. He is currently a consultant to an international project supporting autistic college students to develop their executive functioning, social, and independent living skills. Barney is engaged in two research programmes in specialist education and is actively engaged with members of the Down Syndrome community in the UK. He has presented to a wide range of audiences over 30 years and was the curator of FestABLE at National Star College. Barney is an expert witness at Independent Review Panels and has represented undergraduates and postgraduates in matters of access and equality at British universities. He continues to mentor young people with developmental language disorder, ADHD and autism. In 2021 Barney's article, Single, Separate and Surprising Souls: the Past, Present and Future Role of Research in SEND, was published by John Catt Ltd as a chapter in The ResearchED Guide to SEND edited by Karen Wespieser. Barney is on Twitter @aspiedelazouch.

Chike Nnalue: The experiences of Black African parents on partnership working with education professionals in the SEND system

Abstract:

This study investigated four Black African parents of children with special educational needs & disability (SEND) living in England and their experiences of working in partnership with education professionals to support their children. Reforms to special education policy in England has emphasised the importance of parents being involved in decision-making about their child's education and greater control over their child's support. A critical approach was taken to understand how issues of power such as race, ethnicity, combined with their own African culture, affected their interactions with education professionals who hold an entirely different contextual disposition. The parents took part in individual, semi-structured interviews which were thematically analysed. Three overarching themes were identified: communication, cultural barriers, and the parent-professional relationship. Six subordinate themes were also found. The findings are discussed with reference to existing literature and theoretical concepts. Recommendations for professional practice and further research are also discussed.

Biography:

Chike Nnalue is a passionate advocate for children and young people with additional needs. He has dedicated his career thus far to promoting inclusive education and supporting those with Special Educational Needs and Disabilities (SEND) to reach their full potential. His commitment stems from his lived experience as a first-generation British-Nigerian growing up with mobility needs.

Chike Nnalue recently completed his Masters Degree in Inclusive Education and SEND at Roehampton University, which has sparked his interest in education research with a focus on social justice issues in special education. He has worked with a number of schools, local authorities, and charities, providing guidance and support to ensure that children with additional needs are able to receive a high-quality education, and that their needs are fully met.

Chike has been commended for his tireless work to promote inclusion and equality, and for his dedication to ensuring that all children have the opportunity to succeed, regardless of their background or ability.

Despite the many challenges he has faced along the way, Chike remains committed to his mission, and continues to work tirelessly to champion children and young people with SEND. His work serves as an inspiration to all those who believe in the power of education to transform lives and change the world.



Dame Christine Lenehan DBE: Making the difference for autism inclusion, challenges and opportunities

Abstract:

Autism and neurodiversity issues have an increasing public profile. This presentation looks at the issues and challenges for different groups of young people across the continuum, where we are now and what are the opportunities for a truly inclusive society.

Biography:

Christine began her career as a social worker in 1980 working with children and their families in specialist roles in both residential and community settings.

In 2000 Christine joined the Council for Disabled Children, part of National Children's Bureau and became Director in 2003. Last year she carried out Reviews for both the Department of Health and Department for Education, into the treatment of children with significant needs and the experiences and outcomes of children and young people in residential special schools and colleges. Both Reviews received a very positive response from Government, and implementation of their recommendations is likely to make a significant impact on practice in this area and the experiences of the children and young people affected.

In 2009 Christine was awarded an OBE for services for disabled children and young people and in 2013 was made an Honorary Fellow of the Royal College of Paediatrics and Child Health. In 2016 she was awarded a Damehood in the Queen's Birthday Honours List in recognition of her outstanding work for disabled children and young and those with special educational needs spanning over 35 years.

