



Barney Angliss, teacher, trainer, consultant and researcher in Special Educational Needs and Disability (SEND)

Barney is a project lead for [FestABLE](#), the first national festival of specialist learning, Barney is also an advocate for parents and young people. He is an advisor on SEND, autism and equality to Local Authorities, schools and charities.

Barney has written for TES, SchoolsWeek, SBM Magazine and SEN Leader and appeared on TV and radio.



Jo Billington Lecturer in Child Development, SEN & Inclusion, Oxford Brookes University

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Jo teaches across various programmes at Brookes focusing on aspects of child development, SEN & inclusion. She also supervises undergraduate and postgraduate research projects in SEN-related topics. Jo is also a Doctoral Researcher in the Centre for Autism at the University of Reading. Her PhD focuses on the wellbeing of autistic students in mainstream primary schools, and she is committed to enhancing public understanding and acceptance of autism.

In addition to her teaching and research, Jo is a specialist autism practitioner offering support to parents, carers and professionals. She runs courses and workshops in a wide range of topics related to children and young people with special educational needs and disabilities. She has a particular interest in mental health and is part of the training team at the Charlie Waller Memorial Trust.

Jo is also parent to two autistic sons and has extensive lived experience of the facilitators and barriers to inclusion.



Sarah Clayton, CEO: [Simple Stuff Works](#)

Sarah is passionate about posture. This automatically makes you think she is dull but actually it turns out that her passion translates into highly contagious enthusiasm.

She has worked with families of children living with complex disability since the late 1990's. Her life's mission is to enable parents and practitioners to understand the risks children face if they find it difficult to move and to help put an end to avoidable complications such as hip dislocations and scoliosis.

In September 2007 Sarah's daughter Abigail was diagnosed with a malignant brain tumour aged 6. Abi is doing well at a mainstream college with additional support. Sarah has three other children, works full time as CEO at Simple Stuff Works and can regularly be found wearing her jumper inside out.



Elly Chapple, Founder, Speaker: [CanDoELLA](#)

Elly graduated with honours in Human Resource Management and the Psychology of Human Communication. She has always been fascinated with human communication and behaviour, both verbal and non-verbal. She spent her early career working in businesses, managing and developing strategy for solutions focused approaches and building and maintaining relationships with clients.

Elly has a passion and interest in equality and inclusion for all and her will to ensure that children with difference are heard within society. Elly has three children; her son is hearing impaired and her eldest daughter is deafblind. In 2014 when her eldest daughter lost her vision through misunderstanding of her disability, Elly sold her holiday let business to come home and begin another journey.

Over the past five years Elly has developed a unique approach (thanks to her greatest teacher - her phenomenal eldest daughter), to rebuild her trust in the world and work towards healing her trauma. Elly employs and manages an extraordinary 'A Team' of Intervenorers and an 'out of the box' approach for education. Currently writing Ella's book about their journey to **#flipthenarrative** and learning daily from colleagues in the fields of SEND, trauma, education, health and social care.



Debby Elley, Founder: [AuKids](#)

When her autistic twins Bobby and Alec were four, Debby co-founded the autism parenting magazine AuKids with speech and language therapist Tori Houghton.

Previously a journalist, she found her niche in writing about autism in a style that parents could relate to. AuKids has won a clutch of awards and last year celebrated its tenth anniversary.

In 2018 Debby wrote [15 Things They Forgot To Tell You About Autism](#). Published by Jessica Kingsley, it's been described as a 'best friend's guide to autism'.

Debby and co-founder Tori Houghton now present autism training and talks around the country.



Gemma Fieldsend, Schools and Workplace Trainer: [CWMT](#)

Gemma has been working in the field of mental health for over 20 years having worked in the NHS as a Clinical Team Manager and then for over 5 years in education at the University of Huddersfield.

Gemma has been working as a Schools and Workplace Trainer; CWMT for 3 years delivering training sessions to staff, pupils, parent and carers; topics include: Pupil assemblies and workshops, Emotional wellbeing, Eating disorders, Self-harm, Whole School Approach to Mental Health, Anxiety, Staff Wellbeing

Gemma is a Senior Clinical Associate Trainer for beat, National Eating Disorder Charity and delivers schools and university training on Eating Disorders. She is also a Mental Health First Aid Adult Instructor and has been delivering this training for 3 years.



Tori Houghton, SALT and Founder: [Aukids](#)

A speech and language therapist with 20 years' experience working with autistic children, Tori Houghton co-founded AuKids magazine in 2008 with Debby Elley, who was a parent client at the time.

Tori's passion to encourage parents and professionals to work together to create best practice was the inspiration behind AuKids.

In the same year, Tori founded [Time Specialist Support](#), an autism support agency for young people, based in Old Trafford, dedicated to helping youngsters access leisure activities after school and during weekends and holidays. The agency now helps hundreds of families across Manchester.



Greg Loynes, AHT, [Together Trust](#)

After several years working in catering, Greg took the decision to have a career change and spent a year working as a classroom assistant to see if teaching was for him. After attending university, Greg qualified as a primary school teacher and started his teaching career in Derbyshire. Over the last 18 years, Greg has been working in the field of autism and has taught pupils from aged 5 to 19 and across the autism spectrum and has had held a variety of roles in that time. Initially, Greg worked as a class teacher with a small group of pupils with autism, this was followed by being Head of Primary Department. After studying for a Post Graduate Diploma in Autism, Greg was instrumental in setting up the Access Group at Inscape House which was a service aimed at pupils with autism who were not able to access a school setting. Greg also leads on several partnership projects with mainstream schools as well as providing training and consultancy to a range of local authority schools.

Greg currently sits on the Senior Leadership team at Inscape House, leads on several educational partnership projects across the Northwest, is a PROACT-SCIPr-UK® instructor, has been involved in supporting the introduction of School Wide Positive Behaviour Support to Inscape House and takes a lead on admissions to the school, working closely with 15 local authorities across the Northwest.



Lynn McCann, Independent Autism Specialist Teacher: [Reachout ASC](#)

Lynn McCann has been an Autism Specialist Teacher for over 13 years and is the author of “How to support children with ASC in Primary school” and “How to support students with ASC in Secondary School” and “Stories that Explain (a book of social stories) published by LDA.

She works with autistic children and their teaching staff to make school successful. Communication, social interaction, sensory needs and access to learning are supported by many practical strategies and resources that she provides.

Lynn also writes and delivers Autism training and is an assessor for the NAS Autism Accreditation Scheme.



Professor Andy McDonnell, Director [Studio III](#)

Andy is a Consultant Clinical Psychologist and Director of Studio III Clinical Services. He was formerly Clinical Psychologist to Monyhull Hospital Birmingham.

Andy has recently been appointed Professor of Autism Studies at Birmingham City University and has particular interest in the design of community settings for people who challenge.

He has extensive experience of working with service users with a learning disability and/or autism who self-harm and is the founder of the low arousal approach.



Gareth D Morewood, Director of Curriculum Support, Priestnall School

Gareth D Morewood started teaching in the mid 1990s and has been the Director of Curriculum Support (SENCo) at Priestnall School in Stockport since September 2002.

Over the last twenty-five years Gareth has helped shape provision in a number of schools, MATs and Local Authorities across the UK, Ireland & Chile through support, research, training and consultancy and continues to regularly support parents/carers with SEND legislation and provision, as part of his wider interests in equality and opportunity for all.

Gareth is an Honorary Research Fellow in Education at the University of Manchester; Education Advisor to Studio III and Vice Chair of the 'senco-forum'. Gareth has written and published extensively on SEND issues and his main areas of interest are autism and emotional regulation. Gareth tweets @gdmorewood and his website can be found at www.gdmorewood.com



Liz Murray, Founder: [Spotlight Education Support](#)

Liz has worked in education for 20 years; she is an accredited Advanced Skills Teacher, has held pastoral and curriculum leadership positions and is a qualified SENCO and experienced Assistant Headteacher.

Liz has worked in all-through schools and across the state and independent sectors.

She has expertise in SEND change management, CPD and curriculum design.



Taneisha Pascoe-Mellows, Head of Learning Support, SENCO

Taneisha has 16 years' experience in the Education Sector with her career starting in Jamaica as a Maths and Computer Science teacher.

Since moving to the UK in 2008 she has held other roles such as Maths teacher, KS3 Coordinator (Maths) and Deputy SENCO.

Taneisha is passionate about the care and services available to families of children diagnosed with Autism. She believes she should use her platform to advocate for the best future of all children especially those with special needs.



Bryn Travers

Bryn is currently undergoing a Secondary Teacher Training Program and also attends a LA Secondary School Provision as part of his placement, where he holds a trainee position as a Teacher of Dance & PE. In 2014, Bryn achieved a BA Hons in Dance & Physical Theatre. He also holds additional qualifications in Drama, Performing Arts & Sports Science. Since 2010, Bryn has worked directly with Children & Young People as a Dance Practitioner, where he developed bespoke programs within a variety of local settings. More recently, Bryn has worked as a Lead Mentor with the National Citizenship Service, where he has been consistently recognised for his unique ability to engage with the more challenging students. At the age of 14, Bryn was actively involved in ADHD training for schools and acted as a public speaker at various NHS events across Stockport. He has since presented at an ADDISS ADHD Conference [2014] and has taken part in an ADHD film project [MiND] via ADHD Europe [2018].

In 2001, Bryn received a formal diagnosis of ADHD; hyperactive/impulsive type - aged 9 yrs, in addition to Tourette's syndrome, which was later followed by a diagnosis of OCD. In his personal life, Bryn is a committed ADHD activist who regularly uses creative mediums such as; film making, dance movement, and spoken word poetry, to promote awareness and challenge misconceptions within the social arena.



Georgia Travers

Georgia currently works as an LSA within a Primary School Provision. She has a BA Hons Degree in Crime Studies and a BSc Hons in Psychology. She also has additional qualifications in Health & Social Care Practice.

Georgia has worked closely with children & young people in a variety of roles and settings; from Educational Assistant at a Specialist provision for children and young people with Neurodevelopmental Conditions, to Lead Mentor & SEND Practitioner – supporting youth development, as part of the National Citizenship Service. In the future, Georgia hopes to train as an Educational Psychologist. Meanwhile, she is set to begin a Primary Teaching Program at the University of Manchester in 2019.

In 2014, Georgia received a formal diagnosis of ADHD; inattentive type - aged 18 yrs, following a referral to Adult Mental Health Services. She considers herself an advocate for Children & Young People with ADHD, where she actively promotes a strengths based approach towards ADHD across Children's Services.