SEND And Inclusion Training Brochure Spring 2020

Working for Warwickshire

Warwickshire County Council

Specialist Teaching Service

EMTAS

Integrated Disability Service

Educational Psychology Service

Training Courses SEND and Inclusion

Venues:

Pound Lane Learning Centre Pound Lane, Leamington Spa, CV32 7RT

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Cawston Community Centre, 1 Scholars Drive, Cawston, Rugby, CV22 7GU

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Kings House King Street, Bedworth, CV12 8LL

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Saltisford Office Park Ansell Way, Warwick, CV34 4UL

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Dunchurch Park Hotel & Conference Centre, Rugby Road, Dunchurch, CV22 6QW

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Alveston Primary School Knight's Lane, Tiddington, Stratford upon Avon, CV37 7BZ

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Exhall Grange Conference Centre, Easter Way, CV7 9JG

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Bulkington Village Centre School Road, Bulkington, Bedworth, CV12 9JB

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Ambleside Sports Club, Ambleside Way, Nuneaton, CV11 6AT

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Wolston Leisure Centre Old School Fields, Manor View, Manor Estate, Coventry, CV8 3GT

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Bloxham Centre, Somers Road, Rugby CV22 7DE

KEY

STS	Specialist Teaching Service SEND and Inclusion	EPS	Educational Psychology Service
EMTAS	Ethnic Minority & Traveller Achievement Service	SaLT	Speech and Language Therapy
IDS	Integrated Disability Service	TA	Teaching Assistant
SLT	Senior Leadership Team	LSA	Learning Support Assistant
SENCo	SEN Coordinator	OT	Occupational Therapy
SEMH	Social Emotional Mental Health		

Cancellation within 10 days will incur full charge *courses subject to minimum numbers

INTRODUCTION TO TRAINING COURSES
Promoting SEND and Inclusion

Schools working in partnership with others are vital to the success of SEND provision for their pupils. The 0-25 Code of Practice sets clear expectations on schools to deliver a whole school approach to SEN, with good quality teaching as a first response. Teachers and TAs are at the heart of the SEN support system supported by the strategic role of SENCos, with strong leadership from headteachers and governors. With this in mind the training offered in this brochure has been designed and collated in response to requests from schools and other partners with regard to meeting pupils' needs. The Training Courses within this brochure provide a menu from strategic planning for the whole school to personalised programmes to meet specific needs. In offering these training opportunities it is also intended to promote and develop an increasingly confident and skilled workforce with the necessary skills and knowledge to meet an increasingly diverse range of SEND needs. We recommend that schools prioritise SENCos attendance at the termly SENCos network meetings as this is the key forum for sharing best practice, ensuring they are fully informed and influencing policy development.

Following on from its success last year Warwickshire are offering the 'Making Sense of Autism' (Tier 1) Autism Education Trust Training again (with no cost to schools). The AET is funded by the Department of Education and was founded by Ambitious about Autism, The Council for Disabled Children (CDC) and The National Autistic Society (NAS). It offers a nationally acclaimed, face-to-face, personalised, multi-tiered training programme, supported and quality assured by the Department for Education. The training is named in new Code of Practice as being a leading training provider of schools, whilst effectively meeting statutory regulations and requirements set out in new SEND legislation. Warwickshire Specialist Teaching Service is now an associate hub and able to deliver all elements of the offer. Training can be delivered flexibly to meet individual and groups of school's needs.

While offering places on "open courses" we also provide training in schools to whole school staff and targeted groups. In addition, we are keen to work with schools to design bespoke training to meet your specific needs. The latter can be arranged in discussion with any of our specialist services. Increasingly we have children and young people with a complexity of need that requires a confident, well informed and creative workforce to meet their needs.

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SEND and Inclusion Courses for Spring Term 2020

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COURSE TITLE	DATE, TIME COST	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
Demand Avoidance (PDA) Training	Thurs 30th Jan 2020 9:30 – 4:00pm £75	Teachers & TAs Key Stage 1	A Primary school focus, designed for practitioners supporting a student who has diagnosis of Autism with Demand Avoidance features / PDA	To book a place press control and click on the link: https://apps.warwickshire.gov.uk/Wes/services/3802/courses/5935
Inference Training	6th Feb 2020 9:30 - 4:00 £265 - 2 people £215 if you subscribe to STS Pound Lane Learning Centre	Teachers & TAs working in KS2 and KS3	Course Outcomes Evidence base: in Key Stage 2 average of 2 sub levels of progress over 10 weeks Adults will develop strategies to enable children to: • Boost vocabulary • Activate background knowledge • Make inferences • Integrate and build meaning • Enjoy reading	To book a place press control and click on the link: https://apps.warwickshire.gov.uk/Wes/services/3802/courses/5814
Extending and Enhancing Good Autism Practice (Tier 2) Autism Education Trust (AET) schools programme	13th March 2020 9.00am - 3.30pm £185 Pound Lane Learning Centre	All staff	• Enable staff to develop a more in depth understanding of Autism, the theories and consider the implications for practice • Provide guidance and practical • Offer the opportunity for staff to reflect on their own practice, to share an enhanced knowledge of working with pupils on the Autism Spectrum across their setting	To book a place please press control and click here to book a place Any queries email meltwells@warwickshire.gov.uk

SEND

Talk Boost	10th March 2020 9:30 – 4:00pm £100 per person Pound Lane Learning Centre	Teacher & TA Key Stage 1	Talk Boost is a structured and robustly evidenced based programme developed by I CAN, a national charity leading in a field of speech, language and communication	To book a place press control and click on the link: https://apps.warwickshire.gov.uk/Wes/services/3802/courses/5834
Secondary SENCO Network (Spring)	Tues 4th Feb 2020 1:30 - 4:30pm Pound Lane Learning Centre	Free to all State Funded Warwickshire Schools	Secondary SENCos	Book via flyers. Any queries email meltwells@warwickshire.gov.uk
Primary SENCo Network (Spring East)	Mon 3rd Feb 2020 1:30 – 4:30pm Free to all State Bloxham Centre	Free to all State Funded Warwickshire Schools	Primary SENCos	Book via flyers. Any queries email meltwells@warwickshire.gov.uk
Primary SENCo Network (Spring South)	Thurs 6th Feb 2020 1:30 - 4:30pm Alveston Primary School	Free to all State Funded Warwickshire Schools	Primary SENCos	Book via flyers. Any queries email meltwells@warwickshire.gov.uk
Primary SENCo Network (Spring Central)	Tues 11th Feb 2020 1:30 - 4:30pm Free to all State Pound Lane Pound Lane Learning Centre	Free to all State Funded Warwickshire Schools	Primary SENCos	Book via flyers. Any queries email meltwells@warwickshire.gov.uk
Primary SENCo Network (Spring North)	Thurs 13th Feb 2020 1:30 – 4:30pm Ambleside Sports Club	Free to all State Funded Warwickshire Schools	Primary SENCos	Book via flyers. Any queries email meltwells@warwickshire.gov.uk

EMTAS

Assessing EAL Arrivals	Frid 28th Feb 2020 & Frid 6th March 2020 9:30 -4:00 (day 1) & 9:30 - 12:30 (day 2) Two free funded places for all Local Authority primary schools: Academy Schools - £180 per person	Senior Teachers (SENCo/EALCO & TAs)	Feedback has shown it is essential for participating schools to send two staff members, ideally one senior teacher (SENCo/ EALCO) and one TA for schools to get the best outcomes for the training	To book a place press control and click on the link: https://apps.warwickshire.gov.uk/Wes/services/4819/courses/5936
Secondary EAL Network Meeting	Tues 25th Feb 2020 1:15 – 3:30pm Free to Local Authority Maintained Schools, Academy Schools £25 for multiple attendees Pound Lane Learning Centre	EAL Co-ordinator, SENCos, Class Teachers, Tas, SLT		Book via flyers. Any queries email meltwells@warwickshire.gov.uk
Primary EAL Network Meeting	Thurs 27th Feb 2020 1:15 - 3:30pm Free to Local Authority Maintained Schools, Academy Schools £25 for multiple attendees Pound Lane Learning Centre	EAL Co-ordinator, SENCos, Class Teachers, Tas, SLT		Book via flyers. Any queries email meltwells@warwickshire.gov.uk
EAL SEND Training	Frid 27th March 2020 9:00 – 1:00pm £65	Teachers, Teaching Assistants, SEND & EAL Coordinators	A deeper understanding of bilingual/bicultural development, Knowledge of Warwickshire's assessment pathway to guide and inform practice, A better understanding of appropriate strategies to address both EAL and SEN needs	To book a place press control and click on the link: https://apps.warwickshire.gov.uk/Wes/services/4819/courses/5892)

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EVENT TITLE	AUDIENCE	CONTACT	COURSE DESCRIPTION
Communication and Interaction Twilight Training for Primary Schools	Empowering your staff team to effectively support learners who have a social communication and interaction difficulty *Session one is 30 minutes long/ session two is 90 minutes long*	For more details please contact rachaelseamer@warwickshire.gov.uk sammurdoch@warwickshire.gov.uk	Delivered over two twilight sessions specialist teachers from STS will support your team by giving them the tools to review their own practice to support learners who have a social communication and interaction difficulty through the completion of the Communication and Interaction Audit of Teaching Tool. A term later we will revisit your setting to help staff complete the Pupil Communication and Interaction Assessment Tool by delivering a range of strategies which will help them plan their next steps in provision
Develop capacity to meet the needs of Girls on the Autism Spectrum	Following completion of the AET Making Sense of Autism and Good Autism Practice (Tiers 1 and 2), you are invited to attend an advanced skills workshop with a focus on supporting Girls on the Autism Spectrum	Please contact; (Autism) – evegodwin@warwickshire.gov.uk	
Lego Therapy – A programme developed by Daniel B LeGoff to improve the social skills of children on the Autism Spectrum - one of a range of evidence based strategies supporting the Warwickshire SEND Provision Matrix		Please contact; North: louisehunt@warwickshire.gov.uk South: tammymason@warwickshire.gov.uk East: clairebatchelor@warwickshire.gov.uk	Consist of a 1 hour session per week for 6 weeks: • Comprise of 3 children, one of whom will have Autism • Be led by an STS Specialist • Be supported by a member of the school staff
Autism with Demand Avoidance (PDA) Training	A full day training session with a Primary school focus, designed for practitioners supporting a student who has a diagnosis of Autism with Demand Avoidant features / PDA	Eve (Autism) evegodwin@warwickshire.gov.uk 01926 476600	
Visually Supported Learning This is one of a range of Evidence based strategies supporting the Warwickshire SEND Provision Matrix	Teachers, Teaching Assistants and any school staff working with Children or Young People with Autism	Please contact; North: louisehunt@warwickshire.gov.uk South: tammymason@warwickshire.gov.uk East: clairebatchelor@warwickshire.gov.uk	

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Communication Friendly Environments Develops a shared understanding as to what is meant by a Communication Friendly Environment	All staff working in school	Please email louisehunt@warwickshire.gov.uk	
Communicate: InPrint Training for School/Setting Staff Background and overview of CIP programme and the importance of using symbols within the classroom	Teaching Assistants Teachers Staff in pre-school settings	Please contact; janetdobbie@warwickshire.gov.uk	
Developing an understanding of reluctant talkers. An overview of The Selective Mutism Resource Manual by Maggie Johnson and Alison Wintgens	All staff	Please email: louisehunt@warwickshire.gov.uk or rachaelseamer@warwickshire.gov.uk	Delivered as a Twilight for all school staff. STS staff will introduce what is selective mutism/ reluctant talkers? Support given with general management of speech anxiety in everyday situations. Presentation of the ten stages of confident and cooperative communication. How to support the individual child in your setting and introduction to the 'Special Time' programme
Awareness of Speech and Language Difficulties An interactive course for schools to identify pupils with Specific Speech and Language Difficulties	All staff working in school	Please contact; North: louisehunt@warwickshire.gov.uk South: tammymason@warwickshire.gov.uk East: clairebatchelor@warwickshire.gov.uk	Delivered as a half day or more condensed twilight session. An interactive course for schools to identify pupils with speech, language and communication difficulties; including developmental language disorder (DLD) in KS1 and 2. An explanation of terminology supported by classroom examples. Demonstration of identification tools together with practical advice and strategies to support pupils in your school
Team Teach Training supports schools in meeting the requirements of current DfE guidance which relates to the management of challenging behaviour in the classroom and the use of reasonable force. The training, which is carried out over 6 hours focuses on the development of verbal and non-verbal skills which avoid situations spiralling out of control. Trained staff will have a clear understanding of their powers and their duty of care. Team Teach Training will increase staff confidence by teaching effective and humane techniques designed to keep staff and children safe without compromising teachers' beliefs and values	All staff working in school	Please contact juliajessup@warwickshire.gov.uk	The training, which is carried out over 6 hours focuses on the development of verbal and non-verbal skills which avoid situations spiralling out of control

STS

Autism Spectrum Awareness through the Autism Education Trust Making Sense of Autism (Tier 1); raising awareness It will support participants to: Identify the four key areas of difference that need to be taken into account when working with children and young people with Autism Know the importance of understanding the individual and their profile of strengths, as well as areas for development Identify the key areas to help pupils on the Autism Spectrum build positive relationships with staff, peers, families and people in their wider community Develop an awareness of the sensory and communication differences that pupils on the Autism Spectrum may experience	Basic Autism awareness training for all staff within school-age education settings, mainstream and specialist services. This includes teachers, teaching assistants, transport staff, governors, senior management, administrators, librarians and other relevant service staff. Time: 1 ½ hours for the whole session. This is usually delivered as a twilight session but can also form part of a training day. Cost: delivered free to all schools and settings as part of Warwickshire's Local Offer for all children and young people with SEND	For more details please contact evegodwin@warwickshire.gov.uk	
Develop Good Autism Practice (Tier 2) through the Autism Education Trust Schools Programme. Following the completion of Making Sense of Autism (Tier 1), this training will enable practitioners working with learners on the autism spectrum to deepen their knowledge and engage with experienced staff. It will support participants to: Gain practical knowledge, and discover hands-on tools and techniques to support pupils on the autism spectrum in your setting; Develop your knowledge and understanding of good autism practice; Reflect on and improve your practice through guidelines and activities; Know how to use the schools autism competency framework to evaluate and develop how you work	Time: 9.00am-3.30pm Cost: 1 day training, delivered in an identified central location costing £185 per person, or delivered to a whole setting for all staff, costing £1,300. This includes access to an electronic 'Tools For Teachers' linked to each area of difference; a training booklet which accompanies the session content; an opportunity to share strategies and information gathering to positively impact the education of learners on the autism spectrum	For more details please contact evegodwin@warwickshire.gov.uk	

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Advance your skills by Extending and Enhancing Good Autism Practice (Tier 2), through the Autism Education Trust Schools Programme. Deepen your understanding and build on the learning developed through 'Making Sense of Autism'(Tier 1) and 'Good Autism Practice' (Tier 2). It will: Enable practitioners to explore theories of autism and consider the implications for practice Provide practical strategies to support practitioners as they develop their knowledge, skills and understanding of effective autism practice Enable practitioners to reflect on their own practice and evaluate practice more widely across their organisation		For more details please contact evegodwin@warwickshire.gov.uk The Good Autism Practice (Tier 2) should be delivered before the Extending and Enhancing	Time: 9.00am-3.30pm Cost: 1 day training, delivered in an identified central location costing £185 per person, or delivered to a whole setting for all staff, costing £1,300. This includes access to an electronic 'Tools for Teachers' linked to each area of difference; a training booklet which accompanies the session content; an opportunity to share strategies and information
Introduction to the Autism Progression framework. Gain an overview of the autism progression framework which is available free on the AET website. This will provide you with an understanding of an effective way to monitor and map the progress of pupils on the autism spectrum. You will: Understand how the progression framework relates to the broader educational context. Become familiar with the content and key features of the progression framework. Gain skills in identifying learning goals and measuring progress for pupils on the autism spectrum in areas specific to their individual needs	For staff who may train or lead other staff in their setting; taking a leadership role that includes responsibility for developing provision for school-age pupils on the Autism spectrum, within mainstream and specialist settings. This includes lead practitioners for autism; Head, Deputy and Assistant Head teachers, SENCOs, and Inclusion Managers	For more details please contact evegodwin@warwickshire.gov.uk	Time: half a day training or extended twilight Cost: delivered in an identified central location costing £110 per person or delivered to a whole setting for all staff

STS / EPS

Nurture Inclusion Training	This bespoke Warwickshire nurture training replaces the three day 'Theory and Practice of Nurture Groups' course that was previously delivered. 4-8 staff can be trained selected from SLT, Teachers and Teaching Assistants	Contact either tammymason@warwickshire.gov.uk eileenkell@warwickshire.gov.uk sarahovens@warwickshire.gov.uk Please get in touch if you would like us to deliver the training to a small group of schools	The course is delivered over four half-day sessions as well as a whole staff twilight training session. Cost: £2100

EMTAS

Talking Partners@Secondary	Talking Partners is a structured oral language programme which raises levels of achievement by improving learner's listening and speaking skills. It is an evidence-based targeted, time limited (10 weeks) intervention that can be used with learners in KS3 and KS4	For more details please contact magdadylag@warwickshire.gov.uk or nikkiajibade@warwickshire.gov.uk
Talking Partners@Primary	Talking Partners is a structured oral language programme which raises levels of achievement by improving children's listening and speaking skills. It is an evidence based targeted, time limited (10 weeks) intervention that can be used with children from EYFS to KS2	For more details please contact magdadylag@warwickshire.gov.uk or nikkiajibade@warwickshire.gov.uk
Classroom Strategies for early stage EAL Learners	Teachers and teaching assistants explore effective strategies and useful resources for supporting beginner learners of English. All strategies are informed by an understanding of EAL theory and using examples of best practice	For more details please contact magdadylag@warwickshire.gov.uk or nikkiajibade@warwickshire.gov.uk
The Role of the EAL Coordinator	The role of the EAL coordinator is both rewarding and challenging. Practical strategies underpinned by EAL theory and best practice are explored and discussed. Resources are provided including a framework within which to build capacity and understanding across the whole school	For more details please contact magdadylag@warwickshire.gov.uk or nikkiajibade@warwickshire.gov.uk
Bilingual Reading Development	Teachers and teaching assistants explore and discuss reading strategies and resources that improve the experience and the performance for all EAL learners	For more details please contact magdadylag@warwickshire.gov.uk or nikkiajibade@warwickshire.gov.uk
Developing Writing Skills for EAL Learners	Teachers and teaching assistants will explore and discuss writing strategies and resources to develop writing skills both for EAL learners at the earlier stages of English and also those who are more advanced	For more details please contact magdadylag@warwickshire.gov.uk or nikkiajibade@warwickshire.gov.uk
Parental Partnership working with EAL Parents	Research shows that parental partnerships are a key indicator in raising achievement. Working with parents from linguistically and culturally diverse backgrounds requires creative strategies to gain greater involvement from EAL parents	For more details please contact magdadylag@warwickshire.gov.uk or nikkiajibade@warwickshire.gov.uk

Supporting Children with Demand Avoidant Characteristics	This course could be run as a half day or two twilights. It considers demand avoidance from a psychological perspective and looks at classroom techniques to reduce the anxiety which creates the demand avoidance	Half Day
Maximising the Impact of Teaching Assistants (for teaching assistants)	This course draws upon recent research into the deployment of teaching assistants and instructional psychology to develop the skills of teaching assistants to scaffold the learning of the children they support with the greatest impact. This could be run as a half day or 2/3 twilight sessions	Half Day
Maximise the impact of teaching assistants (for senior staff)	This course draws upon recent research into the best ways to deploy teaching assistants in schools and provides you with the tools and guidance to audit your school's use of teaching assistants	Half Day
Exploring Feelings: Using Cognitive Behavioural Therapy (CBT) based techniques to manage anxiety or anger	This course offers initial training for school staff in the use of CBT based programmes to help young people cope with their emotions and supervision throughout their delivery of the programme. It is usually an initial meeting followed by several supervision sessions equivalent to one day of time	Full Day
Understanding and Supporting Emotionally Based School Refusal	To become familiar with a definition of EBSR and begin to spot 'risk factors'. To understand trigger and maintaining factors. To consider information gathering approaches. To learn about EBSR support strategies, including the role of the school in supporting EBSR, and the role of other agencies	Half Day
Behaviour as Communication	To consider means of supporting schools with interpreting pupil behaviour. To provide an initial introduction to the theory behind functional behavioural analysis, through; Considering the reasons for (function of) challenging behaviour and; Considering the idea of behaviour as communication	Half Day

EPS

An Introduction to ADHD	To explore ADHD-related needs. To have an increased understanding of what ADHD is. To consider the reasons for (function of) challenging behaviour. To have strategies to try out in your classroom, including strategies for supporting children with ADHD needs and associated behaviours	Half Day
Homunculi Approach: CBT based intervention designed for pupils with Autism Spectrum Conditions	This course offers initial training for school staff in the use of the Homunculi Approach which is a CBT based programme to help young people with Autism Spectrum Conditions cope with their emotions. Supervision is provided throughout their delivery of the programme. It is usually an initial meeting followed by several supervision sessions equivalent to one day of time	Full Day
Autism Spectrum Disorder Awareness Training	A twilight training course to enhance the role of Primary School Teachers and Teaching Assistants in supporting children and young people with Autism Spectrum Disorder (ASD). - Introduces ASD, its history and the Dyad of Impairments - Discusses the strengths and challenges of children with ASD. - Looks at Executive Function and problems seen where there is a deficit. - Considers the effect of Central Coherence for ASD pupils - Introduces sensory differences	Twilight
Autism Spectrum Disorder Strategies Training	A twilight training course to enhance the role of Primary School Teachers and Teaching Assistants in supporting children and young people with Autism Spectrum Disorder (ASD). Understanding common functions of behaviour. Visual supports. Social Stories. Comic Strip Conversations. Communication	Twilight
Girls on the Autism Spectrum	A twilight training course to enhance the role of Primary and Secondary School Teachers, Teaching Assistants and other support staff in supporting children and young people with Autism Spectrum Disorder (ASD) This Course: - Compares the gender differences in children and young people on the Autism Spectrum. - Focuses on the challenges for girls in both primary and secondary settings. - Highlights strategies to support girls	Twilight

EPS

Course	Description	Type
An Introduction to Sensory Processing supporting teaching and learning in the classroom	A twilight training course to enhance the role of Teachers and Teaching Assistants. An overview of the senses including proprioception, vestibular and oral motor. Strategies to support hypo and hyper sensitivities. Sensory modulation - achieving a balance. The Sensory Day Resources	Twilight
Writing and Implementing Social Stories and Comic Strip Conversations	A twilight training course to enhance the role of Teachers and Teaching Assistants in supporting children and young people with Autism Spectrum Disorder (ASD) Teaches how to write a Social Story, their purpose and structure; specifically the use of descriptive, perspective and directive sentences. Discusses implementing a Social Story, with particular consideration for environmental factors. Explains how Comic Strip Conversations can be effective in soliciting understanding of social situations Demonstrates the use of Comic Strips to debrief incidents	Twilight
An Introduction to understanding Executive Function skills	An opportunity to explore what Executive Function skills are. This course will present an introduction to the different skills referred to as executive functions, as well as how and when they develop through childhood and adolescence. The course will consider what issues might arise with executive function difficulties and how these skills could be further supported, referring to the psychological research and evidence base. The course is suitable predominantly for those interested in an introduction to this topic area - teachers, teaching assistants and /or parents. It is focused mainly on primary aged development	Twilight
Anxiety	Using psychological research to explain and understand what anxiety is, how it manifests and how to typically support those with anxiety needs at home and school. Targeted at school-age children (5-11 years). Suitable for teachers, teaching assistants and/or parents	Twilight

EPS

Managing Exam Stress	A series of workshops suitable for Year 11 and Year 13 students running at lunchtime or in PSHE lessons with a max of 10-12 students who have been identified as particularly anxious or needing help to organise themselves	
Understanding the Effects of Divorce and Separation	A twilight course aimed at Teachers and support staff in all key stages to gain an understanding of how to support young people who are experiencing difficulty with family divorce or separation	Twilight
Psychological Approaches for Supporting Children with ADHD	A twilight length introduction to supporting children with Attention Deficit Hyperactivity Disorder. This course is suitable for Primary and Secondary teaching and support staff	Twilight
Instructional Psychology - What Works to Improve Literacy Skills?	A twilight length course suitable for Primary and Secondary teaching and support staff	Twilight
A Psychological Introduction to Whole School Approaches to meeting Social, Emotional and Mental Health Needs	A twilight length course suitable for all school staff from Reception to Key Stage 4	Twilight
Instructional Psychology - Assessment for Intervention	This twilight course will teach how to use curriculum based assessment to identify the skills a child has not mastered and then deliver an instructional psychology based intervention to address these skills	Twilight
Instructional Psychology - Supporting Children with Literacy Difficulties in Secondary Education	A twilight length course suitable for Key Stages 3 and 4 Teachers	Twilight
The Voice of the Child - Psychological Approaches to Gaining Pupil Views	A twilight length course suitable for all school staff from Reception to Key Stage 4	Twilight
Parent Course on Mental Health and Wellbeing	A twilight length course you can book for parents and carers of children and young people in your school. This course aims to raise awareness in parents and carers of mental wellbeing and strategies to promote good mental health	Twilight

EPS

Understanding and Responding to Social, Emotional and Mental Health Needs in Primary Aged Students. A Series of Workshops to Develop Practical Intervention Approaches	Six half day workshops. This course develops understanding of the psychology underlying children's social, emotional and mental health development, including: - Exploring risk and protective factors involved in mental health and building resilience. - Identifying ways of relating to children that enable them to explore and understand their feelings. - Exploring how to use techniques grounded in cognitive behavioural therapy and mindfulness to support children's emotional well-being	Half Day
Positive and Possible Approaches to Behaviour Management	Course aims: Behaviour has a communicative function and understanding this can help us to avoid or better manage future challenging behaviour. From attending this course, you will gain an understanding of: - The multi-element model - The 'why-why questioning' tool - ABCC charts - The assault cycle and how anger and anxiety relate to behaviour You will have opportunities to complete why-why questioning and ABCC charts for one of your pupils, as well as discussing a range of strategies to positively plan, prepare and react to a range of behaviours during the session	Half Day
Understanding and Supporting Young People who Self-Harm	Course aims: An introduction to understanding some of the key psychological mechanisms that can underpin self-harm. An opportunity to explore ways to discuss self-harm with young people and parents. Discussion about the limits of confidentiality. Developing an understanding of practical approaches that can be used to support young people who self-harm. Identifying when to refer young people to external agencies	Half Day

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Supporting Children with Demand Avoidant Characteristics	Course aims: - To provide you with a psychological overview of demand avoidant characteristics - To develop a greater understanding of the key characteristics of demand avoidant characteristics - To raise awareness of the type of support and strategies that may help a student with demand avoidance characteristics - To explore and plan ways to support students with demand avoidant characteristics in your school	Half Day
Supporting Stress, Anxiety and Depression in Secondary Aged Pupils	A course of three workshops. Course aims: A unique training course for senior leaders, SENCos, teachers and teaching assistants to develop an understanding of the key mental health challenges experienced by young people as well as practical tools to set up interventions. From attending this course, you will gain an understanding of: - The psychological underpinnings of stress, anxiety and depression - Risk and protective factors involved in mental health - Ways of being with young people that enable them to explore and understand their feelings - How to develop resilience in young people - How to use techniques grounded in cognitive behaviour therapy and mindfulness to support young people's mental health	Half Day
Supporting Children with Attention Difficulties	Course aims: This course looks at 'what is attention' and looks at different psychological approaches to framing; understanding and supporting attention difficulties including, developmental, contextual and medical. Strategies to support attentional difficulties will be discussed and provided	Half Day
Reality Therapy - A Cognitive-Behavioural Method of Communicating, Managing and Coping. It is Solution-Focussed and Views the Individual as Responsible for Their Behaviour	Course aims: People are assumed to possess all the resources necessary to achieve effective self-regulation of total behaviour, given opportunities to learn how to meet their needs. The approach is based on a view of information processing which has been called Choice Theory, Glasser (1988)	Half Day

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Paired Reading	Course aims: Paired reading is an evidenced based intervention to improve reading fluency. It is a flexible approach that can be used by adults or peer groups to target individuals, or as a whole class or school approach. Participants will understand how to incorporate paired reading approaches to improve reading outcomes for children	Half Day
An introduction to Emotion Coaching	A course aimed at all key stage staff to gain an understanding of how to help young people emotionally self-regulate	An initial half-day
Developing Emotional Literacy Skills in Post 16 students	Gain an understanding of the psychological theories of emotional literacy and resilience, strategies to develop EL and implement an EL intervention for 6 weeks	Half day
Nurturing Schools Training	This is an introduction to the principles of nurture and considers how nurturing practice can be extended across the whole school setting. It is suitable for all settings including schools who have an existing Nurture Group or are considering introducing a group and wish to embed this within school	Half day or full day
Paired Reading	As previous brochure description	Twilight
Improving the Reading Skills of Children/Young People Hardest to Teach	A series of practical workshops (bespoke to any school) focusing on the assessment through teaching framework to improve independent reading skills in struggling readers. Staff will gain an understanding of the critical reading skills required, will be confident in administering skills based reading assessments (provided during training) and delivering, and monitoring reading intervention. A case study from the school may also be used as a training focus	Series of workshops bespoke to school
Improving the Spelling Skills of Children/Young People Hardest to Teach	A practical workshop (bespoke to any school) focusing on the assessment through teaching framework to improve spelling skills. This workshop focuses specifically on assessment and development of skills required in order to improve spelling skills. A case study in school can be used as a training focus	Twilight/half day or as required

EPS

Improving the Number Skills of Children/Young People Hardest to Teach	A practical workshop (bespoke to any school) focusing on the assessment through teaching framework to improve number skill development. This workshop focuses specifically on assessment and development of skills required in order to carry out simple number operations. A case study in school can be used as a training focus	Twilight/half day or as required
Improving the Vocabulary and Comprehension skills of Children/Young People Hardest to Teach	A practical workshop (bespoke to any school) focusing on the role of vocabulary and how to develop vocabulary skills in children/young people in order to improve reading, comprehension, emotional expression and regulation	Twilight/half day or as required
Improving the Learning of Children/Young People Hardest to Teach	Gain a practical understanding of the core principles that underpin effective teaching to improve skills, regardless of what is being taught	Twilight/half day or as required
Attachment Needs in the Classroom	Course aims: to understand the theory of attachment & the difficulties & strategies to support pupils with attachment needs	

All enquiries for bespoke courses to julieo'connor@warwickshire.gov.uk