

SEND & Inclusion Summer 2024

Training Brochure



**Specialist
Teaching
Service**

**Ethnic
Minority and
Traveller
Achievement**

**Educational
Psychology
Service**

**Integrated
Disability
Service**

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
SENDCo	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

For schools, education and support services working together to deliver the best possible outcomes for all SEND pupils working in partnership is vital.

Working closely with Warwickshire schools and settings we are able to support SEND training requirements by identifying current areas of need in SEND training and then offering specific and on occasion bespoke training and professional development opportunities to help address them.

The Training Courses within this brochure provide a menu from strategic planning for the whole school to personalised programmes to meet specific needs.

The training will help schools deliver excellent SEND teaching and high standards of curriculum for all pupils by developing their SEND provision and raising the confidence of those colleagues working with pupils who have SEND. It is 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, reflecting the ambitions of the recent 'Right Support, Right Place, Right Time', Green Paper 2022.

Our most popular courses are included again based on the evaluations received and the evidence of impact they have had in our schools and settings.

As in previous brochures you will find that in addition to the courses offered in the main section, there are options for schools and settings to create their own bespoke training and professional development opportunities in order to meet specific training need.

Dates for SENDCo network meetings and New SENDCo meetings are included in the brochure again this term. We recommend that schools prioritise SENDCo's attendance at the termly SENDCo network meetings as this is the key forum for sharing best practice, ensuring they are fully informed and influencing policy development.

CONTENTS

PAGE NO

A celebration of Autism Acceptance & Neurodiversity week	1
Twilight Event	1
Youth Mental Health First Aid England 2 day Training (MHFA)	1
AET; Making Sense of Autism: raising awareness (MSA)	1
AET; Good Autism Practice (GAP) Autism Education Trust (AET) schools programme	1
Twilight Event	1
AET Autism & Anxiety module	2
Twilight Event	2
Demand Avoidance (PDA) Training	2
De-Escalation Training	2
Twilight Event	2
Primary SENDCo Network meeting (face to face)	3
Primary SENDCo Network meeting (virtual)	3
Secondary SENDCo Network (face to face)	3
Bell Foundation; Comprehensible English for New Arrivals using EAL; KS1, KS2	4
Supporting Refugees in Warwickshire Schools	4
Bell Foundation; Adaptive Teaching for learners using EAL	4
Racing to English	4
Meeting the Needs of Children with English as an Additional Language in the Early Years	4
Assessing EAL New Arrivals Training (Primary)	5
EAL SEND - Identifying and addressing SEN needs in EAL learners	5
Bell Foundation; Teaching Assistants: Working with learners using EAL: Primary	5
Bell Foundation; Language awareness for teaching staff; KS1 & KS2	5
Bell Foundation; Leading a whole school strategy for EAL	5
Early Years EAL Network Meeting	6
Primary EAL Network Meeting	6
Secondary EAL Network Meeting	6

BESPOKE TRAINING	PAGE No
Staff Wellbeing	7
Inference Training	7
Precision Teaching	7
Theory and Practice of De-escalation	7
Develop capacity to meet the needs of Girls on the Autism Spectrum	7
Lego Training - A programme developed based on the original approach (LeGoffet al, 2014) to improve the social skills of children with communication & interaction needs, although all children could benefit	7
Autism with Demand Avoidance (PDA) Training	7
Communication Friendly Environments	7
Developing an understanding of reluctant talkers. An overview of The Selective Mutism Resource Manual by Maggie Johnson and Alison Wintgens	8
Awareness of Speech and Language Difficulties An interactive course for schools to identify pupils with Specific Speech and Language Difficulties	8
Cued Articulation	8
Word Aware	8
Autism Spectrum Awareness through the Autism Education Trust Making Sense of Autism; raising awareness	9
Updated Good Autism Practice through the Autism Education Trust Schools Programme	9
Introduction to Autism Progression framework	9
Assessing EAL New Arrivals (Secondary)	10
Talking Partners@Secondary	10
Talking Partners@Primary	10
Classroom Strategies for early stage EAL Learners	10
The Role of the EAL Coordinator	10
Bilingual Reading Development	10
Developing Writing Skills for EAL Learners	10
Parental Partnership working with EAL Parents	10

EPS All enquiries for bespoke courses to: eps@warwickshire.gov.uk

PAGE NO

Maximising the Impact of Teaching Assistants (for teaching assistants)	11
Maximise the impact of Teaching Assistants (for senior staff)	11
Exploring Feelings: Using Cognitive Behavioural Therapy (CBT) based techniques to manage anxiety or anger	11
An Introduction to Understanding and Supporting Emotionally Based School Avoidance	11
Behaviour as Communication	11
An Introduction to ADHD	11
Homunculi Approach: CBT based intervention designed for pupils with Autism Spectrum Conditions	11
Autism Awareness Training	11
Autism Strategies Training	11
Girls on the Autism Spectrum	12
An Introduction to Sensory Processing supporting teaching and learning in the classroom	12
An Introduction to understanding Executive Function skills	12
Anxiety	12
Managing Exam Stress	12
Understanding the Effects of Divorce and Separation	12
Psychological Approaches for Supporting Children with ADHD	12
Instructional Psychology - What Works to Improve Literacy Skills?	12
A Psychological Introduction to Whole School Approaches to meeting Social, Emotional and Mental Health Needs	12
Instructional Psychology - Assessment for Intervention	12
Instructional Psychology - Supporting Children with Literacy Difficulties in Secondary Education	12
The Voice of the Child - Psychological Approaches to Gaining Pupil Views	13
Parent Course on Mental Health and Wellbeing	13
Understanding and Responding to Social, Emotional and Mental Health Needs in Primary Aged Students.	13
Positive and Possible Approaches to Behaviour Management	13
Supporting Children with Demand Avoidant Characteristics	13
Supporting Children with Attention Difficulties	13
Improving the Learning of Children/Young People Hardest to Teach	13
Attachment Needs in the Classroom	13
Supporting Stress, Anxiety and Depression in Secondary Aged Pupils	13
Reality Therapy - A Cognitive-Behavioural Method of Communicating, Managing and Coping. It is Solution-Focussed and Views the Individual as Responsible for their Behaviour	14

EPS All enquiries for bespoke courses to: eps@warwickshire.gov.uk

PAGE NO

Paired Reading	14
An introduction to Emotion Coaching	14
Developing Emotional Literacy Skills in Post 16 students	14
Nurturing Schools Training	14
Improving the Reading Skills of Children/Young People Hardest to Teach	14
Improving the Spelling Skills of Children/Young People Hardest to Teach	14
Improving the Number Skills of Children/Young People Hardest to Teach	14
Improving the Vocabulary and Comprehension skills of Children/Young People Hardest to Teach	14

SEND & Inclusion Courses for Summer 2024

STS

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
A celebration of Autism Acceptance & Neurodiversity week	10 th April 2024 4:00 - 5:00pm via teams	All staff	A celebration of Autism Acceptance & Neurodiversity week	To book a place; click here
Twilight Event; An Outline of Specific Maths Difficulties	15 th April 2024 4:00pm - 5:00pm Via teams	SENDCos, Teachers, TAs Free to STS subscribing schools £20 to non-subscribing schools per session	An outline of Specific Maths Difficulties; Overview: - To understand what specific maths difficulties are - To understand how specific maths difficulties are different from other maths difficulties - Sign posting to maths support to aid specific maths difficulties.	To book a place: click here
Youth Mental Health First Aid England (MHFA) 2 day (must attend both dates)	18 th April 2024 & 25 th April 2024 8:45 for a 9:00 start - 5:00pm at Northgate House, Warwick	All Staff (WCC offering 1 free place to all schools until July 2024, additional places £275 pp)	The course will aim to provide you with knowledge of mental health & the effect it has on young people & the people surrounding them. It will offer guidance in how to respond & support a young person with mental health difficulties, as well as resources to utilise when appropriate.	Click on link to book: Course booking form · MHFA England
AET; Making Sense of Autism; raising awareness (MSA) Via teams	23 rd April 2024 9:30 - 11:00am & 6 th June 2024 3:45 - 5:15pm	Teachers, teaching assistants, transport staff, governors, senior management, administrators, librarians and other relevant service staff	The Autism Education Trust develops capacity to meet the needs of pupils on the Autism Spectrum, by improving the knowledge, skills and confidence of educational practitioners in understanding and responding to the needs of children and young people with Autism. Your school must have already had whole school training to attend this session. To book whole school training please email; team2education@warwickshire.gov.uk	To book: click here
Cost: Free to all schools and settings as part of WCC's Local Offer for all children and young people with SEND				
AET; Good Autism Practice (GAP) Autism Education Trust programme Via teams	9 th May 2024 9:30 - 12:30pm & 2 nd July 2024 9:30 - 12:30pm	The two staff attending free GAP places should include one person who can advocate for autistic pupils (e.g. SENCO or SLT) an 'Autism Champion'	Aims are to support practitioners who work directly with autistic pupils; • Develop their knowledge & understanding of good Autism practice, • Reflect on & improve their practice in working with autistic pupils. • Understand strategies & approaches they can draw upon for autistic pupils they work with. • Reflect on the kind of information they need to collect for the one-page profile & for the pupil-centred education plan. • Consider how to involve the autistic pupil & their family in the pupil's education. Enhance & embed inclusive practice for autistic pupils.	You must have already attended whole school training; Making Sense of Autism (MSA) To book: click here
<i>2 free places for schools with Warwickshire pupils as part of WCC's Local Offer for all children and young people with SEND</i>				
Twilight Event Vocabulary - 'Closing the Word Gap'	13 th May 2024 4:00pm - 5:00pm Via teams	SENDCos, Teachers, TAs Free to STS subscribing schools £20 to non-subscribing schools per session	Vocabulary 'Closing the Word Gap' is an ongoing challenge. An opportunity to look at how best to tackle this from Reception Through to Key Stage 3 Whole school approaches and practical strategies	To book; click here

STS

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
AET; Autism & Anxiety module Via teams	16 th May 2024 1:00 - 3:00pm Cost: £50 per delegate	All staff	This module on autism and anxiety in schools will provide delegates with an understanding of what we mean by anxiety, how it appears in autistic children and young people (CYP), what the key triggers are, and what teaching staff can do to support autistic pupils. You must have already attended Making Sense of Autism & also Good Autism Practice training	To book: click here
Twilight Event; Supporting autistic girls (primary and secondary)	21 st May 2024 4:00pm - 5:00pm Via teams	SENDCos, Teachers, TAs Free to subscribing Schools £20 to non- subscribing schools per session	Supporting autistic girls (primary and secondary)	To book; click here
Demand Avoidance (PDA) Training Via teams	10 th June 2024 9:30 - 12:30pm Cost: £75	Teachers & TAs	A school focus, designed for practitioners supporting a student who has diagnosis of Autism with Demand Avoidance features / PDA.	To book Demand Avoidance (PDA) Training
De-Escalation Training Via teams	13 th June 2024 1:00 - 4:00pm No cost to Warks schools	Primary and Secondary Core Training Offer	It covers key concepts and strategies around de-escalation for the majority of pupils in mainstream settings. This session is a more in-depth look with time to reflect on your own setting and learners. To attend you must be from a trained school. This course is open to new starters and people who have missed training, in a trained school. If unsure if a trained school email; team2education@warwickshire.gov.uk	To book; click here
Twilight Event; Use of Quiet Spaces for Calming Distressed Children	18 th June 2024 4:00pm - 5:00pm Via teams	SENDCos, Teachers, TAs Free to STS subscribing schools £20 to non- subscribing schools per session	How can we provide the quiet spaces that distressed children need, in an increasingly challenging school environment?	To book; click here

SEND

EVENT TITLE	DATE	AUDIENCE	BOOK THROUGH
Primary SENDCo Network Meeting St Michael's Church, Budbrooke, Warwick	TBC 1:30 - 4:00pm	Primary SENDCos Free to all State Funded Warwickshire Schools	To book:
Primary SENDCo Network Meeting Via teams	TBC 2:00 - 4:00pm	Primary SENDCos Free to all State Funded Warwickshire Schools	To book:
Secondary SENDCo Network Meeting St Michael's Church, Budbrooke, Warwick	25 th June 2024 2:00 - 4:30pm	Secondary SENDCos Free to all State Funded Warwickshire Schools	To book; click here

The following courses are virtual via Microsoft

(you will need to book via the booking forms, a link will be emailed to you nearer the date)

EMTAS

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
Bell Foundation Comprehensible English for New Arrivals using EAL: KS1, KS2	16 th April 2024 1:15 - 3:15pm Via teams	The session is relevant for all members of staff within the school setting, from administrators to teachers and senior leaderships teams	Aims to raise awareness of what is and what is not comprehensible, accessible English Language for learners who use EAL, particularly those who are New to English or in the Early Acquisition stages. The session considers what makes English difficult to understand & introduces a range of easy-to-use strategies for giving instructions & checking understanding which can be used both in and out of the classroom.	To book; Bell Foundation Comprehensible English for New Arrivals using EAL: KS1 & KS2
Secondary version available email: emtasadmin@warwickshire.gov.uk for details				
Supporting Refugees in Warwickshire Schools	23 rd April 2024 1:30 - 3:15pm Via teams	All staff	This session covers: - The terminology used for different migrant groups; their rights & entitlements. - Admissions & Induction arrangements - providing a welcome - Pastoral care & nurturing environment - Revision of systems, policies & ethos within the school - what does the research say? - Curriculum access; - Working with parents & community.	To book; Supporting Refugees in Warwickshire Schools
Bell Foundation Adaptive Teaching for learners using EAL: KS1, KS2	25 th April 2024 1:15 - 3:15pm Via teams	Teaching staff Teaching assistants EAL co-ordinators	Session aims to encourage practitioners to share adaptive teaching strategies they use to support the English language needs of learners using EAL. It introduces a range of easy to use strategies that can be implemented immediately into teaching & learning without lowering expectations of the pupils. Guidance is provided on how to effectively adapt teaching in a responsive way to meet the language development needs of pupils who use EAL alongside curriculum learning.	To book; Bell Foundation Adaptive Teaching for learners using EAL: KS1 & KS2
Secondary version available email: emtasadmin@warwickshire.gov.uk for details				
Racing to English Via teams	30 th April 2024 1:15 - 3:30pm & 21 st May 2024 1:15 - 3:30pm (must attend both sessions)	Racing to English is an EAL programme that contains over 350 activities that supports learners from a range of ages and stages in EAL.	This training aims to build EAL capacity in schools. The following is essential criteria for participating schools: <ul style="list-style-type: none"> schools have completed the Assessing EAL New Arrivals course. schools have purchased the full pack of programme resources; www.racingtoenglish.com This course has been designed in collaboration with Gordon Ward.	To book; Racing to English
Meeting the Needs of Children with English as an Additional Language in the Early Years	2 nd May 2024 18:00 - 19:30pm & 9 th May 2024 18:00 - 19:30pm (must attend both dates) Via teams	Classroom Teachers, TAs, SEND and EAL Co coordinators	Gain a better understanding of what is distinctive about EAL learners in the early years. Have an increased awareness of the theoretical basis on which principles of best practice are based. Understand the stages of second language acquisition. Identify effective practical strategies to support EAL development. Develop ways to foster strong home-school partnerships to ensure continuity for the child. SEND in EAL children.	To book; Meeting the Needs

The following courses are virtual via Microsoft

(you will need to book via the booking forms, a link will be emailed to you nearer the date)

EMTAS emtasadmin@warwickshire.gov.uk

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
Assessing EAL New Arrivals Training (Primary) Via teams	7 th May 2024 1:00 - 3:30pm & 14 th May 2024 1:00 - 3:30pm (must attend both dates)	Senior Teachers (SENDCo/EALCO & TAs) Academies: £120 - for 2 delegates	Feedback has shown it is essential for participating schools to send two staff members, ideally one senior teacher (SENDCo/EALCO) & one TA for schools to get the best outcomes for the training. Cost: two funded places for all LA schools	To book click here: Virtual Assessing EAL New Arrivals Primary
EAL SEND Identifying and addressing SEN needs in EAL learners	5 th June 2024 1:00 - 3:30pm Via teams	Classroom Teachers, TAs, SEND and EAL Co 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; EAL SEND Identifying and addressing SEN needs in EAL learners
*To attend this course, you must have already completed Assessing EAL New Arrivals training for more details email emtasadmin@warwickshire.gov.uk				
Bell Foundation; Teaching Assistants: Working with learners using EAL: Primary	11 th June 2024 1:15 - 3:15pm Via teams	Teaching assistants in primary settings. Classroom support staff in primary settings	This session aims to familiarise teaching assistants (TAs) with some of the challenges that learners using EAL might face when learning English and learning through English at the same time. It explores what makes English difficult to understand and to think of ways in which learners who use EAL can be supported by introducing practical, easy to use strategies to develop the language skills they need to fully access the curriculum	To book; Bell Foundation; Teaching Assistants: Working with learners using EAL: Primary
Secondary version available email: emtasadmin@warwickshire.gov.uk for details				
Bell Foundation Language awareness for Teaching staff: KS1 & KS2	19 th June 2024 1:15 - 3:15pm Via teams	Classroom Teachers, TAs, Heads of Department/Head of Year	This session for teachers and school staff who want or need to improve their own knowledge and understanding of language and how it works. The session considers why all teachers have a responsibility to support their learners using EAL in developing the English language proficiency needed to fully access the curriculum. It looks in detail at specific aspects of language that learners who use EAL may have difficulty with and provides ideas of how to support learners in learning and using this language.	To book; Bell Foundation Language awareness for teaching staff: KS1 & KS2
Bell Foundation Leading a whole school strategy for EAL	24 th June 2024 1:15 - 3:15pm Via teams	Senior Leadership Team EAL co-ordinators Staff with responsibility for leading on EAL	This session is for school leaders who are seeking innovative ways to drive evidence informed, impactful interventions for learners who use EAL. The session signposts school-wide systems, resources and training that will actively promote improved educational outcomes for EAL learners by considering the priorities, preferences and constraints in their specific settings.	To book: Bell Foundation Leading a whole school strategy for EAL

The following courses are virtual via Microsoft
(you will need to book via the booking forms, a link will be emailed to you nearer the date)

EMTAS emtasadmin@warwickshire.gov.uk

EAL Network meetings:

Early Years EAL Network Meeting	16 th May 2024 6:00 - 7:00pm Via teams	EAL Co-ordinator, SENDCo, Class Teachers, TAs, SLT	To book; click here
Joint Primary & Secondary EAL Network Meeting	27 th June 2024 1.30 - 3:00pm Trinity School, Guys Cliffe Ave, Leam Spa, CV32 6NB	EAL Co-ordinator, SENDCo, Class Teachers, TAs, SLT	To book; click here

Bespoke Training 2024/25

STS

any queries email team2education@warwickshire.gov.uk

EVENT TITLE	AUDIENCE	CONTACT	COURSE DESCRIPTION
Staff Wellbeing	Bespoke training for whole school staff	Please email: emmadonnely@warwickshire.gov.uk	A whole school, practical approach to managing staff wellbeing. Delegates will have time to reflect on their own wellbeing and how they can support themselves and their colleagues. Can be delivered face to face or virtually.
Inference Training (sessions for Inference training will not be available until after Spring 25)	SENDCo, Teachers & TAs	Please email: team2education@warwickshire.gov.uk	Inference training is a group intervention for students in KS2 and KS3 who decode adequately but fail to get full meaning and enjoyment from their reading. It is a particularly valuable intervention for students who have low language skills, or for EAL learners who can manage to decode adequately. Evidence suggests one in ten pupils who decode satisfactorily, fail to get full meaning and enjoyment from reading. As a result, they do not achieve their potential in assessments.
Precision Teaching	SENDCo, TAs	Please email: team2education@warwickshire.gov.uk	Precision Teaching is a method of planning a teaching programme to meet the needs of an individual young person who is experiencing difficulty with acquiring or maintaining skills. It has an inbuilt monitoring function and is a means of evaluating the effectiveness of what is being taught. It can be used in early years, primary and secondary settings and can be applied numeracy and literacy skills. It is highly effective, easy to administer and an enjoyable experience for students.
Theory and Practice of De-escalation	Whole staff training, mainstream settings - primary and secondary Core Training Offer No cost to Warks schools	Please email: emmadonnely@warwickshire.gov.uk	This training covers key concepts and strategies around de-escalation for the majority of pupils in mainstream settings. The training can either be delivered as one twilight session or a more in depth look, with time to reflect on your own setting and learners, over two twilight sessions.
Develop capacity to meet the needs of Girls on the Autism Spectrum	All staff	Please email: evagodwin@warwickshire.gov.uk	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
Lego Training - A programme based on the original approach (LeGoff et al., 2014) to improve the social skills of children with communication and interaction needs, although all children could benefit.		Please email: North: louisehunt@warwickshire.gov.uk South: paulfellows@warwickshire.gov.uk East: clairebatchelor@warwickshire.gov.uk	Consist of a 1-hour session per week for 6 weeks: <ul style="list-style-type: none"> • Comprise of the same 3 children each week, one of whom should be a positive role model. • Be led by an STS Specialist • Be supported by one member of the school staff
Autism with Demand Avoidance (PDA) Training	All staff	Please email: evagodwin@warwickshire.gov.uk or call: 01926 476600	A training session with a school focus, designed for practitioners supporting a student who has a diagnosis of Autism with Demand Avoidant features / PDA
Communication Friendly Environments	All staff working in school	Please email: louisehunt@warwickshire.gov.uk	Develops a shared understanding as to what is meant by a Communication Friendly Environment

EVENT TITLE	AUDIENCE	CONTACT	COURSE DESCRIPTION
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 email: North: louisehunt@warwickshire.gov.uk South: paulfellows@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
Cued Articulation	All staff	For further details please email: amandaburley@warwickshire.gov.uk	Cued Articulation is a set of hand cues for teaching the individual sounds in a word. Cued Articulation is a system where individual sounds being taught/or targeted can be made explicit. The cues enable the learner to 'see a sound'. The hand cues work well with many literacy schemes. Cued Articulation has been used with great success to support literacy teaching with students of all ages and abilities. However, it has been shown to be of particular benefit to students with additional needs such as: <ul style="list-style-type: none"> • Speech sound difficulty • Phonological awareness difficulty • Hearing impairment • English is a second language (EAL) Part One – Consonant cues (3 hours) Part Two – Vowel cues (3 hours)
Word Aware: Teaching Vocabulary Across the Day, Across the Curriculum	All staff	For further details please email: alisonkemp@warwickshire.gov.uk	Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage - including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of all students. This approach is full of practical and inspiring ideas that can be easily applied by busy classroom practitioners to develop both spoken and written vocabulary. Can be delivered as a whole day/whole school training or as 3 twilight sessions (1.5 hours each)

EVENT TITLE	AUDIENCE	CONTACT	COURSE DESCRIPTION
<p>Autism Spectrum Awareness through the Autism Education Trust. Making Sense of Autism (MSA); raising awareness.</p> <p>It will support participants to:</p> <p>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.</p> <p>Identify the key areas to help pupils on the Autism. Spectrum build positive relationships with staff, peers, families and people in their wider community.</p> <p>Develop an awareness of the sensory and communication differences that pupils on the Autism Spectrum may experience.</p>	<p>Basic Autism awareness training for all staff within school-age education settings, mainstream & specialist services. This includes teachers, teaching assistants, transport staff, governors, senior management, administrators, librarians & 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</p>	<p>Please email: evagodwin@warwickshire.gov.uk</p>	<p>Time: 1 ½ hours for the whole session delivered via teams. This is usually delivered as a twilight session but can also form part of a training day.</p> <p>Cost: delivered free to all schools and settings as part of Warwickshire's Local Offer for all children and young people with SEND</p>
<p>Good Autism Practice (GAP) through the Autism Education Trust Schools Programme. Following the completion of Making Sense of Autism (MSA), this training will enable practitioners working with learners on the autism spectrum to deepen their knowledge and engage with experienced staff. After completing participants will be able to:</p> <ul style="list-style-type: none"> - Develop their knowledge of how the key areas of difference can impact on the learning of autistic pupils. - Understand the importance of involving the pupil and family in the pupil's education. - Consider the approaches, strategies, and adaptations they can implement to remove barriers to participation and learning for autistic pupils. - Reflect on how knowledge about autism and the individual autistic pupil can inform the one-page profile and the pupil-centred education plan. 	<p>This module is for practitioners who work with autistic pupils (5–16)</p>	<p>Please email: evagodwin@warwickshire.gov.uk</p>	<p>Time: 9.30am -12:30pm</p> <p>Can delivered in an identified central location costing £100 per person, or if delivered to a whole setting for all staff, email Eve Godwin for the cost.</p> <p>Includes access to evidence based strategies</p>
<p>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:</p> <p>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</p>	<p>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, SENDCO, and Inclusion Managers</p>	<p>Please email: evagodwin@warwickshire.gov.uk</p>	<p>Time: half a day training or extended twilight</p> <p>Cost: delivered in an identified central location costing £110 per person or delivered to a whole setting for all staff</p>

EVENT TITLE	COURSE DESCRIPTION	CONTACT
Assessing EAL New Arrivals (Secondary)	This training aims to build EAL capacity in schools. Therefore, an essential criteria for participating schools is to send two staff members, ideally one senior teacher coordinating whole school provision and one TA to deliver direct pupil support. Following this training, schools are expected to carry out the EAL baseline assessment, identify targets and monitor progress using the Plan, Do, Review cycle to ensure quality provision for their EAL learners. Further EMTAS coaching is available, where appropriate, through joint working with school delegates post training	Please email: magdadylag@warwickshire.gov.uk or nikkiajibade@warwickshire.gov.uk
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	Please email: 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	Please email: 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	Please email: 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	Please email: 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	Please email: 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	Please email: 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	Please email: magdadylag@warwickshire.gov.uk or nikkiajibade@warwickshire.gov.uk

EPS All enquiries for bespoke courses to: eps@warwickshire.gov.uk

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
An Introduction to Understanding and Supporting Emotionally Based School Avoidance	To become familiar with a definition of EBSA and begin to spot 'risk factors'. To understand trigger and maintaining factors. To consider information gathering approaches. To learn about EBSA support strategies, including the role of the school in supporting EBSA, 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
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 Awareness Training	A twilight training course to enhance the role of Primary School Teachers and Teaching Assistants in supporting Autistic children and young people. - Introduces Autism, its history and the Dyad of Impairments - Discusses the strengths and challenges of Autistic children. - Looks at Executive Function and problems seen where there is a deficit. - Considers the effect of Central Coherence for Autistic pupils - Introduces sensory differences	Twilight
Autism Strategies Training	A twilight training course to enhance the role of Primary School Teachers and Teaching Assistants in supporting Autistic children and young people. 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 Autistic. This Course: - Compares the gender differences in Autistic children and young people. - Focuses on the challenges for girls in both primary and secondary settings. - Highlights strategies to support girls	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
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
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
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
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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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
Supporting Children with Demand Avoidant Characteristics	Course aims: <ul style="list-style-type: none"> - 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 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
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	
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: <ul style="list-style-type: none"> - 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

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
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
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) 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
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