



**Specialist
Teaching
Service**

**Ethnic
Minority and
Traveller
Achievement**

**Integrated
Disability
Service**

**Educational
Psychology
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 bespoke training together with professional development opportunities to help address increasingly varied and complex needs.

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

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 a diverse range of SEND needs.

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

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

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BESPOKE TRAINING

Staff Wellbeing

Precision Teaching

Theory and Practice of De-escalation

Develop capacity to meet the needs of Girls on the Autism Spectrum

Lego Training - A programme developed based on the original approach (LeGoffet al., 2014)

Autism with Demand Avoidance (PDA) Training

Communication Friendly Environments

Developing an understanding of reluctant talkers.

Autism Spectrum Awareness through the Autism Education Trust Making Sense of Autism

Updated Good Autism Practice through the Autism Education Trust Schools Programme

Introduction to Autism Progression framework

Cued Articulation

Assessing EAL New Arrivals (Secondary)

Talking Partners @ Secondary

Talking Partners @ Primary

Classroom Strategies for early stage EAL Learners

The Role of the EAL Coordinator

Bilingual Reading Development

Developing Writing Skills for EAL Learners

Parental Partnership working with EAL Parents

Word Aware

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

Maximising the Impact of Teaching Assistants (for teaching assistants)

Maximise the impact of Teaching Assistants (for senior staff)

Exploring Feelings: Using Cognitive Behavioural Therapy (CBT) based techniques to manage anxiety or anger

An Introduction to Understanding and Supporting Emotionally Based School Avoidance

Behaviour as Communication

An Introduction to ADHD

Homunculi Approach: CBT based intervention designed for pupils with Autism Spectrum Conditions

Autism Awareness Training

Autism Strategies Training

Girls on the Autism Spectrum

An Introduction to Sensory Processing supporting teaching and learning in the classroom

An Introduction to understanding Executive Function skills

Anxiety

Managing Exam Stress

Understanding the Effects of Divorce and Separation

Psychological Approaches for Supporting Children with ADHD

Instructional Psychology - What Works to Improve Literacy Skills?

A Psychological Introduction to Whole School Approaches to meeting Social, Emotional and Mental Health Needs

Instructional Psychology - Assessment for Intervention

Instructional Psychology - Supporting Children with Literacy Difficulties in Secondary Education

The Voice of the Child - Psychological Approaches to Gaining Pupil Views

Parent Course on Mental Health and Wellbeing

Understanding and Responding to Social, Emotional and Mental Health Needs in Primary Aged Students

Positive and Possible Approaches to Behaviour Management

Supporting Children with Demand Avoidant Characteristics

Supporting Children with Attention Difficulties

Improving the Learning of Children/Young People Hardest to Teach

Attachment Needs in the Classroom

Supporting Stress, Anxiety and Depression in Secondary Aged Pupils

Reality Therapy - A Cognitive-Behavioural Method of Communicating, Managing and Coping. It is Solution-Focussed and Views the Individual as Responsible for their Behaviour

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

Paired Reading

An introduction to Emotion Coaching

Developing Emotional Literacy Skills in Post 16 students

Nurturing Schools Training

Improving the Reading Skills of Children/Young People Hardest to Teach

Improving the Spelling Skills of Children/Young People Hardest to Teach

Improving the Number Skills of Children/Young People Hardest to Teach

Improving the Vocabulary and Comprehension skills of Children/Young People Hardest to Teach

SEND & Inclusion Courses for Autumn Term 2023

STS – Twilight Events

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
Twilight Event; An Introduction to Speech, Language, and Communication Needs	8 th October 2024 4:00pm – 4:45pm Via teams	SENDCos, Teachers, TAs	Use of Early Years/ Key Stage Screening Tools	To book a place: Booking Form Link
Twilight Event; SEMH Assessment Tools	15 th October 2024 4:00pm - 5:00pm Via teams	SENDCos, Teachers, TAs	This session will focus on the range of assessments and screens available to support schools in identifying SEMH needs and how schools can use this information to inform effective support.	To book a place: Booking Form Link

These events are free to subscribing schools. Non-subscribed schools will be charged £20 per session.

STS – Autism Education Trust Training

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
AET Making Sense of Autism; raising awareness (MSA)	24 th September 2024 9:30 – 11:00am Via teams - or - 12 th November 2024 3:45 – 5:15pm Via teams	Teachers, TAs, transport staff, governors, senior management, administrators, librarians and other 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 within the last three years to attend this session.	Please click here
Demand Avoidance (PDA) Training	26 th September 2024 9:30am - 12:30pm Cost: £75 Via teams	Teachers & TAs	A school focus, designed for practitioners supporting a student who has diagnosis of Autism with Demand Avoidance features/PDA.	To book click; Demand Avoidance (PDA) Training
Good Autism Practice - (GAP) Autism Education Trust (AET) schools programme	22 nd October 2024 9:30am - 12:30pm Via teams - or - 27 th November 2024 9.30 - 12.30pm Via teams <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>	The two staff attending for the free GAP places should include one person who can advocate for autistic pupils (e.g. SENCO or SLT) i.e. an 'Autism Champion'	Aims are to support practitioners who work directly with autistic pupils to: <ul style="list-style-type: none"> • 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 Attendees must have already attended Making Sense of Autism Training	Please click here
AET Autism & Anxiety Module	3 rd October 2024 12:30 – 2:30pm Cost: £70 per delegate Via Teams	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. Attendees must have already attended Making Sense of Autism & also Good Autism Practice training	Please click here

STS – Mental Health First Aid (MHFA)

EVENT TITLE	DATE	COURSE OUTCOMES	BOOK THROUGH:
Youth Mental Health First Aid England (MHFA) 2 day	9 th Oct 2024 & 16 th Oct 2024 8:45am for a 9:00am start - 5:00pm Location: Hawkes Point, Leamington Spa Must attend both dates	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 MHFA England
Youth Mental HealthFirst Aid ½ day Awareness Training Course	26 th November 2024 1:00pm to 4:00pm Via teams	Understanding the importance of having mentally aware staff & how to equip them with the skills to assist. Course is available to parents, carers & teachers of age 8-18 years of age. The resources, insights & practical learning is in a safe space, with small numbers. This is a great foundation for knowing what to do if your young person is experiencing challenges around their wellbeing	To book a place click: Course Booking MHFA England

MHFA Course Costs:

2-day course: WCC are currently offering 1 free place to all schools, additional places will cost £275 per delegate.

Half Day: WCC are offering 2 free places on this course to each WCC school, until July 2024. Additional places will cost £75 per delegate.

SENDCo Network Meetings

EVENT TITLE	DATE	AUDIENCE
Primary SENDCo Network Meeting	6 th November 2024 1:30 - 4:00pm St. Michaels Centre, Warwick	Primary SENDCos Free to all State Funded Warwickshire Schools
Primary SENDCo Network Meeting	7 th November 2024 2:00 - 4:00pm Via teams	Primary SENDCos Free to all State Funded Warwickshire Schools
Secondary SENDCo Network Meeting	24 th November 2024 2:00 - 4:30pm St. Michaels Centre, Warwick	Secondary SENDCos Free to all State Funded Warwickshire Schools

Booking information will be available on the SENDCo Network Flyers sent out in the Autumn Term 2024.

IDS - Physical Disability Team

The following courses will be held virtually via Microsoft Teams

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

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	Cost	BOOK THROUGH
Advice and Support Session Focus: Supporting a pupil with a physical disability, how to get started.	Friday, 6 th September 2024 1:30pm to 3:00pm	SENCO's and SLT	An overview of the support needed for pupils with a physical disability. This will include areas such as duties under the equality act 2010, health and safety requirements, curriculum access and working with professionals.	Free to attend	To book please click the following link: Booking Form
Advice and Support Session Focus: All about recording	Friday, 20 th September 2024 1:30pm to 3:00pm	SENCO's, SLT and TA's	Recording – How young people record their work, written curriculum access, the use of ICT, Exam Access.	Free to attend	To book please click the following link: Booking Form
Advice and Support Session Focus: All you need to know about planning and organising trips and visits	Friday, 18 th October 2024 1:30pm to 3:00pm	SENCO's, SLT, Teachers (Educational Trip Co-ordinators)	Trips and Visits	Free to attend	To book please click the following link: Booking Form
Advice and Support Session Focus: A guide to supporting a pupil in PE and practical subjects	Friday, 15 th November 2024 1:30pm to 3:00pm	All staff	PE and Practical Subjects	Free to attend	To book please click the following link: Booking Form
Advice and Support Session Focus: Health and Safety – Positive Risk Taking	Friday, 6 th December 2024 1:30pm to 3:00pm	All staff	Health and Safety – Positive Risk Taking	Free to attend	To book please click the following link: Booking Form

IDS – Physical Disability Team – Manual Handling

The following courses will be held virtually via Microsoft Teams

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

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	Cost	BOOK THROUGH
Manual Handling Theory Training	Monday, 2 nd September 2024 1:30pm to 3:00pm	Identified Staff working with pupils. (Inc cover staff)	Mandatory Theory Session for staff who provide Manual Handling or Support to pupils with a physical disability on our allocation list.	Free to attend	To book please click the following link: Booking Form
	- or -				
	Wednesday, 4 th September 2024 3:45pm to 5:15pm				
	- or -				
	Thursday, 26 th September 2024 3:45pm to 5:15pm				
- or -					
Tuesday 8 th October 2024 9:30am to 11:00am					

IDS – Makaton Training

Important Note: The Makaton Course dates are limited to 12 attendees and as such bookings are made on a first come, first served basis. If your chosen date becomes fully booked your details will be added to the waiting list should a space become available. All places will be confirmed via email.

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	Cost	BOOK THROUGH
Makaton – Move Up Support Sessions	Monday, 23 rd September 2024 3:45pm to 5:15pm - or - Tuesday, 24 th September 2024 3:45pm to 5:15pm - or - Monday, 7 th October 2024 3:45pm to 5:15pm All sessions will be held online via Microsoft Teams	For two identified staff members working with a supported pupil	This session is for teaching and support staff of pupils identified by IDS Specialist teachers who use Makaton for their communication. Max. 2 staff per pupil. Staff will be shown around 40 key signs and symbols that are useful within a school setting.	Free of Charge	This needs to be booked through IDS Please email idsteachingandlearning@warwickshire.gov.uk to add your staff to the waiting list. Places will be confirmed by email.
Makaton Levels 1 and 2	This course will take place over two days on: Friday, 11 th October 2024 and Friday 18 th October 2024. 9:00am to 3:30pm Training will be held at Shire Hall, First Floor Meeting Room 10	Identified Members of staff, including SENCO, Teachers, TA's.	Level 1 & 2 training provides a practical introduction to the Makaton Language Programme. Sessions include discussing commonly asked questions, hints and tips for effective signing and symbol use and how to start using Makaton in everyday situations at home or work. You will also learn the signs and symbols from Stages 1,2,3 &4, and some of the Additional stage, of the Core Vocabulary.	£154.00 (£77.00 per day)	This needs to be booked through IDS Please email idsteachingandlearning@warwickshire.gov.uk to add your staff to the waiting list. Places will be confirmed by email.
Makaton Levels 3 and 4	This course will take place over two days on:	Identified Members of staff, including SENCO, Teachers, TA's.	Level 3 and 4 training helps you to improve and develop your signing and symbol skills and how to use them effectively every day. You will revise the signs and symbols you learned in your Level 1 and 2 training, and learn the signs and symbols for Stages 5, 6, 7 & 8 of the Core	£154.00 (£77.00 per day)	This needs to be booked through IDS Please email idsteachingandlearning@warwickshire.gov.uk

	<p>Monday, 11th November 2024 and Monday, 18th November 2024 9:00am to 3:30pm</p> <p>Training will be held at Shire Hall, First Floor Meeting Room 10</p>		<p>Vocabulary. We will concentrate on developing your Makaton skills through further development of interpretation and translation as well as looking at adapting Makaton to ensure inclusive approaches.</p> <p>Attendees must have completed Makaton Levels 1 and 2</p>		<p>v.uk to add your staff to the waiting list. Places will be confirmed by email.</p>
<p>Makaton Safeguarding Course</p>	<p>This course will take place over two days on:</p> <p>Monday, 2nd December 2024 and Monday, 9th December 2024 9am to 3:30pm</p> <p>Training will be held at Shire Hall, Second Floor Meeting Room 23</p>	<p>Identified Members of staff, including SENCO, Teachers, TA's.</p>	<p>The Makaton Safeguarding workshop is designed to support professionals and carers of children and adults with severe communication and learning disabilities. The workshop builds on existing knowledge of signs and symbols and provides instruction for extra signs and symbols specific to this area of need and access to further resources.</p> <p>Participants are invited to consider differing protocols and practice. Activities of the workshop will enable participants to consider how the vocabulary may be safely applied to promote communication for people who use Makaton within a range of levels and contexts.</p> <p>This unique workshop provides signs and symbols for a range of vocabulary covering a number of topics:</p> <ul style="list-style-type: none"> • People: family, relationships and people around us • Body parts and clothes • Places • Feelings: feelings, thoughts and behaviours (including bullying and abuse) • Sexual behaviour <p>Attendees must have completed Makaton Levels 1 and 2</p>	<p>£159.00</p>	<p>This needs to be booked through IDS Please email ids@warwickshire.gov.uk to add your staff to the waiting list. Places will be confirmed by email.</p>

IDS - Deaf Awareness Training

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
Deaf Awareness Training <i>Free of charge</i>	1 st October 2024 1:00pm - 3:30pm Shire Hall, Collaboration Room 1 - or - 3 rd October 2024 1:00pm - 3.30pm at Kings House 2 nd Floor	Class teachers, TAs and SENCOs	Helping Pupils with a Hearing Loss in School. To understand the hearing loss of the pupil(s) in your class/school & the technology used to support them; <ul style="list-style-type: none">• To understand the impact of a hearing loss on a child's development.• To know & understand strategies & resources that can be used to support children with a hearing loss.	To book a place; Click Here

EMTAS

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

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
Meeting the Needs of Children with English as an Additional Language in the Early Years	3 rd Oct 2024 18:00 - 19:30pm & 10 th Oct 2024 18:00 - 19:30pm (must attend both dates)	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 click here
Assessing EAL New Arrivals Training (Primary)	1 st Oct & 8 th Oct 2024 1:00 - 3:15pm (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
Racing to English	12 st Nov & 3 rd Dec 2024 1:00 - 3:15pm (must attend both dates)	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; https://www.itrackeducation.com/product/racing-to-english-download/ This course has been designed in collaboration with Gordon Ward.	To book click here

EMTAS – Bell Foundation

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

EVENT TITLE	DATE	AUDIENCE	COURSE OUTCOMES	BOOK THROUGH
Bell Foundation Leading a whole school strategy for EAL	17 th Sept 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 click here
Bell Foundation; The Role of EAL Coordinator	8 th Oct and 15 th October 2024 1:15 - 3:15pm Via teams	Classroom Teachers, TAs, SEND and EAL Co coordinators	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	To book click here
Bell Foundation; Adaptive Teaching for learners using EAL: KS1, KS2 Secondary version available please email: team2education@warwickshire.gov.uk	5 th Nov 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 click here
Bell Foundation; Teaching Assistants: Working with learners using EAL: Primary Secondary version available please email: team2education@warwickshire.gov.uk	26 th Nov 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 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 click here
Bell Foundation; Comprehensible English for New Arrivals using EAL: KS1, KS2 Secondary version available, please email: team2education@warwickshire.gov.uk	10 th Dec 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 click here

EMTAS – EAL Network Meetings

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

EVENT TITLE	DATE	AUDIENCE	BOOK THROUGH
Early Years EAL Network Meeting	7 th Nov 2024 6:00 -7:00pm Via teams	EAL Co-ordinator, SENDCo, Class Teachers, TAs, SLT	To book click here
Primary EAL Network Meeting	22 nd Oct 2024 1:15- 2:45pm Via teams	EAL Co-ordinator, SENDCo, Class Teachers, TAs, SLT	To book click here
Secondary EAL Network Meeting	23 rd Oct 2024 1:15 - 2:45pm Via teams	EAL Co-ordinator, SENDCo, Class Teachers, TAs, SLT	To book click here

Bespoke Training 2024/2025

STS

any queries email team2education@warwickshire.gov.uk

EVENT TITLE	AUDIENCE	CONTACT	COURSE DESCRIPTION
Staff Wellbeing	Bespoke training for whole school staff Can be delivered face to face or virtually.	Please email: emmadonnelly@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.
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: emmadonnelly@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.
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, SEN 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)

STS

any queries email team2education@warwickshire.gov.uk

EVENT TITLE	AUDIENCE	CONTACT	COURSE DESCRIPTION
Develop capacity to meet the needs of Girls on the Autism Spectrum	All staff	Please email: evegodwin@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.	Teaching assistants	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: evegodwin@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	Please email: louisehunt@warwickshire.gov.uk	Develops a shared understanding as to what is meant by a Communication Friendly Environment
Developing an understanding of reluctant talkers. An overview of The Selective Mutism Resource Manual by Maggie Johnson and Alison Wintgens	Teachers, TAs, SENCo and 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

EVENT TITLE	AUDIENCE	CONTACT	COURSE DESCRIPTION
<p>Autism Spectrum Awareness through the Autism Education Trust. Making Sense of Autism (Tier 1); raising awareness.</p>	<p>Teachers, teaching assistants, transport staff, governors, senior management, administrators, librarians & other relevant service staff.</p>	<p>Please email: evegodwin@warwickshire.gov.uk</p>	<p>Basic Autism awareness training for all staff within school-age education settings, mainstream & specialist services. 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. Cost: delivered free to all schools and settings as part of Warwickshire's Local Offer for all children and young people with SEND. 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.</p>
<p>Good Autism Practice (Tier 2) through the Autism Education Trust Schools Programme. Following the completion of Making Sense of Autism (Tier 1),</p>	<p>This module is for practitioners who work with autistic pupils (5–16)</p>	<p>Please email: evegodwin@warwickshire.gov.uk</p>	<p>Time: 9.30am -12:30pm Can delivered in an identified central location costing £100 per person, or if delivered to a whole setting for all staff. 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: - 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. Includes access to evidence based strategies.</p>
<p>Introduction to the Autism Progression framework.</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</p>	<p>Please email: evegodwin@warwickshire.gov.uk</p>	<p>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. 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</p>

	and Assistant Head teachers, SENDCO, and Inclusion Managers		
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EVENT TITLE	AUDIENCE	CONTACT	COURSE DESCRIPTION
Cued Articulation	All staff	For further details please email: amandaburley@warwickshire.gov.uk	<p>Cued Articulation is a set of hand cues for teaching the individual sounds in a word. It 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 particular benefit to students with additional needs such as:</p> <ul style="list-style-type: none">• Speech sound difficulty• Phonological awareness difficulty• Hearing impairment• English is a second language (EAL) <p>Part One – Consonant cues (3 hours) Part Two – Vowel cues (3 hours)</p>

EMTAS

any queries email team2education@warwickshire.gov.uk

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

EVENT TITLE	COURSE DESCRIPTION	LENGTH
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 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 Executive Function skills. 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	Practical workshops
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	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 	Six half day workshops.
Positive and Possible Approaches to Behaviour Management	Behaviour has a communicative function and understanding this can help us to avoid or better manage future challenging behaviour. 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	<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	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	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 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 	A course of three workshops. Half Days
Reality Therapy - A Cognitive-Behavioural Method of Communicating, Managing and Coping.	It is Solution-Focussed and Views the Individual as Responsible for Their Behaviour .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	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	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	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 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