Ethnic Minority Achievement (EMA) Network
CPD courses and events: June 2017 – July 2018

People Directorate
Ethnic minority achievement network CPD programme

The Ethnic Minority Achievement (EMA) Network’s 2017-18 continuing professional development and support programme is timely and relevant. It looks ahead to the challenges brought by the super-diverse Milton Keynes population. The courses will be of most relevant to school leaders and to practitioners who are working with pupils of minority ethnic heritage, pupils who function more than one language or pupils who are from disadvantaged backgrounds.

- There is our annual leadership and practice conference on 14th June 2017 entitled, ‘Superdiversity today: securing positive contexts for learning’. The conference brings to Milton Keynes national figures in the field of pupils’ school performance (minority ethnic and pupils from disadvantaged backgrounds) and in the field of developing and promoting literacy to all pupils. The range of workshops are led by practitioners and leaders from Milton Keynes and elsewhere.
- There are sessions which look at aspects of literacy or mathematics (and which include an in-school follow-up - bring diaries to the first session and book the EMA Network course leader’s 1 ½ to 2 hour practical visit straightaway).
- There are sessions which are to do with keeping specialist knowledge of the field up-to-date – EMAco and support staff development meetings.
- There are sessions which are about the context of the minority ethnic pupil population, including specific networks for EYFS, for schools receiving Syrian refugees and for supplementary schools.

The EMA Network team will also develop in-school training for individual schools. Please contact Janet Gleghorn for more details (ema@milton-keynes.gov.uk).

Costs:
In order to continue to provide this programme, the EMA Network has agreed to introduce a charging policy for attendance at training events. Charges may vary depending on the event, although the majority of courses will be charged at the rates outlined on page 3. Charges for each course will be clearly advertised on the event booking system.
Cancellation Fees / Non Attendance Fees:
The EMA Network appreciates that at times agencies may need to cancel places reserved on training courses. However, this can be costly in terms of wasted resources. Therefore, all cancellations must be made more than 5 working days prior to the course date.

Any cancellations made 5 working days or less before the event date will be charged at 100% of the course cost. For courses offered free of charge, the cancellation charge will be £30-00 for a half-day and £50-00 for a full-day.

In cases where delegates cannot attend, replacements can be sent. The replacement delegate is responsible for clearly marking their attendance on the course register on the day of the event.

Exemptions to this policy will only be made in exceptional circumstances.

<table>
<thead>
<tr>
<th></th>
<th>Half day</th>
<th>Twilight</th>
<th>Full day</th>
<th>Termly EMAco meeting</th>
<th>Termly support staff meeting</th>
<th>New to EMACo course</th>
<th>New to Support staff course</th>
<th>Resource Centre (loans, guidance)</th>
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<tbody>
<tr>
<td>MK LA maintained primary schools</td>
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<td>£25</td>
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<td>Free</td>
<td>£90*</td>
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<td>£210</td>
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* includes 1 ½ days training
# Table of Contents

Ethnic minority achievement network CPD programme ................................................................. 2  
Working your way around this booklet ................................................................................................ 6  
CPD calendar .................................................................................................................................. 7  
Ethnic minority achievement network team ......................................................................................... 10  
Section 1: Ethnic Minority Achievement Development ........................................................................ 12  
  EMA annual conference: ‘Superdiversity’ today – securing positive contexts for learning ..................... 12  
  Support Staff development meeting .................................................................................................. 13  
  EMA co-ordinator development meeting ......................................................................................... 14  
  EYFS: EMA Network and development .......................................................................................... 15  
  EYFS Home School Links: Parents - untapped resources ................................................................. 16  
Developing Effective Partnership; working with supplementary schools .............................................. 17  
Religious Education in our time: understanding religion to inform the delivery of the RE Curriculum .... 18  
EMACo new to the role ....................................................................................................................... 19  
Embedding spiritual, moral, social and cultural (SMSC) education and fundamental British values in your setting .................................................................................................................. 20  
Understanding the background of your Black and minority ethnic pupils ........................................... 21  
Who makes up Milton Keynes? Different groups – their perspectives and cultural needs .................. 22  
Religious Education in our time: developing Islamic awareness ....................................................... 23  
EMACo Support Staff – new to the role ............................................................................................. 24  
Section 2. Pedagogy ............................................................................................................................ 25  
Using technology to accelerate the learning of children with English as an additional language (EAL) ... 25  
Identifying and supporting learners with English as an additional language (EAL) who may have Special Educational Needs (SEN) .................................................................................................................. 26  
Supporting children who arrive in school with little or no English ................................................... 27  
Refreshing practice in EAL: using effective strategies to support learners across the curriculum ....... 28  
Telling it together: Using Storysacks® to support language development ......................................... 29  
Using Barrier Games to develop speaking and listening of your Black and minority ethnic (BME) pupils across the curriculum ........................................................................................................ 30  
Using Persona Dolls to address the needs of your Black and minority ethnic (BME) pupils .................. 31  
Using effective strategies to support learners across the curriculum ................................................. 32  
Developing grammatical accuracy in the writing of learners who have English as an additional language (EAL) .......................................................................................................................... 33  
Nurturing talk ................................................................................................................................... 34  
Section 3: supplementary schools ........................................................................................................ 35  
Approaches to behaviour management in supplementary schools ...................................................... 35  
Basic Safeguarding in partnership with MKSCB for supplementary schools ........................................... 36  
Supporting children in supplementary schools who have special educational needs (SEN) ...................... 37  
Assessment and target setting in supplementary schools ..................................................................... 38  
Effective Teaching Skills in Supplementary Schools (accredited) .................................................... 39  
Teaching a Language in Supplementary Schools (accredited) ............................................................ 40  
Supporting children with SEN in supplementary schools (accredited) ............................................... 41  
Maintaining a safe environment in a supplementary school (accredited) ............................................. 42  
Milton Keynes Supplementary Schools forum .................................................................................... 43
Working your way around this booklet

The courses in this booklet are set out in three categories

- Developing EMA support
- Pedagogy
- Supplementary Schools

Please apply for the training events on the training application form which can be found at the back of this booklet or contact Janet Gleghorn directly. If any course is oversubscribed, you will be asked if you would like to join a waiting list.

Please make every effort to let us know beforehand if a place which has been booked cannot be taken as charges will be incurred for non-attendance. These will vary depending upon the course.

For any courses that are a full day 9.00 until 3.30 please bring lunch with you.

Janet Gleghorn 01908 270409 (ema@milton-keynes.gov.uk)

EMA Network, Rivers Centre, Trent Road, West Bletchley, MK3 7BB
# CPD calendar

## May 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>17th</td>
<td>Supplementary schools’ forum</td>
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## June 2017

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>14th</td>
<td>EMA annual conference: ‘superdiversity’ today</td>
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<tr>
<td>21st</td>
<td>EMA Co-ordinators’ development meeting</td>
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<td>21st</td>
<td>Support staff network meeting</td>
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<td>26th</td>
<td>EYFS Home School Links: Parents - untapped resources</td>
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<tr>
<td>28th</td>
<td>EYFS development meeting</td>
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<tr>
<td>7th</td>
<td>Supporting children in supplementary schools who have special educational needs</td>
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<tr>
<td>13th</td>
<td>Approaches to behaviour management in supplementary schools</td>
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## September 2017

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<th>Date</th>
<th>Event Description</th>
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<tr>
<td>20th</td>
<td>Support Staff development meeting</td>
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<tr>
<td>20th</td>
<td>EMACo development meeting</td>
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<tr>
<td>26th</td>
<td>Developing effective partnership working with Supplementary Schools</td>
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<tr>
<td>26th</td>
<td>Effective Strategies</td>
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<tr>
<td>7th</td>
<td>Supporting children in supplementary schools with SEN</td>
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<td>13th</td>
<td>Basic Safeguarding for Supplementary schools</td>
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<tr>
<td>14th</td>
<td>Teaching a community language in Supplementary schools (10 weeks)</td>
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<tr>
<td>27th</td>
<td>Supplementary schools Forum</td>
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## October 2017

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<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>4th</td>
<td>Understanding Religious Groups</td>
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<tr>
<td>11th</td>
<td>EYFS EMA Development meeting</td>
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<tr>
<td>4th</td>
<td>Meeting grammatical needs</td>
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<tr>
<td>9th</td>
<td>New Arrivals</td>
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<tr>
<td>31st</td>
<td>Using Persona Dolls</td>
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<tr>
<td>10th</td>
<td>Approaches to Behaviour in Supplementary schools</td>
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<tr>
<td>17th</td>
<td>Assessment and target setting in supplementary schools</td>
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### November 2017

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>1st</td>
<td>EMA development: EMACo new to the role</td>
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<tr>
<td>7th</td>
<td>Pedagogy: SMSC British Values</td>
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<tr>
<td>9th</td>
<td>Pedagogy: Understanding pupil background</td>
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<tr>
<td>14th</td>
<td>Pedagogy: Different groups in Milton Keynes</td>
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<tr>
<td>20th</td>
<td>Supplementary schools: EAL and SEN</td>
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### December 2017

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>5th</td>
<td>EMA development: Developing Islamic Awareness</td>
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<td>12th</td>
<td>EMA Support Staff new to the role</td>
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<tr>
<td>14th</td>
<td>Pedagogy: Nurturing Talk</td>
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<tr>
<td>7th</td>
<td>Supplementary schools: SEN in supplementary schools (accredited) 1st of 2 day course</td>
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### January 2018

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<th>Date</th>
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<tr>
<td>30th</td>
<td>EMA development: Developing effective partnership working with Supplementary Schools</td>
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<tr>
<td>18th</td>
<td>Pedagogy: Using Technology</td>
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<td>18th</td>
<td>Pedagogy: Storysacks©</td>
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<tr>
<td>4th</td>
<td>Supplementary schools: SEN in supplementary schools (accredited) 2nd of 2 day course</td>
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<tr>
<td>8th</td>
<td>Supplementary schools: Effective Teaching Skills in supplementary schools (10 weeks)</td>
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<td>22nd</td>
<td>Supplementary schools: Supporting children in supplementary schools with SEN</td>
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### February 2018

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<th>Date</th>
<th>Event</th>
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<tr>
<td>6th</td>
<td>EMA development: Understanding Religious Groups</td>
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<tr>
<td>7th</td>
<td>Pedagogy: Support Staff development meeting</td>
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<td>7th</td>
<td>Pedagogy: EMACo development meeting</td>
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<td>5th</td>
<td>Pedagogy: Planning for Progression</td>
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<td>20th</td>
<td>Pedagogy: Barrier Games</td>
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<td>8th</td>
<td>Supplementary schools: Basic Safeguarding for Supplementary schools</td>
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<td>27th</td>
<td>Supplementary schools: forum</td>
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### March 2018
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<tr>
<th>EMA development</th>
<th>6th</th>
<th>Developing Islamic Awareness</th>
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<td>EYFS EMA Development meeting</td>
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<td>Different groups in Milton Keynes</td>
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<td>Supplementary schools</td>
<td>2nd</td>
<td>Approaches to Behaviour management</td>
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<td></td>
<td>15th</td>
<td>Assessment and target setting for supplementary school</td>
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<tr>
<td></td>
<td>22nd</td>
<td>Maintaining a safe environment in supplementary schools (accredited)</td>
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**May 2018**

| Supplementary schools | 15th  | Approaches to Behaviour management in Supplementary schools |

**June 2018**

<table>
<thead>
<tr>
<th>EMA development</th>
<th>20th</th>
<th>Support Staff Network meeting</th>
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<tr>
<td></td>
<td>20th</td>
<td>EMACo development meeting</td>
</tr>
<tr>
<td>Supplementary schools</td>
<td>7th</td>
<td>Basic Safeguarding for Supplementary schools</td>
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Ethnic minority achievement network team

Linda Bartlett
Linda is an inclusion specialist, working across both the primary and secondary phases. She has particular expertise in; leadership and management, English as an Additional Language (EAL), minority ethnic achievement, SEN and disability, behaviour and school improvement. She is the LA representative on the local SACRE. Linda has been head of a large Local Authority Team, which supported and challenged settings and schools to raise the attainment of Black and minority ethnic children and young people. She holds the National Professional Qualification for Headteachers (NPQH) and the Professional Qualification for School Inspectors (PQSI).

Pauline Lyseight-jones – EMA consultant
Pauline co-ordinates the work of the EMA team in conjunction with colleagues. She has worked in a range of capacities including as a teacher, initial teacher educator, researcher, school inspector (curriculum evaluation and assessment, leadership and management), head of a LA school inspection and advisory service, Ofsted Registered Inspector (primary) and team inspector (secondary and special – including PRUs). She worked as a Regional Adviser for the National Strategies (Black Children’s Achievement) developing materials and working with LAs across the country following which she spent 2½ years as a VSO/UNICEF volunteer in Uganda and studying for her Ed.D.

Graham Beech – EMA consultant
Graham coordinates support for newly arrived refugee pupils in Milton Keynes, particularly those from Syria. He provides support and advice to schools and settings and leads on the schools’ network for schools which have received or expect to receive Syrian refugees. Before working for the EMA team, Graham worked as a National Strategies literacy consultant and before that, as head of English in a Northamptonshire secondary school. Graham also has expertise in ICT and promotes using technology to enhance support to pupils with English and an additional language.

Sejal Payne – EMA consultant
Sejal has worked in Milton Keynes for over 15 years. She has a broad and deep range of experience in supporting school to raise the achievement of Black and minority ethnic pupils in Milton Keynes schools. Sejal is an accredited trainer for Talking Partners, Talking Maths, Boost Reading @ Primary and Secondary as well as the Strengthening Families, Strengthening Community parenting programme. Before joining the EMA team Sejal had worked as an EAL co-ordinator in a large primary school. She leads on developing links with EYFS, supporting EYFS schools and working to develop their BME/EAL provision.
Sian Horton – Gypsy Roma Traveller (GRT) and hard-to-reach groups co-ordinator
Sian works closely with the GRT and hard-to-reach community groups. She will advise staff on teaching and learning strategies for these pupils to raise attainment and on cultural issues to foster inclusion. She also provides a key link between school and home to ensure parental engagement. Sian also works to promote the EMA Network its work, making links between schools which wish to work with the team and ensuring suitable responses.

Irem Syed – EMA Improvement Officer
A qualified teacher, Irem has been working for EMA in Milton Keynes since 2002. Irem leads on the work of supplementary schools for the local authority, through providing advice, guidance and delivery of accredited courses to raise the attainment of Black and minority ethnic pupils. Irem helps maintained schools to improve their awareness of the diverse cultural and religious backgrounds of Milton Keynes’ children. She is trained to deliver parenting workshops and Talking Partners, cultural awareness and safeguarding training.

Lisa Boyd – Supplementary School Mentor
Lisa has experience as a voluntary teacher at an Milton Keynes supplementary school and as a teaching assistant in mainstream primary schools. She has completed the accredited Effective Teaching Skills course and is trained to deliver safeguarding training to supplementary school volunteers. Lisa’s main role is to support supplementary schools, with visits and training, which plan to work towards the Quality Framework offered by the National Resource Centre for Supplementary Education (NRCSE).

Janet Gleghorn – Business Support
Janet has supported the EMA team as business support staff for more than 8 years. She handles all of the day-to-day administration of the EMA Network team including course bookings and is instrumental in ensuring all queries and requests are promptly addressed.
Section 1: Ethnic Minority Achievement Development

EMA annual conference: ‘Superdiversity’ today – securing positive contexts for learning

Conference summary

The annual EMA Conference will

- examine local, national and global issues affecting our schools
- address learning through improvements in well-being
- offer strategies to help navigate challenges

Keynote speakers:

Dr. Steve Strand, Professor of Education, University of Oxford – ‘Standards, expectations and issues relating to changing populations, particularly in Milton Keynes’

Louise Johns-Shepherd, CEO, Centre for Literacy in Primary Education – ‘Developing literacy and literacies for learning’

Workshops

Enriching speaking and listening using NASSEA: a school’s journey in using and adapting the updated NASSEA framework to its context

Parents learning together in school: learning from in-school/EMA Network parenting courses

The nurturing school: the development of schools which are responsive to the full pupil population and their families

Global changes, local impact – education impacts, opportunities and challenges: help pupils make sense of the world in which they live and understand global events

Parental engagement and involvement: the school’s role in supporting parents through difficult or and changing times. The parents’ role in building and sustaining effective home-school relationships

Technology and accelerating language learning: iPads, IRIS and Clevertouch boards as quality first teaching tools and the impact on pupil outcomes

Partnership Mentoring: how supplementary and mainstream schools can work together to support our pupils’ learning

Conference dates and time: 14th June 2017. 9.00 until 4.45 (registration 8.30).

Venue: The Ridgeway Centre, Milton Keynes

Who is it for? The conference is open to school leaders, inclusion managers and EMA leads from all schools. Attendance of mainstream primary schools is funded through de-
delegated monies. A financial contribution for all schools is acknowledged from The Paul Hamlyn Foundation www.phf.org.uk through SIEVEMK.

Support Staff development meeting

Course Summary
This is a termly session to bring us up-to-date about issues which relate to the education of pupils from minority ethnic backgrounds and diverse language heritages.

Trainers: Irem Syed plus a primary school practitioner

Course Content: the sessions will include local and national items with a spotlight on a particular EMA area for each term.

Summer term 2017: ‘Superdiversity’ review
Autumn term 2017: Arrangements for new arrivals, programme planning
Spring term 2018: ICT in EMA and EAL
Summer term 2018: pupil progress and assessment outcomes

The focus area for each term will be presented by a school-based practitioner. Participants are asked to come to the events with their own school-derived examples and questions so that they can be shared.

Intended course outcomes:

- improved and active networking across schools in relation to EMA issues. Greater knowledge of the location of good and best examples of schools supporting the improved achievement of minority ethnic heritage pupils, particularly pupils with the potential to be higher attainers and those with special educational needs

Course dates and time:

Summer term 2017: Wednesday 21st June 2017 9.00 until 11.00
Autumn term 2017: Wednesday 20th September 2017 9.00 until 11.00
Spring term 2018: Wednesday 7th February 2018 9.00 until 11.00
Summer term 2018: Wednesday 20th June 2018 9.00 until 11.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Teaching assistants and language assistants
EMA co-ordinator development meeting

Course Summary
This is a termly session to bring us up-to-date about issues to do with the education, assessment and progress of pupils from minority ethnic backgrounds and of diverse language heritages.

Trainer: Pauline Lyseight-jones plus a secondary or primary school practitioner

Course content: the sessions will include local and national items with a spotlight on a particular EMA area for each term.

Summer term 2017: ‘Superdiversity’ review
Autumn term 2017: Arrangements for new arrivals
Spring term 2018: ICT in EMA and EAL
Summer term 2018: Pupil progress and assessment outcomes

Intended course outcomes:
• Improved and active networking across schools in relation to EMA issues
• Greater knowledge of the location of good and best examples of schools supporting the improved achievement of minority ethnic heritage pupils,

Course dates and time:
Summer term 2017: Wednesday 21st June 2017  3.45 until 5.00
Autumn term 2017: Wednesday 20th September 2017  3.45 until 5.00
Spring term 2018: Wednesday 7th February 2018  3.45 until 5.00
Summer term 2018: Wednesday 20th June 2018  3.45 until 5.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for: inclusion managers and EMA coordinators or EAL leads
EYFS: EMA Network and development

Course Summary
This is a termly session to bring EYFS practitioners up-to-date about issues, which relate to the education of pupils from minority ethnic backgrounds and diverse language heritages. It will provide valuable opportunity to discuss and share ideas the current but ever changing provision.

Trainers: Sejal Payne and a school/setting based practitioner

Course content: the sessions will include local and national items with a spotlight on a particular EMA area for each term.

Summer term 2017
• Update on EYFS/EMA Development group
• What works well in schools/setting – an opportunity for colleagues to share successful provision.

Autumn term 2017
• Assessment in EYFS - EMA and EAL: what is important and what is necessary?

Spring Term 2018
• Aspects of special educational needs and high attainment: assisting all our children to be the best that they can be
• Next steps forward
• The focus area for each term will be supported by a school-based practitioner.

Intended course outcomes
• deeper understanding of inclusive provision and maximising the potential of Black and minority pupils and their families
• development of expertise in EMA and EAL provision within EYFS
• improved and active networking across schools and settings in relation to EMA issues
• greater knowledge of where to find good and best examples of schools and settings working in this field

Course dates and time
Summer term 2017: Wednesday 28th June 2017 3.45 until 5.00
Autumn term 2017: Wednesday 11th October 2017 3.45 until 5.00
Spring term 2018: Wednesday 7th March 2018 3.45 until 5.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? SLT, EYFS leaders, EYFS teachers/practitioners and governors working in EYFS schools and settings
EYFS Home School Links: Parents - untapped resources

Course Summary

A practical and interactive session is being repeated to give more practitioners an opportunity to support schools and settings in developing their links with parents and increase the overall engagement and involvement

Trainers: Sejal Payne and a school/setting based practitioner

Course content: This ½ day is intended to focus on identifying the barriers to parental engagement and involvement in schools. It aims to explore in depth a range of successful and practical strategies to strengthen links and develop strong relationships. Delegates will have an opportunity to discover what Black and Minority Ethnic parents can offer schools and how best to harness that resource. Pre -task will ask the delegates to review the current practice and bring their ideas to share with other colleagues

Intended course outcomes:

- Enable the delegate to discuss and explore barriers to parental engagement
- Be equipped with a range of successful strategies to develop robust home school links
- Have an opportunity to hear from a practitioner and parent’s perspective.

Course Dates and Time:

Summer term 2017: Tuesday 26th June 2017 9.30 until 12.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? All teaching staff across the primary and secondary schools, across all key stages. This may be of a particular interest for the EYFS staff.
Developing Effective Partnership; working with supplementary schools

Course Summary
Milton Keynes is a national leader in its work on improving teaching and learning standards in supplementary schools. This session will provide an overview of current local good practice. There are more than ninety supplementary schools in MK which are attended by over five thousand pupils in the evenings and at weekends.

Trainer: Irem Syed

Course content: this half day session is for practitioners to; develop an understanding of supplementary schools; the different types; the impact pupils learning researched based; how to maintain relationships with Milton Keynes supplementary schools; Share good practice

Intended course outcomes:
• greater awareness of how supplementary schools contribute to children’s development and learning
• Understanding of how partnership working can be developed with supplementary schools
• shared good practice across schools and settings

Course Dates and Time:

Autumn term 2017: Tuesday 26th September 2017  9.00 until 12.30
Spring term 2018: Tuesday 30th January 2018  9.00 until 12.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Early years staff from mainstream schools, staff from early years settings, CYP professionals and practitioners
Religious Education in our time: understanding religion to inform the delivery of the RE Curriculum

Course summary
This course aims to explore the religious diversity of the school population in Milton Keynes. Participants will gain a deeper understanding of five major religions the impact on learning and become familiar with the resources available to help support the knowledge base. Also become aware with the MK places of worship. To maximise the potential of the course, participants will be supported by a follow up visit by a consultant

Trainer: Irem Syed

Course content:
• information about aspects of Christianity, Judaism, Islam, Hinduism and Sikhism
• Information about the support available in Milton Keynes to support the delivery of religious education schools
• exploration of religious education resources for lesson planning
• reflection on fostering good relations between people of different and people of no faith or belief - including information about places of worship in Milton Keynes.

Intended course outcomes:
• develop a sound knowledge of five major religions
• a greater understanding of the religions covered in the course
• more confidence in engaging with people from different faith communities

Course Dates and Time:

Autumn term 2017: Wednesday 4th October 2017  9.00 until 3.00
Spring term 2018: Tuesday 6th February 2018  9.00 until 3.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? RE Co-ordinators, teachers and teachers of SMSC, HLTAs
EMACo new to the role

Course summary

Trainers: Pauline Lyseight-jones with a colleague school-based practitioner

Course content: this full day course is ideal for any EMA co-ordinator who wants to make an impact in their role from the start.

It will allow participants to understand the scope of their work and strategically plan their support in school. This course provides that action plan to be informed by their own school data, research on ethnic minority achievement (EMA) and advice and guidance from an experienced EMA consultant and practitioner from a local school.

The implementation of the action plan they draft will be supported by a follow up visit from the EMA Consultant delivering this course.

Intended course outcomes: having attended the course participants will:

• know the roles and responsibilities of EMA co-ordinators.
• explore challenges for Black and Minority Ethnic pupils, (including those who have EAL).
• discover a range of strategies, resources and guidance to support and accelerate BME achievement.
• have an opportunity to hear from an experienced practitioner who has implemented these strategies and can testify to their impact.
• draft a workable action plan which will inform their work in school. This work will be measurable and supported by consultant follow up.

Course dates and time:

Autumn term 2017: Wednesday 1st November 2017 9.30 until 3.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Perfect for EMACo’s and Inclusion Managers who are new to the role or for those who feel they need a fresh approach and some support in their role.
Embedding spiritual, moral, social and cultural (SMSC) education and fundamental British values in your setting

Course summary
Since 2014 schools have been required to promote British values as part of pupils’ SMSC development.

“Putting up posters and flags and things like that to impress Ofsted inspectors is nonsense. What we need to see is all the important stuff that goes on” Sean Hartford National Director Education

We will explore what are the British values and what they mean in your setting.

Trainers: Irem Syed and Sian Horton

Course content:

- What is do we currently mean by British Values and by SMSC?
- What does Ofsted say about British Values and SMSC?
- Developing a school ethos and demonstrating values
- Sharing resources and good practice

Intended course outcomes:

- Deeper understanding of fundamental British values in the context of SMSC
- Increased confidence in embedding SMSC in your school’s curriculum
- Introduction to new resources with which to deliver SMSC
- Familiarity with the current MK guidance on SMSC and British values

Course dates and time:

Autumn term 2017: Tuesday 7th November 2017 9.00 until 12.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Staff from schools and settings, particularly those who are leading on RE, home-school liaison, EMA and curriculum development
Understanding the background of your Black and minority ethnic pupils

Course summary
An exciting, informative and interactive course which helps raise awareness and develop a deeper knowledge of the diverse backgrounds of Black and minority ethnic pupils in the locality.

Trainers: Sejal Payne and a school based practitioner

Course content: this half day course explores the cultural and ethnic diversity of the school population in Milton Keynes. The pre-session task asks participants to identify key Black and minority ethnic heritage pupil groups which they are supporting in school. There will be a post-session task which will be supported through a visit to each participating school by the EMA consultant.

Intended course outcomes:

• increased awareness, knowledge and understanding of BME pupils’ backgrounds
• greater and planned use of inclusive strategies and resources which reflect and empower BME pupils
• recognising and addressing tokenism

Course dates and time:

Autumn term 2017: Thursday 9\textsuperscript{th} November 2017 9.30 until 12.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Ideal for all practitioners, teachers and support staff, school office staff, midday supervisors, governors and any other school staff working with Black and minority ethnic pupils, from EYFS to KS2.
Who makes up Milton Keynes? Different groups – their perspectives and cultural needs.

Course summary

“There has been a significant growth in the range of language backgrounds of EAL pupils spoken in Milton Keynes’ schools since 2010, which reflect the borough’s growing ‘super diversity’. In 5 years, there has been a growth of 37 additional language backgrounds. The very different languages not only reflect the challenge for schools to meet such diverse linguistic needs, but also shows the wide ranging cultural changes in the new migrant population and the challenges this faces for integration with the established community.” (The growth in the range of languages spoken by pupils in Milton Keynes’ schools, 2017)

The course links culture, language and the debates on integration and assimilation.

Trainer: Irem Syed

Course Content:

• getting the language right: looking at definitions
• knowing the implications of the Equality Act 2010
• addressing cultural differences and possible implications
• strategies for working with people of different cultures to one’s own
• introduction to sources of support and information including EMA resources
• addressing safeguarding responsibilities: FGM; forced marriages; spiritual possession
• sharing experiences, concerns on culture and cultural differences in current climate (post-EU referendum)

Intended course outcomes:

• improved knowledge of cultural differences
• greater confidence in engaging with some BME communities
• Information about and access to resources to support the understanding of different groups

Course dates and time:

Autumn term 2017: Tuesday 14th November 2017 9.00 until 12.30

Spring term 2018: Tuesday 20th March 2018 9.00 until 12.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)
Who is it for? Teaching and support staff and governors of mainstream schools, early years practitioners and NQTs and other staff who may be new to diverse pupil populations.

Religious Education in our time: developing Islamic awareness

Course summary
An opportunity to gain some in-depth Islamic awareness training specific to your school

Trainers: Irem Syed and Sian Horton

Course content:
• history, heritage and core beliefs of Islam
• the particular needs of Muslim children and young people and how to address them within the school setting
• how to protect Muslim children and young people from being radicalised
• fostering good relations between Muslims and people of different faiths and beliefs

Intended course outcomes:
• development of a sound knowledge of Islam
• improved understanding of the cultural and religious needs of Muslim children and the difference between the two
• be better equipped to forge stronger relationships with Muslim families
• greater confidence to work with Muslim communities

Course dates and time:

Autumn term 2017: Tuesday 5th December 2017 9.00 until 3.00
Spring term 2018: Tuesday 6th March 2018 9.00 until 3.00

This course can also be delivered to staff groups in individual schools. Please contact EMA Network (ema@milton-keynes.gov.uk) to discuss.

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? RE Co-ordinators, teachers, SMSC leads, HLTAs
EMA Support Staff – new to the role

Course summary
Introduces a range of practical strategies and a slew of guidance and information which are key in building an effective support staff: pupil learning relationship

Trainers: Irem Syed and school practitioner

Course content:

- using terminology: EAL and BME – similarities and differences
- highlighting the role of support staff in literacy (English) and numeracy (mathematics) teaching and learning
- considering the home contexts of minority ethnic heritage pupils

Intended course outcomes:

- Practical knowledge of strategies to assist pupils of minority ethnic heritage in the classroom, to secure access to literacy and mathematics learning
- Increased and accurate understanding of the cultural and home backgrounds of your Black and minority ethnic heritage pupils

Course dates and time:

Autumn term 2017:  Tuesday 12\textsuperscript{th} December 2017  9.00 until 12.00

Venue:  Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? HLTAs, teaching assistants, language assistants
Section 2. Pedagogy

Using technology to accelerate the learning of children with English as an additional language (EAL)

Course summary
Exploring the latest and best resources to support learners with EAL. Participants will be introduced to a range of stimulating and effective developments in supportive technology and software. There will be opportunities to learn from good practice from local schools.

Trainer: Graham Beech

Course content: an opportunity to explore the latest and best gadgets – iPads and tablets, talking pens and Iris, learning platforms and assessment software, translation devices and on-line learning and the range of software and apps available that target, in particular, pupils who are learning English as an additional language learners.

Intended course outcomes:
• develop familiarity with the range of resources available to support pupils learning EAL and learners from other vulnerable groups.
• experience of using some of the gadgets, apps and websites which are popular with the EMA Network and with local schools.
• networking with colleagues who will support the development of expertise and who share key resources.
• information about continued support from the EMA Network

Course dates and time:
Spring term 2018: Thursday 18th January 2018 9.30 until 3.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? KS1 and 2, EYFS teachers and support staff who work with children for whom English as an additional language, EMACos, inclusion managers, IT co-ordinators.
Identifying and supporting learners with English as an additional language (EAL) who may have Special Educational Needs (SEN)

Course summary
The course explores procedures for identifying and assessing additional learning difficulties in children who speak little or no English and who may be recent arrivals to the country.

Trainer: Graham Beech

Course content: exploring the range of behaviours that can be features of children learning English as an additional language, or having arrived recently in the country from a different cultural and language background, and compare these to the trigger behaviours that indicate the possibility of underlying learning difficulties. Participants are entitled to a consultant follow-up visit to support practice review – or simply for a second opinion regarding children with whom you work.

Intended course outcomes:
• an understanding of the key triggers of concern for additional learning difficulties in children with EAL
• knowledge of some of the available diagnostic and assessment tools that support children with EAL who may have SEN and consider the implications for teaching and learning.
• increased awareness of issues relating to own school contexts

Course dates and time:
Autumn term 2017: Monday 20th November 2017 3.45 until 5.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? KS1 and 2, EYFS teachers and support staff who work with children for whom English as an additional language, EMAcos, inclusion managers, IT co-ordinators.
Supporting children who arrive in school with little or no English

Course summary

The course explores strategies and resources that prove effective in the support of children who arrive in school and in early years settings with little or no English.

Trainer: Graham Beech

Course content: participants will be able to explore the latest in effective pedagogy, assessment tools and resources. Examples of effective practice locally and nationally will be shared and participants will have opportunities to raise difficult or pressing questions and to establish links with colleagues.

Intended course outcomes:
• confidence in addressing the emotional, communication and academic needs of children arriving in school with little or no English
• familiarity with a broad range of strategies and resources that support learners with English as an additional language across the key stages.

Course date and time:

Autumn term 2017: Monday 9th October 2017 9.30 until 3.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Teachers and support staff who directly teach children with English as an additional language. EMAcos, inclusion managers and others who support or co-ordinate the teaching of children with English as an additional language.
Refreshing practice in EAL: using effective strategies to support learners across the curriculum

Course summary
An exploratory course to help practitioners to develop and incorporate some key strategies within their practice to support the learning of pupil for whom English is an additional language.

Trainers: Sejal Payne and a school-based practitioner

Course content: this course aims to identify the potential barriers to achievement across the curriculum for children for whom English is an additional language. The course supports participants to explore key strategies to enable children with EAL to get full access to the curriculum. The session pre-task asks participants to identify target pupils of concern who have English as an additional language and to consider possible barriers to their learning. There will be a post-session task and the EMA consultant will support this through a follow up visit to each participants’ school.

Intended course outcomes:

- increased engagement and involvement in pupils who are learning English as an additional language
- key EAL strategies explicitly planned for and used to support the target group of pupils

Course dates and time:

Autumn term 2017: Tuesday 26th September 2017 9.30 until 3.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Teaching assistants, HLTAs, EAL teaching assistants and any support staff working with pupils for whom English is an additional language and new to role EMA support staff
Telling it together: Using Storysacks® to support language development

Course summary
This is a practical and interactive opportunity to support schools and settings in using Storysacks© to develop language in the classroom.

Trainers: Sejal Payne and a school based practitioner

Course content: this practical and interactive session is being repeated from last year to give more practitioners an opportunity to support schools and settings in using Storysacks© to develop language in the classroom

This course will support participants to become more familiar with the Storysacks© resources within the EMA Network library. There will be opportunities to explore ways to use Storysacks© effectively to support language development across the curriculum, including within mathematics. There will be a post-session task where participants will be able to borrow a Storysack© to use with pupils. To maximise the potential of the course, participants will be supported by a follow up visit by the consultant.

Intended course outcomes:

- develop participants’ knowledge and confidence in using Storysacks©
- increase the planned use of Storysacks© to support develop language of EAL pupils across the curriculum
- raised confidence in developing oracy, leading to raised pupil involvement and engagement in learning

Course dates and time:
Spring term 2018: Thursday 18th January 2018 9.30 until 3.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? EYFS, KS1 and 2 teaching and support staff. This course has been particularly beneficial to EYFS staff.
Using Barrier Games to develop speaking and listening of your Black and minority ethnic (BME) pupils across the curriculum

Course summary
This practical session is to help schools and settings to be effective in using speaking and listening resources to develop the language of their BME pupils.

Trainers: Sejal Payne and a school based practitioner

Course content: this course aims for participants to become familiar with and to explore a range of barrier games to support language development across the curriculum. There will be a post-session task where participants will be able to try out a speaking and listening resource in their classrooms. This will be followed by a visit by the consultant to each participant to support and develop the work in school.

Intended course outcomes:

- develop participants’ familiarity with a broad range of barrier games
- empower participants to effectively plan to use barrier games within Quality First Teaching and intervention.
- develop the use of barrier games across the curriculum.

Course dates and time:

Spring term 2018: Tuesday 20th February 2018 9.30 until 3.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Ideal for teachers and support staff who support pupils with language deprivation and speaking and listening needs from EYFS to KS2
Using Persona Dolls to address the needs of your Black and minority ethnic (BME) pupils

Course summary

An exciting opportunity for EYFS practitioners to explore the diversity of their BME pupils’ cultures and traditions and to examine the role of Persona Dolls in developing an empathetic and inclusive learning environment

Trainers: Sejal Payne

Course content: this practical and active course introduces participants to the use of Persona dolls in the EYFS. It provides a valuable opportunity for practitioners to learn about and use strategies to support the wellbeing of the Black and minority ethnic pupils, including Gypsy, Roma and Traveller children. Participants will discover how to challenge bias and how to develop inclusive provision through careful use of Persona dolls. To maximise the potential of the course, participants will be supported by a follow up visit by the consultant.

Intended course outcomes:

- awareness of additional confidence raising strategies for Black and minority ethnic pupils including Gypsy, Roma and Traveller children
- knowledge of additional ways to improve children’s awareness and understanding of equality issues
- confidence to challenge of bias and stereotypes within schools and settings.

Course dates and time:

Autumn term 2017: Tuesday 31st October 2017 9.30 until 3.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Teaching staff across EYFS, KS1 and KS2.
Using effective strategies to support learners across the curriculum

Course summary

This popular course has been repeated to offer more practitioners the opportunity to develop and incorporate some key strategies within their practice to support the learning of pupils who speak English as an additional language.

Trainers: Sejal Payne and a school based practitioner

Course content: this one day course identifies potential barriers to achievement for children who speak English as an additional language across the curriculum. It revisits EAL pedagogy. It explores key strategies which enable children who speak English as an additional language to get full access to the curriculum. The pre-session task asks participants to identify pupils of concern and to consider possible barriers to their learning. The post-session task will involve selecting one or two key strategies from the course to implement and try out with target pupils. To maximise the potential of the course, participants will be supported by a follow up visit by the consultant.

Intended course outcomes:

- deepened understanding of EAL pedagogy
- use of new key strategies to support pupils who are learning English as an additional language at all levels of English language acquisition
- confident use of effective strategies which have been demonstrated by a successful school-based practitioner

Course dates and time:

Autumn term 2017: Tuesday 26th September 2017 9.30 until 3.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Ideal for new or experienced teaching assistants, HLTAs, and teaching assistants who are new to the EMA/EAL support role in EYFS, KS1 and KS2
Developing grammatical accuracy in the writing of learners who have English as an additional language (EAL)

Course summary

This practical and informative course will support practitioners to identify and address the grammatical errors of learners for whom English is an additional language, within Quality First Teaching and Intervention to improve overall writing outcomes.

Trainers: Sejal Payne and a school based practitioner

Course content: exploring the grammatical needs of the pupils for whom English is an additional language, including the advanced learners of EAL. Participants will undertake some writing analysis to identify learning gaps and be introduced to some exciting strategies and activities to use to plan within their teaching. The pre-session task asks for participants to review their pupils’ learning gaps and to identify a piece of independent writing for analysis. The post-session task will ask participants to implement one key strategy from the course in their targeted teaching. To maximise the potential of the course, participants will be supported by a follow up visit by the consultant.

Intended course outcomes:

- identifying grammar gaps and the best ways of addressing them within QFT and through Intervention
- improved knowledge of English grammar and its features.
- direct engagement with an experienced practitioner, who has implemented these strategies and can testify to their impact leading to greater professional confidence

Course dates and time:

Autumn term 2017: Wednesday 4th October 2017  9.30 until 3.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? It is ideal for teachers and support staff who support pupils with language deprivation and speaking and listening needs from EYFS to KS2.
Nurturing talk

Course summary

Nurturingtalk@primary is a targeted and flexible intervention programme for pupils from KS1 – 3 with social, emotional, behavioural and mental health difficulties. It is intended to develop children's language and thought processes, helping them to talk effectively with other children and adults. This interactive course takes into account Ofsted Inspection framework information about children’s personal development, behaviour and welfare.

Trainers: Irem Syed and Sian Horton

Course content: this course and accompanying resources can support how children communicate, enabling them to become more confident and independent speakers, listeners and learners. The skills and strategies that are taught to these target children can also be used at whole class level to develop SLC skills for all children. Nurturingtalk@primary aims to ensure the development of a communicative child who is confident and who enjoys actively learning in the classroom environment, on a one-to-one basis, within partner work and within small groups. Participants will experience a range of activities from the nurturingtalk@primary materials. This course includes a half a day follow up visit by a consultant.

Intended course outcomes:

- understanding of the nurturingtalk@primary materials and strategy
- ability to deliver session in participants’ own settings
- skills to measure the impact of nurturingtalk@primary for individual pupils

Course dates and time:

Autumn term 2017: Thursday 14th December 2017 9.00 until 3.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Teaching staff, learning and behaviour mentors, HLTA’s, teaching assistants
Section 3: supplementary schools

Approaches to behaviour management in supplementary schools

Course summary
This course provides the strategies to create a positive learning environment whilst maintaining good behaviour and attitudes to learning within the supplementary school community.

Trainer: Irem Syed

Course content: this is a practical session which will give opportunities to share knowledge and experiences in successful approaches to behaviour management.

Intended course outcomes:
- able to recognise the importance of high quality teacher: pupil relationships
- confidence in using approaches to behaviour management which lead to an effective learning environment
- ability to use the power of language as an effective behaviour management tool

Course dates and times:

Summer term 2017: 13th June 2017 12.30 until 2.45
Autumn term 2017: Tuesday 10th October 2017 12.30 until 2.45
Spring term 2018: Friday 2nd March 2018 12.30 until 2.45
Summer term 2018: Tuesday 15th May 2018 10.00 until 12.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? All supplementary school teaching and leadership staff
Basic Safeguarding in partnership with MKSCB for supplementary schools
“Safeguarding is everyone’s business”

Course summary
This course is designed to provide a basic introduction to safeguarding and child protection for those who work in an organisation where they have direct or indirect contact with children and young people, or with adults who may be parents/carers. This course is endorsed by the Milton Keynes Safeguarding Children’s Board (MKSCB).

Trainers: Irem Syed and Lisa Boyd

Course content: the course will cover relevant legislation and local procedures, signs and indicators of abuse and neglect, roles and responsibility in relation to safeguarding and promoting the welfare of children and young people

Intended course outcomes:
- knowing what to do if participants have concerns about the welfare of a child
- understanding the concepts of safeguarding and child protection and the difference between the two

Course dates and time:
Autumn term 2017:  Wednesday 13th September 2017  12.30 until 2.45
Spring term 2018:  Thursday 8th February 2018  12.30 until 2.45
Summer term 2018:  Thursday 7th June 2018  10.00 until 12.30

Venue:  Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

We can offer to conduct this session at your setting for 10 delegates which can include other schools. For more detail contact Janet Gleghorn ema@milton-keynes.gov.uk

Who is it for? It is highly recommended that all supplementary school staff have the opportunity to attend this course.
Supporting children in supplementary schools who have special educational needs (SEN)

Course summary

This training session for supplementary schools explores the challenges and rewards of teaching children with special educational needs (SEN).

Trainers: Irem Syed

Course content:
- definitions and categories of SEN, arrangements in mainstream schools
- specific conditions including: Dyslexia Autistic Spectrum Disorder (ASD)
- procedures for working with children with SEN and support strategies and resources

Intended course outcomes:
- knowledge and understanding of the range of special education needs
- understanding possible impact on pupils’ learning of their SEN
- knowledge about the specificity of autistic spectrum disorder and dyslexia
- understanding how pupils presenting with ASD or dyslexia might be supported in the mainstream and in the supplementary school

Course dates and time:

Summer term: Friday 7th June 2017 10.00 until 12.30
Autumn term 2017: Thursday 7th September 2017 10.00 until 12.30
Spring term 2018: Monday 22nd January 2018 12.30 until 3.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Those staff who are supporting children with special educational needs in supplementary schools.
Assessment and target setting in supplementary schools

Course summary

This course will help to develop different assessment methods to help pupils to make better progress in their learning. It will also explore the importance of setting SMART learning targets.

Trainer: Irem Syed

Course content:

- overview of mainstream schools’ assessment methods
- benefits of assessing pupil progress in supplementary schools
- opportunity to discuss current assessment methods
- how to set SMART targets in order to inform future class planning

Intended course outcomes:

- understanding of different assessment methods
- knowledge and understanding of how to choose appropriate assessment methods for individual pupils
- knowledge of effective target-setting methods, including SMART learning targets

Course dates and time:

Autumn term 2017: Tuesday 17th October 2017 10.00 until 12.30
Spring term 2018: Thursday 15th March 2018 10.00 until 12.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? All supplementary school teaching and in-class support staff
Effective Teaching Skills in Supplementary Schools (accredited)

Course Summary
This course helps to develop the teaching skills of those practitioners working with pupils in supplementary schools. It is an Open College Network (OCN) fully accredited course Level 2/3 offering six credits. Successful completion can lead to the Certificate in Teaching in supplementary schools (15 credits).

Trainer: Irem Syed

Course content:
- an overview of the English education system
- the contribution of supplementary schools’
- roles and responsibilities as teachers within supplementary schools
- how supplementary school staff can support their pupils’ learning needs
- how to plan an effective lesson and use resources appropriately understand the different ways of learning and strategies to support learners

Intended course outcomes:
increased confidence, competence and the ability to engage more effectively in pupils who are learning within the supplementary school

Course dates and time:
Spring term 2018: Monday 8th January 2018 for 10 weeks. 10.00 until 1.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Practitioners who teach within supplementary schools

Cost: To be confirmed: covers registration fees to OCN and course resources.
Teaching a Language in Supplementary Schools (accredited)

Course summary
This course is designed to follow on from the Teaching Skills in supplementary schools course. It is an Open College Network (OCN) fully accredited course Level 2/3 6 credits and can lead to the Certificate in Teaching in supplementary schools (15 credits).

Trainer: Irem Syed

Course content:
- adapting and making teaching resources
- creating a scheme of work or syllabus
- maintaining a reflective diary, action plan and a practice file (the course is continuously assessed).

Intended course outcomes:
- awareness of mainstream school language provision regarding the National Curriculum and cultural contexts
- understanding of how their own language history affects attitudes towards language acquisition
- understand the methods and materials used for teaching listening, speaking, reading and writing skills
- understand the need for adapting and/or making own teaching materials
- examine the need for planning a scheme of work for a term and syllabus for a year

Course dates and time:
Autumn term 2017: Thursday 14th September for 10 weeks. 10.00 until 1.00

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Staff who teach a language within supplementary schools
Cost: To be confirmed: covers registration fees to OCN and course resources
Supporting children with SEN in supplementary schools (accredited)

Course summary

The course focusses on key information and learning for adults working with pupils with SEN in the supplementary school sector. It will include the Maintaining a Safe Environment module to enable teachers to convert to the Level 3 certificate in teaching in the supplementary education sector upon completion.

Trainer: Irem Syed

Course content:
This two-day course is at OCN level 2/3. Learners have to attend 10 of the 12 taught sessions and undertake 4 hours of teaching practice and 6 hours of self-study.

Intended course outcomes:

- recognise the impact of special education needs on learning and behaviour
- understand the concept of inclusion and how to take steps to ensure inclusion takes place in a supplementary school settings
- know about the legislation, policies and procedures used in statutory education to support children with SEN
- be familiar with professionals working with children with SEN and how to refer children and families to support

Course dates and time:

7th December 2017  9.30 until 2.30
4th January 2018    9.30 until 2.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Supplementary school teachers who have completed the Effective Teaching Skills course.
Maintaining a safe environment in a supplementary school (accredited)

Course summary
This OCN-accredited course is aimed at teachers who wish to obtain the new QCF Level 3 Certificate in Teaching in the supplementary education sector.

Trainer: Irem Syed

Course content:
This course is half-day course covers the understanding of safeguarding in your settings and health and safety. Learners will need to complete a learner’s file based on their own practice.

Intended course outcomes:
• learning how to create an effective learning environment
• understanding the welfare needs of students and learning how to support them
• developing good learning relationships through effective classroom management

Course dates and time:
Spring term 2018: Thursday 22nd March 9.30 until 2.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? Teachers must have attended the Basic Safeguarding course before attending this course, and should have completed the level 3 Teaching Skills course.
Milton Keynes Supplementary Schools forum

Session Summary
The MKSS forum is for supplementary schools to have a platform to discuss issues and challenges around providing better learning outcomes for all children.

Facilitators: Irem Syed and Lisa Boyd

Session content:
- identifying the needs of supplementary schools to provide a positive learning environment for pupils considering strategies for developing an effective partnership with mainstream schools
- sharing good practice in supplementary school development

Intended session outcomes:
- further develop the work of Milton Keynes supplementary schools in improving quality of teaching and learning through identified training requirements
- shared effective practices and networked activities
- identifying quality trainers from within the supplementary school forum
- promoting and creating links with mainstream schools

Course dates and time:

Summer term 2017: Wednesday 17th May 2017 5.45 until 7.30
Autumn term 2017: Wednesday 27th September 2017 5.45 until 7.30
Spring term 2018: Tuesday 27th February 2018 5.45 until 7.30

Venue: Rivers Centre, Trent Road, West Bletchley, MK3 7PH (Please use this postcode for our Humber Way carpark for Sat Nav directions)

Who is it for? These sessions are open to head teachers, lead teacher and members of leadership and management teams of supplementary schools

Participants must be able to commit to regular meetings as above.
Training application form 2017 - 2018

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<tr>
<th>Full Name in CAPITAL letters</th>
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<td>Job Title</td>
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<td>School/Setting</td>
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<td>Address</td>
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<td>Telephone Number</td>
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<td>Email Address</td>
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<td>Cost to attend</td>
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<td>Delegate special requirements</td>
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**For any courses that are a full day 9.00 until 3.30 please bring lunch with you.**

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<tr>
<th>Course applied for</th>
<th>Date</th>
<th>Signature</th>
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**NB:** Confirmation of your place and joining instructions will be issued prior to the course date.

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<tr>
<th>Head/Line Manager’s details</th>
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<tr>
<td>Email Address</td>
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<td>Telephone Number</td>
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**Your application must be approved by your Head or Line Manager**

Please return this form to:

Janet Gleghorn, EMA Network, Rivers Centre, Trent Road, West Bletchley MK3 7PH

Email: [ema@milton-keynes.gov.uk](mailto:ema@milton-keynes.gov.uk)  Tel: 01908 270409
For all bookings or enquiries please contact Janet Gleghorn

Useful Websites

NRCSE  www.supplementaryeducation.org.uk
Prevent  http://course.ncalt.com/Channel_General_Awareness/01/index.html
http://www.schoolslinks.co.uk/
http://www.naldic.org.uk/eal-teaching-and-learning/eal-resources
https://education.lego.com/en-gb/primary/explore
https://www.literacyshed.com
http://www.collaborativelearning.org/
http://www.talk4writing.co.uk/
http://www.surlalunefairytales.com/
http://www.english-at-home.com/
http://www.beam.co.uk/freeresources.php
http://www.scholastic.com
http://www.camelotintl.com/
http://teemeducation.org.uk/
http://multicultural-art.co.uk/black.html
http://www.newburypark.redbridge.sch.uk/langofmonth/