

SEND and Inclusion Centralised Training Offer for Schools and Settings



Academic year 2022-2023

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Introduction

Welcome to the 2022-23 SEND and Inclusion Centralised Training programme for schools and settings across Milton Keynes. This year the offer has been refreshed to include a range of new topics. This is in recognition of the changing landscape of need both locally and nationally, and to help schools and settings to continue to broaden their knowledge and skills to support the inclusion of children and young people with a range of SEND needs.

Sessions will be delivered by a range of Specialist Teachers, Educational Psychologists, special school colleagues, and local health partners (including Speech and Language Therapy Services), as well as some external providers. Based on feedback received, there are an increased number of sessions specific to secondary school contexts. Courses will be offered via a mixture of face-to-face and MS Teams sessions.

Courses are organised into the priority areas outlined in the Local Area SEND Strategy and covers the following five areas:

- Communication and Interaction, including Autism
- Emotional and Social Wellbeing and Mental Health
- Complex Needs
- Inclusion
- Transitions

This is the first draft of the document and courses will continue to be added at different points in the year. Updated editions of the document will be shared via the Local Offer pages, as well as directly with SENCOs via email and during half termly SENCO and SEND Team meetings.

We also strongly encourage SENCOs to attend the regular SENCO and SEND Team Meetings to receive the latest updates from the MKC SEND Team, supporting external agencies, local organisations supporting SEND, and national initiatives and policy. Please see the dates below:

How to Apply

Please apply for the training courses via email: SENDtraining@milton-keynes.gov.uk stating the course, the date, who will be attending and their email address. **If a number of different staff members are attending from the same school/setting it is VITAL that you send the separate email addresses of all attendees.**

Applications for training MUST be sent at least 48 hours before the start of the training.

For sessions delivered via MS Teams, email invites will be sent to participants with a MS Teams link, at least the day before each session.

If you have any queries, please email:

SENDtraining@milton-keynes.gov.uk

Cancellations

In the event that you are no longer able to attend a course, you must email SENDsupport@milton-keynes.gov.uk at least 48 hours in advance.

For subsidised external courses where payment has been taken, we will be unable to give refunds for cancellations made less than five working days before the event.

For external courses where there has not been a charge, cancellations less than five days before the event or no shows on the day will be charged a discretionary £50 fee.

Course Evaluation:

We ask everyone to complete an evaluation form at the end of training sessions either in paper form or using a link shared via the MS Team invite. Following completion of the evaluation, course certificates and any relevant resources will be sent out.

We take your feedback about training very seriously and your remarks will guide us when planning future training.

Parent/Carer Programmes

Please see the Parent/Carer Programme Booklet for information about the range of courses and workshops available to parents.

Further workshops and question and answer sessions are delivered throughout the year in collaboration with SENDIAS, PACA and Carers MK.

Parents can find out more information and book onto these sessions by:

Email SENDtraining@milton-keynes.gov.uk

MK SEND Local Offer www.milton-keynes.gov.uk/MKSEND

MK SEND Local Offer Facebook www.facebook.com/MKSEND

Communication and Interaction- including Autism

| Course title | Date and time | Delivery method | Delivered by: | Suitable for: |
|--|---|-----------------|------------------------------------|------------------|
| <p>Understanding and effectively supporting ASC in Primary schools</p> <p><i>Course details page 21</i></p> | <p>Autumn Wed 19.10.22 3:30 – 5:00pm</p> <p>Spring Thurs 02.02.23 3:30 – 5:00</p> | MS Teams | Inclusion Specialist Teaching Team | Primary |
| <p>Understanding and effectively supporting ASC in Secondary schools</p> <p><i>Course details page 22</i></p> | <p>*NB you will need to attend both sessions</p> <p>Autumn Thurs 29.09.22 3:30 – 5:00 AND Thurs 06.10.22 3:30 – 5:00</p> <p>Spring Mon 23.01.23 3:30 – 5:00 AND Mon 30.01.23 3:30 – 5:00</p> | MS Teams | Inclusion Specialist Teaching Team | Secondary |

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| <p>Understanding and effectively supporting ASC in the Early Years</p> <p><i>Course details page 23</i></p> | <p>*NB it is strongly recommended that you attend all three sessions</p> <p>Autumn</p> <p>Session 1 14.10.22 09:00 - 11:00am</p> <p>Session 2 21.10.22 09:30- 11:00am</p> <p>Session 3 04.11.22 09:30 – 11:00am</p> <p>Spring</p> <p>Session 1 11.01.23 9.30 - 11.00</p> <p>Session 2 18.01.23 9.30 – 11.00</p> <p>Session 3 01.02.23 9.30 – 11.00</p> | <p>MS Teams</p> <p>Face to face</p> <p>Face to face</p> <p>MS Teams</p> <p>Face to face</p> <p>Face to face</p> | <p>Inclusion Specialist Teaching Team</p> <p>Early Years Speech and Language Therapy Team</p> | <p>Early Years</p> |
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| <p>Attention Autism – 2 day course</p> <p><i>Course details page 24</i></p> | <p>NB. 2 participants must attend per school (maximum of 10 school places). This course is subsidised by the LA, with a total cost of £160 to the school.</p> <p>Wednesday 14th December and Thursday 15th December 9.15 – 3.30</p> | <p>Face to face Hazeley Academy</p> | <p>External accredited trainer</p> | <p>Primary</p> |
| <p>Intensive Interaction in Primary schools 1 day course</p> <p><i>Course details page 25</i></p> | <p>NB Cancellation fee applies</p> <p>Monday 21st November 9.00 – 3.00pm</p> | <p>Face to face</p> | <p>Outsider provider</p> <p>Intensive Interaction Institute</p> | <p>Primary</p> |
| <p>Autism in Girls: Understanding and supporting girls with Autism Spectrum Condition and Social Communication difficulties</p> | <p>Autumn 2.11.22 3.30 – 5.00</p> <p>Spring 9.03.24 3.30-5.00</p> | <p>MS Teams</p> | <p>Educational Psychology Team</p> | <p>Primary</p> <p>Secondary</p> |

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| <p><i>Course details page 26</i></p> | <p>Summer 07.06.23 3.30-5.00</p> | | | |
| <p>Supporting the needs of children at the earliest stages of communication</p> <p><i>Course details page 27</i></p> | <p>*NB You will need to attend both session 1 and session 2</p> <p>Autumn</p> <p>Session 1</p> <p>5.10.22 3.30 – 4.30 OR 8.11.22 3.30 – 4.30</p> <p>AND</p> <p>Session 2</p> <p>2.11.22 3.30 – 4.30 OR 6.12.22 3.30 – 4.30</p> | <p>MS Teams</p> <p>MS Teams</p> | | |
| <p>Speech and Language Therapy Early Years Communication Training</p> | <p>*NB You will need to attend both sessions</p> <p>10.05.23 9:30 – 12:00 AND</p> | <p>MS Teams</p> | <p>Speech and Language Therapy Team</p> | <p>Early Years</p> |

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| <i>Course details page 28</i> | 23.05.23 9:30 – 12:00pm OR 14.06.23 9:30 – 12:00 AND 21.06.23 9:30 - 12:00 | MS Teams | | |
| Developing and Using Signs <i>Course details page 29</i> | 28.11.22 16.01.23 17.03.23 | Stantonbury Health Centre, Milton Keynes MK14 6BL | Speech and Language Therapy Team | Early Years Primary |

Emotional and Social Wellbeing and Mental Health

| Course title | Date and time | Delivery method | Delivered by: | Suitable for: |
|---|---|------------------------|--------------------------------|------------------------------------|
| Emotionally Based School Avoidance: Putting MK guidance into practice in your school context (max 20 people) | Autumn 15.11.22 1.00 – 4.00pm | Face to face venue TBC | Educational Psychology Service | Primary Secondary |

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| <p><i>Course details page 31</i></p> | <p>Spring 24.01.23 1.00 – 4.00pm</p> <p>Summer 23.05.23 1.00 – 4.00pm</p> | | | |
| <p>Anxiety Winning over Worry (max 20 people)</p> <p><i>Course details page 32</i></p> | <p>Autumn 17.11.22 1.00 – 4.00pm</p> <p>Spring 19.01.23 1.00 – 4.00pm</p> <p>Summer 30.06.23 1.00 - 4.00pm</p> | <p>Face to face venue to be confirmed</p> | <p>Educational Psychology Service</p> | <p>Primary Secondary</p> |
| <p>Applying Positive Behaviour Support (PBS) in school – Behaviours of concern</p> <p><i>Course details page 33</i></p> | <p>Autumn 12.1.22 3:30-5:00pm</p> <p>Spring 26.01.22 3:30-5:00pm</p> | <p>MS Teams</p> | <p>Inclusion Specialist Teaching Team</p> | <p>Primary Secondary</p> |
| <p>PBS in practice – supporting individuals in Primary school</p> <p><i>Course details page 34</i></p> | <p>Autumn 03.11.22 3:30 – 5:00pm</p> <p>Spring 09.03.23 3:30 – 5:00pm</p> | <p>MS Teams</p> | <p>Inclusion Specialist Teaching Team</p> | <p>Primary</p> |

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| <p>PBS in practice – supporting individuals in Secondary school</p> <p><i>Course details page 35</i></p> | <p>Autumn 02.11.22 3:30 – 5:00pm</p> <p>Spring 09.03.23 3:30 – 5:00pm</p> | MS Teams | Inclusion Specialist Teaching Team | Secondary |
| <p>Emotional regulation using ‘Zones’ – practical approaches to support children using Zones of Regulation (for Primary)</p> <p><i>Course details page 36</i></p> | <p>Autumn 10.10.22 3:30 – 5:00pm</p> | Face to face | Inclusion Specialist Teaching Team | Primary |
| <p>Emotional regulation using ‘Zones’ – practical approaches to support children using Zones of Regulation (for Secondary)</p> <p><i>Course details page 37</i></p> | <p>Autumn 07.11.22 3:30 – 5:00pm</p> | Face to face | Inclusion Specialist Teaching Team | Secondary |
| <p>Developing emotional regulation – The ‘Zones in Practice’ For Primary</p> <p><i>Course details page 38</i></p> | <p>Spring 06.03.23 3:30 – 5:00pm</p> | Face to face | Inclusion Specialist Teaching Team | Primary |
| <p>Developing emotional regulation – The ‘Zones</p> | <p>Summer 24.04.23 3:30 – 5:00pm</p> | Face to face | Inclusion Specialist | Secondary |

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| in Practice' For Secondary <i>Course details page 39</i> | | | Teaching Team | |
| Positive Behaviour Training: Level One <i>Course details page 40</i> | Friday 19th May Friday 30th June | Roman's Field school | Team Teach Accredited Intermediate Instructors | Primary Secondary |
| Positive Practice in the Classroom <i>Course details 41</i> | Friday 28 th April 12:30pm – 3:30pm Friday 23 rd June 12:30pm – 3:30pm | Roman's Field school | Developed and delivered by our Outreach Lead | Primary Secondary |

Complex needs

| Course title | Date and time | Delivery method | Delivered by: | Suitable for: |
|--|---|------------------------|---|--------------------------------------|
| Using sensory activities to support children with SEND (Early Years) <i>Course details page 42</i> | Autumn 3.11.22 9:30 – 11:30am | Face to face | Inclusion Specialist Teaching Team | Early Years Primary |
| Using sensory activities to support children | Autumn 04.10.22 1:00 – 3:00pm | Face to face | EHCP Specialist Teaching Team and The Walnuts | Primary Secondary |

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| <p>with SEND (Primary and Secondary)</p> <p><i>Course details page 43</i></p> | <p>Spring 24.01.23 1:00 – 3:00pm</p> <p>Summer 02.05.23 1:00 – 3:00pm</p> | | School Therapeutic Team | |
| <p>Using Structure and the Engagement Model to support purposeful learning</p> <p><i>Course details page 44</i></p> | <p>Autumn 15.11.22 1:00 – 3:00pm</p> <p>Spring 07.03.23 1:00 – 3:00pm</p> <p>Summer 09.05.23 1:00 – 3:00pm</p> | Face to face | | |
| <p>Question and Answer session with MK Children’s Occupational Therapy Service</p> <p><i>Course details page 45</i></p> | <p>Autumn 12.10.22 1:00 – 2:30pm</p> <p>Spring TBC</p> | MS Teams | Children’s Occupational Therapy | <p>Early Years</p> <p>Primary</p> <p>Secondary</p> |
| <p>Manual Handling (Safer people handling)</p> <p><i>Course details on request</i></p> | <p>On request</p> | Face to face | Inclusion Specialist Teaching Team | <p>Early Years</p> <p>Primary</p> <p>Secondary</p> |

Inclusion

| Course title | Date and time | Delivery method | Delivered by: | Suitable for: |
|--|--|------------------------|---|--|
| EHCP Annual Review Process <i>Course details page 46</i> | Autumn 11.10.22 9:00 - 10:30 Spring TBC | MS Teams | EHCP Practice Leader and Assessment Practice Leader | Primary Secondary |
| Milton Keynes SEND Processes <i>Course details page 46</i> | Autumn 16.11.22 9:00 – 10:30 Spring TBC | MS Teams | EHCP Practice Leader and Assessment Practice Leader | Early Years Primary Secondary |
| Role of the Early Years SENCo – a course for Early Years SENCO's <i>Course details page 47</i> | *NB you will need to attend all three sessions Autumn Session 1 14.11.22 13:00 – 14:30 Session 2 21.11.22 13:00 – 14:30 | MS Teams | Inclusion Specialist Teaching Team | Early Years |

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| | <p>Session 3 28.11.22 13:00 – 14:30</p> <p>Spring</p> <p>Session 1 01.03.23 09:00 – 10:30</p> <p>Session 2 08.03.23 09:00 – 10:30</p> <p>Session 3 15.03.23 09:00 – 10:30</p> | | | |
| <p>Precision Monitoring <i>Course details page 48</i></p> | <p>*NB you will need to attend both sessions</p> <p>Autumn 19.10.22 3:00 – 4:30pm</p> <p>16.11.22 3:00 – 4:00pm</p> <p>Spring 25.01.23 3:00 – 4:30pm</p> | MS Teams | Educational Psychology Service | Primary Secondary |

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| | <p>AND</p> <p>22.03.23 3:00-4:30pm</p> | | | |
| <p>Effective support for children with Downs Syndrome</p> <p><i>Course details page 49</i></p> | <p>Autumn 26.09.22 3:30 – 5:00pm</p> | <p>Face to face Oldbrook First School</p> | <p>Inclusion Specialist Teaching Team</p> | <p>Early Years Primary Secondary</p> |
| <p>Promoting Impendence through effective Teaching Assistant to Pupil talk</p> <p><i>Course details page 50</i></p> | <p>Autumn 16.11.22 3:00 – 4:30pm</p> <p>Spring 19.01.23 3:00 – 4:30pm</p> <p>Summer 04.05.23 3:00 – 4:30pm</p> | <p>MS Teams</p> | <p>Educational Psychology Service</p> | <p>Primary</p> |
| <p>Implementing effective plans of support for children and young people with literacy difficulties – Milton Keynes Literacy Difficulties Guidance</p> <p><i>Course details page 51</i></p> | <p>Spring 09.02.23 3:45 – 5:00pm (Primary) 08.03.23 3:45 – 5:00pm (Primary) 16.03.23 3:45 – 5:00pm (Secondary)</p> | <p>TBC</p> <p>Glebe Farm</p> <p>Glebe Farm</p> | <p>Educational Psychology Service and Inclusion Specialist Teaching Team</p> | <p>Primary Secondary</p> |

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|--|--|--------------|--|---|
| <p>Numeracy support for struggling learners</p> <p><i>Course details page 52</i></p> | <p>Spring 01.02.23 1:00 – 3:00pm</p> | Face to face | Inclusion Specialist Teaching Team | <p>Primary</p> <p>Secondary</p> |
| <p>An overview of Clicker 8 as an inclusive classroom tool to support learning across the curriculum</p> <p><i>Course details page 53</i></p> | <p>Autumn 20.09.22 3:30 – 4:15pm</p> | MS Teams | Inclusion Specialist Teaching Team and Crick Software representative | <p>Primary</p> <p>Secondary</p> |
| <p>An overview of Docs Plus as an inclusive classroom learning tool to support learning across the curriculum and in exams – for Secondary Schools</p> <p><i>Course details page 54</i></p> | <p>Autumn 13.10.22 3:30 – 4:15pm</p> | MS Teams | Inclusion Specialist Teaching Team and Crick Software representative | Secondary |
| <p>Learning using ICT</p> <p><i>Course details page 55</i></p> | <p>Spring TBC</p> <p>Summer 05.06.23 3:30 – 5:00pm</p> | TBC | Inclusion Specialist Teaching Team and EHC Specialist | <p>Primary</p> <p>Secondary</p> |

Transitions

| Course title | Date and time | Delivery method | Delivered by: | Suitable for: |
|---|---|------------------------|------------------------------------|----------------------|
| <p>Supporting successful transitions for children with SEND: Starting School for the first time</p> <p><i>Course details page 56</i></p> | <p>Autumn 22.09.22 3:30 – 5:00pm</p> <p>Summer 22.06.23 3:30 – 5:00pm</p> <p>07.07.23 10:00 – 11:00am</p> | MS Teams | Inclusion Specialist Teaching Team | Primary |

Communication and Interaction- including Autism

Understanding and Effectively Supporting Autism Spectrum Conditions (ASC) in Primary schools.

Course summary:

The sessions will focus on communication and interaction, using structure to support learning for individuals with ASC in Primary school settings

Trainers:

Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

Each session will look at:

- An overview of Autism
- Strengths and challenges for children with Autism Spectrum Conditions (ASC) in Primary schools, including girls.
- How to support with social communication and interaction
- How to support with anxiety and emotional regulation
- Creating structure in the school environment to support with routines, learning and developing independence.

Course dates and time:

Wednesday 19th October 2022 at 3.30 – 5.00pm

Thursday 2nd February 2023 at 3.30 – 5.00pm

Venue: Remote training via Microsoft Teams

Who should attend? This training is useful for SLT, behaviour leads, mental health leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting

Communication and Interaction- including Autism

Understanding and Effectively Supporting Autism Spectrum Conditions (ASC) in Secondary schools.

Course summary:

The sessions will focus on communication and interaction, using structure to support learning for individuals with ASC in Secondary school settings

Trainers:

Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

Session 1 will look at:

- An overview of Autism
- Strengths and challenges for children with Autism Spectrum Conditions (ASC) within the secondary environment as they travel through the year groups.

Session 2 will look at:

- Focussing on specific areas to support young people with ASC in secondary school
- Sensory
- Behaviours that challenge
- Puberty
- Relationships
- Independence
- Travel

Course dates and time:

Thursday 29th September 2022 3.30 – 5.00pm AND Thursday 6th October 2022 3.30 – 5.00pm

Monday 23rd January 2023 at 3.30-5pm AND Monday 30th January 2023 at 3.30-5pm

Venue: Remote training via Microsoft Teams

Who should attend? This training is useful for all school practitioners, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Communication and Interaction- including Autism

Understanding and Effectively Supporting ASC in the Early Years.

Course summary:

An introduction to Autism and how it may present in primary aged children, including strategies and resources to support anxiety, routines, communication and interaction.

Trainers:

Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

Session 1:

- Become familiar with ASC and how this can present in young children
- Become familiar with the Hanen communication stages for young children with ASC
- Plan and set appropriate short-term outcomes using 'Communication Stages.'

Session 2:

- Consider how you can plan for play and learning skills at the different communication stages, including use of visual structure.

Session 3:

- Consider the impact of sensory preferences and how you might support these.

Course dates and time: Autumn

Session 1:

Friday 14th October 2022 at 9 – 10.30am **Venue:** Remote training via Microsoft Teams

Session 2:

Friday 21st October 2022 at 9.30-11am **Venue:** Face to Face

Session 3:

Friday 4th November 2022 at 9.30-11am **Venue:** Face to Face

Course dates and time: Spring

Session 1:

Weds 11th January 2023 at 9.30-11am **Venue:** Remote training via Microsoft Teams

Session 2:

Weds 18th January 2023 at 9.30-11am **Venue:** Face to Face

Session 3:

Weds 1st February 2023 at 9.30-11am **Venue:** Face to Face

Who should attend? This training is useful for all school practitioners, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Communication and Interaction- including Autism Attention Autism

Course summary:

This 2 day course equips attendees with the skills to set up and run the 4 Stage Attention Autism programme. The training focuses on the practical aspects of intervention, working in a team and offering an irresistible invitation to learn. The Attention Autism Programme targets the teaching of attention, communication and social interaction skills. Training is run applying the principles of the Attention Autism Programme throughout each day. There are demonstrations of the techniques in action, films of the work with children, practical hands-on experience for participants and ideas for activities. The intention is to share the practical skills needed for participants to feel confident in setting up and running the intervention immediately.

Trainers:

Accredited Advanced Attention Autism trainer

Course content:

Day 1 Workshop:

explores the impact of autism spectrum disorders on the development of attention skills and the impact this has on a child's ability to learn both 1:1 and in a group. We identify ways the learning strengths of children can be exploited and how fragile new skills can be developed. The workshop sets out the first two stages of the 4 stage Attention Autism programme; Stage 1 Focusing Attention, Stage 2 Sustaining attention. Attention Autism

Day 2 Workshop:

explores the ways in which communication development can be targeted and nurtured within sessions ensuring the needs of the children can be sensitively met whether preverbal, non-verbal or able to speak. The focus is on building functional social communication, understanding and spontaneous communication. The intervention looks at the power of shared good times for building engaged learning and trusting relationships where interaction, problem solving, communication and learning can flourish. The workshop provides an opportunity to solve any issues that have arisen in the application of the first 2 stages of the programme and then introduces Stage 3 Shifting Attention and Stage 4 focusing, sustaining and shifting attention including a transition to independent working.

Course dates and time:

Wednesday 14th December **and** Thursday 15th December 9.15 – 3.30

Venue: face to face, Hazeley Academy

Who should attend?

This training is useful for members of staff directly working with children with social communication needs/ASC within a mainstream setting. 2 members of staff **MUST** attend from each school.

Additional Information

This course is subsidised by the LA, with a total remaining cost of £160 to the school.

This course will incur a fee for non-attendance.

Communication and Interaction- including Autism Intensive Interaction in Primary Schools

Course summary:

The Intensive Interaction Introduction Course will be of interest to those involved in the care, support or education of children or adults with learning difficulties and/or social communication needs/autism

Trainers:

Accredited Trainer – The Intensive Interaction Institute

Course content:

- The Fundamentals of Communication - why is Intensive Interaction so important
- How to do Intensive Interaction
- How communication and the ability to relate develops naturally
- Why do human beings communicate?
- Videos showing children and/or adults with communication difficulties making progress developing
- social and emotional connections, enjoying interactions, learning to communicate using
- vocalisations, facial expressions and gesture, becoming relaxed, making eye contact (and much
- more!)
- Use of touch and issues of developmental pertinence
- Recognising outcomes and how to record keep How to get started

Course dates and time:

Monday 21st November 9am - 3pm

Venue: face to face, Galley Hill PDC

Who should attend?

This training is useful for members of staff directly working with children with communication and interaction needs and/or complex learning needs who are non-verbal or at the very early stages of communication.

Additional Information

This course will incur a fee for non-attendance

Communication and Interaction- including Autism

Understanding and Supporting Girls with Autism Spectrum Conditions (ASC) and Social Communication Difficulties.

Course summary:

Until recently, it was thought that autism was more common in boys than girls. However, it is now recognised that girls tend to exhibit the traits of autism in a less traditionally obvious way. Often their presentation has been described as “more subtle” than in boys. However, it seems that many autistic females copy others and use “masking” to try to hide their differences and “fit in”. This constant effort to be more like others can be exhausting, as well as leading girls to feel unsupported, frequently resulting in mental health difficulties.

Trainers: Educational Psychology Service

Course content: This training session aims to give insight into common experiences of autistic girls and provide staff with practical strategies to address the difficulties they face.

Course dates and time: **Autumn** Wednesday 2nd November 2022 at 3.30-5:00pm

Spring Thursday 9th March 2023 at 3.30 – 5.00pm

Summer Wednesday 7th June 2023 at 3.30-5.00pm

Venue: **Autumn Term- MS Teams; Summer Term-** Remote via Microsoft Teams

Who should attend? This training is useful for all school practitioners, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Communication and Interaction- including Autism

Supporting the needs of children at the earliest stages of communication.

Course summary

Increasingly schools are learning to support children who are at the earliest stages of communication development. These children may not yet speak using single words and may use a combination of methods to express themselves e.g., vocalising, looking, facial expression, reaching, gesture, leading, signing, vocalising, using objects. They may use or repeat occasional words but may not yet have a consistent way to communicate effectively. This may lead to frustration and anxiety. This course runs over 2 sessions and is designed to equip the learner to have confidence in supporting the communication of skills of children at this very early stage of communication.

Trainers- This training is delivered by members of the Speech and Language Therapy Service.

Content

Session 1

- What is early communication
- How does the child already communicate, with whom and why?
- What might be the next steps?
- Understanding your role as the child's communication partner
- Key strategies to support communication
- Increasing reasons and opportunities for communication
- *Implementing a key strategy with the child you are supporting (between session 1 and 2)*

Session 2

- Sharing experiences and generalising the use of this strategy to different activities

Course dates: NB you will need to attend both session 1 and 2

Session 1: Wed 5th Oct 3.30-4.30 OR Tues 8th Nov 3.30-4.30

AND

Session 2: Wed 2nd Nov 3.30-4.30 OR Tues 6th Dec 3.30-4.30

Venue: Remote via Microsoft Teams

Who should attend? Training pairs of a Teaching assistant and either teacher or SENDCO supporting a child at the earliest stages of communication, as described above.

Communication and Interaction- including Autism

Speech and Language Therapy Early Years Communication Training.

Course summary

Increasingly settings are learning to support children who are at the earliest stages of communication development. These children may not yet speak using single words and may use a combination of methods to express themselves e.g., vocalising, looking, facial expression, reaching, gesture, leading, signing, vocalising, using objects. They may use or repeat occasional words but may not yet have a consistent way to communicate effectively. This may lead to frustration and anxiety. This course runs over 2 sessions and is designed to equip the learner to have confidence in supporting the communication of skills of children at this very early stage of communication.

Trainers- This training is delivered by members of the Speech and Language Therapy Service.

Content

Session 1

- Have an awareness of the current context relating to Speech, Language and Communication Needs (SLCN).
- Have knowledge of speech, language and communication developmental milestones in children aged 0-5 years.
- Profile a child's speech, language and communication development.
- Have an understanding of universal, targeted and specialist levels of provision.

Session 2

- Have an awareness of strategies to support all children's communication development at the universal and targeted level.
- Consider the role of the environment in supporting speech, language and communication
- Develop understanding and awareness of resources and considerations for running successful language groups

Course dates : NB you will need to attend both session 1 and 2

Wednesday 10th May 09:30 – 12:00 AND Tuesday 23rd May 9:30 – 12:00

OR

Wednesday 14th June 09.30 – 12:00 AND Wednesday 21st June 09:30 – 12:00

Venue: Remote via Microsoft Teams

Who should attend?

Early Years Practitioners, working with children aged 0 – 5 y

Communication and Interaction- including Autism

Speech and Language Therapy Developing and using signing (based on Signalong signs)

Course summary

This one-day course will give you confidence to use Signalong signs to develop language and communication skills: supporting children and young people to use signing effectively.

Trainers- This training is delivered by members of the Speech and Language Therapy Service.

Content

Using signing to develop language and communication skills.

Learning core word signs

Learning topic word signs

Letter name signs

Scenarios

Sentences

Revision games

Course dates:

- Monday 28th November 2022 9.30 – 2.30pm OR
- Monday 16th January 2023 9.30 – 2.30pm OR
- Monday 17th March 2023 9.30- 2.30pm

Venue: Stantonbury Health Centre, Milton Keynes, MK14 6BL

Who should attend?

Professionals working in nurseries, preschools or schools

Additional Information

Please contact the Speech and Language Therapy Admin team on 01908 725299 to book your place

£85 for professionals working in nurseries, preschools or schools

Booking is essential to guarantee a place on the course

Unfortunately, we will not be able to run the course if we have less than 10 participants, if this occurs you will be notified. Please note that lunch will not be provided.

Participants will be provided with a manual for the day which will be available to purchase at the end of the day for £25. Please bring the exact money as we don't carry change, nor do we have a card machine

Where else could you find information about early communication?

| More about... | Information available online in MK Schools SLT Team section of www.mkchilslt.co.uk |
|--------------------------------------|--|
| Early communication | Video (strategy videos for early communication) |
| Intensive interaction approaches | Information sheet (advice and resources) Video (strategy videos for early communication) |
| People games | Information sheet (advice and resources) Video (strategy videos for early communication) |
| Ready steady go games | Information sheet (advice and resources) |
| Making choices | Information sheet (advice and resources) Video (strategy videos for early communication) |
| Objects of reference | Video (strategy videos for early communication) |
| Early play skills | Information sheet (advice and resources) Video (strategy videos for early communication) |
| Requesting | Video (strategy videos for early communication) |
| Requesting more, help | Information sheets (advice and resources) |
| Action words | Information sheet (advice and resources) |
| Communication boards – Object-action | Information sheet (advice and resources) Video (strategy videos for early communication) |
| Communication boards – Stage 1 | Information sheet (advice and resources) Video (strategy videos for early communication) |
| Communication boards – Stage 2 | Information sheet (advice and resources) |

Emotional and Social Wellbeing and Mental Health

Emotionally Based School Avoidance (EBSA): Putting MK guidance into practice in your school context.

Course summary:

In Milton Keynes we are seeing an increase in children and young people experiencing difficulty in attending school due to emotional reasons like anxiety, and Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe this. EBSA can present differently across individuals, but can often involve fear and anxiety, misery, complaints of feeling ill without an obvious cause, and/or reluctance to leave home. The Milton Keynes Local Authority EBSA project was set up last academic year in response to this increase and aims to develop a joined-up pathway of support for children and young people experiencing EBSA.

A large part of the MK EBSA project has been to create and share guidance documents for schools and parents. This workshop session aims to support school leaders and school staff using these guidance documents to develop their own knowledge about EBSA and skills in addressing it, as well as offering time and support to develop school-specific processes for managing EBSA in their particular contexts.

Trainers: Educational Psychology Service

Course content:

Prior to attending, all participants will be sent some pre-reading, including the two MK EBSA Guidance and Practical Support documents. It will be helpful to attend the session having become familiar with the materials, so that the planning time can be used effectively to start to put the guidance into school-specific contexts. At the workshop itself, there will be an element of training about EBSA followed by time to work collaboratively to develop school-specific processes for supporting and managing children, young people and families experiencing EBSA.

Course dates and time:

| Autumn Term 2022 | Spring Term | Summer Term 2023 |
|-------------------------|--------------------|-------------------------|
| 15.11.22, 1-4pm | 24.01.23, 1-4pm | 23.05.23, 1-4pm |
| | 23.03.23, 1-4pm | |

Venue: Face to Face venue tbc

Who should attend? Due to the nature of the session, at least two members of staff need to attend per school. Members of staff who are in a position to make strategic decisions about processes should attend as well as members of staff from the same school who are working more directly with children, young people and families to support them with their experiences of EBSA and with the process of reintegration. Up to 4 attendees per school.

Emotional and Social Wellbeing and Mental Health

Anxiety: Winning over Worry

Course summary:

Supporting Children/Young People in Learning to Manage Thoughts and Feelings that can often present as low-level anxiety.

Trainers: Educational Psychology Service

Course content:

This session will offer:

- i. Evidence-based knowledge about anxiety (i.e., what is happening in our brains and bodies when we feel anxious)
- ii. Exploration of a range of psychological approaches and tools for supporting children and young people experiencing anxiety so they can start to manage feelings of worry successfully (i.e., how can we 'win over worry')
- iii. Time for school staff to begin to plan how they might use the information from the session within their school context (i.e., how can we work as a school to promote a sense of well-being through mastery over anxiety).

Course dates and time:

Autumn Thursday 17th November 2022 1pm-4pm

Spring Thursday 19th January 2023 1pm-4pm and Thursday 16th March 2023 1pm-4pm

Summer Friday 30th June 2023 1pm-4pm

Venue: Face to Face

Civic 17.11.22 / 19.01.23

Galley Hill Professional Development Centre 16.03.23 / 30.06.23

Who should attend? This training is useful for mental health leads, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting

Emotional and Social Wellbeing and Mental Health

Applying Positive Behaviour Support (PBS) in school – behaviours of concern.

Course summary:

This course will support schools to understand why CYP behave the way they do and how to use proactive, preventative strategies to reduce the occurrence of behaviours that concern.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

- The functions/reasons for the behaviour
- Proactive strategies to support the child and lessen the occurrence of behaviours of concern -including areas of: Refusal
- Aggression
- Avoidance

Course dates and time:

Autumn Wednesday 12th October 2022 at 3.30-5pm

Spring Thursday 26th January 2023 at 3.30-5pm

Venue: MS Teams

Who should attend? This training is useful for mental health leads, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Emotional and Social Wellbeing and Mental Health

Positive Behaviour Support (PBS) in practice – supporting individuals (Primary)

Course summary: How to use PBS theory and ethos to support individuals that display behaviours that concern in your school.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

- Case studies
- Writing SMART outcomes to support children and young people's behaviours
- PBS plan

Course dates and time:

Autumn Thursday 3rd November 2022 at 3.30-5pm

Spring Wednesday 8th February 2023 at 3.30-5pm

Venue: MS Teams

Who should attend? Primary School practitioners. This training is useful for mental health leads, behaviour leads, teachers, SENCOs, teaching assistants and learning mentors working within a mainstream setting.

Emotional and Social Wellbeing and Mental Health

Positive Behaviour Support (PBS) in practice – supporting individuals (Secondary)

Course summary:

How to use PBS theory and ethos to support individuals that display behaviours that concern in your school.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

- Case studies
- Writing SMART outcomes to support children and young people behaviours
- PBS plan

Course dates and time:

Autumn Wednesday 2nd November 2022 at 3.30-5pm

Spring Thursday 9th March 2023 at 3.30-5pm

Venue: MS Teams

Who should attend? Secondary school practitioners. This training is useful for mental health leads, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Emotional and Social Wellbeing and Mental Health

Emotional regulation using Zones -practical approaches to support children using the 'Zones of Regulation' -for Primary schools

Course summary:

This training aims to provide staff with an understanding of emotional regulation and practical ways to support young people through use of the Zones of Regulation.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

- To understand what is meant by emotional regulation
- To recognise the approach used in the Zones of Regulation
- To become familiar with the four emotional zones
- To gain knowledge of practical application of the Zones
- To consider practical ways in which the Zones could be adopted to support students at a whole school, group or individual level.

Course dates and time:

Autumn Monday 10th October 2022 at 3.30-5pm

Venue: TBC Face to Face

Who should attend? Primary school practitioners. This training is useful for mental health leads, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Emotional and Social Wellbeing and Mental Health

Emotional regulation using Zones -practical approaches to support children using the 'Zones of Regulation' -for Secondary schools

Course summary:

This training aims to provide staff with an understanding of emotional regulation and practical ways to support young people through use of the Zones of Regulation in Secondary School.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

- To understand what is meant by emotional regulation
- To recognise the approach used in the Zones of Regulation
- To become familiar with the four emotional zones
- To gain knowledge of practical application of the Zones
- To consider practical ways in which the Zones could be adopted to support students at a whole school, group or individual level.

Course dates and time:

Autumn Monday 7th November 2022 at 3.30-5pm

Venue: TBC Face to Face

Who should attend? Secondary school practitioners. This training is useful for mental health leads, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Emotional and Social Wellbeing and Mental Health

Developing emotional regulation – the ‘Zones in Practice’

Course summary:

This training session aims to provide staff with practical ways to continue to embed emotional regulation skills and the use of Zones, exploring ways to develop understanding and build on first steps when delivering the Zones of Regulation programme.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

- To recap the four Zones and how they are introduced to pupils
- To consider practical resources to support delivery of the Zones
- To recognise the impact of work on emotional regulation through case studies
- To consider SMART outcomes linked to emotional regulation and the use of Zones
- To identify ways to develop the programme.

Who should attend?

This training is useful for SENDCOs, class teachers, staff working in pastoral or wellbeing roles or Teaching Assistants supporting children with SEND.

Course dates and time:

Spring - Monday 6th March 2023 at 3.30-5pm – **Primary Session**

Summer- Monday 24th April 2023 at 3.30-5pm -**Secondary Session**

Venue: TBC- Face to Face

Who should attend? All school practitioners. This training is useful for mental health leads, behaviour leads, teachers, SENDCOs, teaching assistants and learning mentors working within a mainstream setting.

Positive Behaviour Training: Level One

Course summary:

Delivered by our own Team Teach Accredited Intermediate Instructors, bringing a range of expertise in managing challenging behaviours and supporting behavioural change. All of our trainers are based daily within an SEMH setting, whilst also supporting staff and pupils at our mainstream, federated schools.

Team Teach, believe that all behaviour is communication being driven by experiences and emotions. We deliver a toolkit approach that is 95% understanding behaviours and encouraging de-escalation. The 5% assesses the need for physical intervention.

Trainers: Roman's Field school Team Teach Accredited Intermediate Instructors

Course content:

Participants will learn how to:

Increase understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk.

Create a greater team dynamic in supporting individuals who are distressed with approaches that have impact and strengthen relationships.

Utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours.

Execute simple and safe positive handling techniques including personal safety, appropriate for a low-risk environment (if required by your setting). Our techniques are situated within a respectful, supportive approach to behaviour support strategies which maintains positive relationships.

Who should attend?

Anyone who is operating in a low-risk primary or secondary school setting would benefit from this course, which offers a grounding in positive behaviour management strategies applicable across these environments.

Course dates and time: Friday 19th May or Friday 30th June

Venue: Roman's Field School

[For further information and booking form](#)

Positive Practice in the Classroom

Course summary:

Developed and delivered by our Outreach Lead, the session includes elements of neurolinguistic programming, an approach that focuses on how you communicate yourself and with others, and how this affects your behaviours and behaviour outcomes, alongside a protective behaviour ethos.

The 3hr training, covers the areas of shared meaning, 'I' messages, noticing comments, choices to support need and within de-escalation, recognising escalating behaviours, verbal de-escalation techniques and body language. With practical exercises, along with time for discussion, the session aims to leave you feeling more confident and with strategies you can take away and use with pupils of any age.

Trainers: Roman's Field school Team Teach Accredited Intermediate Instructors

Course dates and time:

Friday 28th April 12:30pm – 3:30pm

Friday 23rd June 12:30pm – 3:30pm

Venue: Roman's Field School

[For further information and booking form](#)

Complex needs

Using sensory activities to support children with SEND (Early Years)

Course summary:

Children with SEND needs including ADHD, developmental co-ordination difficulties including ASC/SCD, may have difficulties with sensory processing and integration difficulties or can have problems with regulating their bodies and emotions, which results in them finding it hard to concentrate or engage in play, interact and learn. The course explores some ideas to develop a calm alert state and how regular breaks in a session can help.

Trainers: Inclusion Specialist Teaching Team

Course content:

- Awareness of sensory issues and how they may have an impact
- How to achieve the calm/alert state to learn
- In addition, the programmes used will help to develop coordination, body awareness, cooperation and communication skills and aim to reduce anxieties

Please come dressed in comfortable clothing to join in activities (not compulsory)

Course dates and time:

Autumn: Thursday 3rd November 9.30 – 11.30

Venue: Civic Offices

Who should attend? EY setting practitioners and EYFS practitioners

Complex needs

Using sensory activities to support children with SEND – Primary and Secondary Schools

Course summary:

This training will be delivered by a member of the EHC Specialist Teaching Team and a member of the Walnuts School therapeutic team. It will focus on how you can enable children and young people to meet their sensory needs, including regulation. It will also focus on how you develop independence through the use of resources.

Trainers: EHC Specialist Teaching Team and the Walnuts School Therapeutic Team

Course content:

The session will give you an understanding of how not meeting a child's sensory needs can impact their ability to regulate and access and engage in learning. There will be examples of how outcomes can be written and implemented to meet those needs. This will be a practical session which will support your understanding of sensory processing difficulties and self-regulation.

Course dates and time:

Autumn- Tuesday 4th October 1-3pm

Spring- Tuesday 24th January 1-3pm

Summer- Tuesday 2nd May 1-3pm

Venue: Face to Face tbc

Who should attend? SENCOS, Teachers, Teaching Assistants from primary or secondary schools

Complex needs

Using Structure and the Engagement Model to Support Purposeful Learning

Course summary & Content:

This training will be delivered by a member of the EHC Specialist Teaching Team and a member of the Walnuts School. It will focus on how you can use engagement to enable children and young people with ASC/ social communication needs to access learning using structured approaches.

Trainers: EHC Specialist Teaching Team and the Walnuts School

Course dates and time:

Autumn- Tuesday 15th November 2022 1-3pm

Spring – Tuesday 7th March 2023 1-3pm

Summer- Tuesday 9th May 2023 1-3pm

Venue: Face to Face tbc

Who should attend? SENCOS, Teachers, Teaching Assistants from primary or secondary schools

Complex needs

Question and Answer session with MK Occupational Therapy Service

Course summary:

An opportunity to ask questions and share ideas with the MK Children's Occupational Therapy Service.

Children's Occupational Therapy (OT) is a small service based on Milton Keynes Hospital site. It is a joint health and social care service which means families have 1 OT to contact. The service provides a 3-tiered, evidence-based model. This also includes a coaching model for children to achieve set goals and with parents to support their child.

- Universal – Our website (www.mkchildOT.co.uk) has quick links to general strategies and advice. Strategies need to be tried and stated in the referral if further input is required.
- Targeted – Advice, group work, minor works, basic seating
- Specialist – 1:1, specialist equipment/seating, adaptations

Trainers: Occupational Therapy Service

Course dates and time:

Autumn- Wednesday 12th October 2022 1- 2.30pm

Spring – Tbc

Venue: MS Teams

Who should attend? All school practitioners.

Inclusion

EHCP Annual Review Processes

Course summary:

Supporting school staff to understand their roles and responsibilities as part of the Annual Review processes

Trainers: EHCP Practice Leader and Assessment Practice Leader

Course content:

- Statutory expectations
- MK processes
- Understanding your role and responsibilities
- Q&A

Course dates and time:

Autumn- Tuesday 11th October 2022- 9-.00 - 10.30am

Spring – Tbc

Venue: Remote training via Microsoft Teams

Who should attend? This training is useful for teachers, Inclusion Managers and SENDCos, Senior managers in schools

Inclusion

Milton Keynes SEND Processes

Course summary:

Aims to give an overview of the SEND processes and systems in MK which underpin the graduated approach to supporting children and young people with SEND in schools and settings

Trainers: EHCP Practice Leader and Assessment Practice Leader

Course content:

- Graduated approach to supporting children and young people with additional needs
- Understanding MK SEND processes; including SEND Support Plan, SEND Inclusion Forum, making EHC needs assessment requests, the 20-week statutory process.
- High Needs Top Up Funding
- Change of Placement

Course dates and time:

Autumn- Wednesday 16th November 2022- 9.00 - 10.30am

Spring – Tbc

Venue: Remote training via Microsoft Teams

Who should attend? Staff working in EY settings, primary and secondary schools and colleges and FE; including SENDCos, SENAs, Inclusion Managers, members of the Senior Management Team, Head Teachers, LA colleagues who work regularly with schools and settings

Inclusion

The Role of the Early Years SENCo – a course for new Early Years SENCos and those wishing to refresh their knowledge

Course Summary:

This three-session course will support practitioners to consider how they can identify SEND, assess needs, and plan for interventions in the early years. It will also support practitioners in their understanding of SEND processes in Milton Keynes.

Trainers:

Inclusion Specialist Teaching Team

Course content:

- What is inclusion?
- The graduated approach
- Assessing progress- new EYFS Framework
- Writing short term outcomes successfully
- Planning and implementing provision
- EHC processes, including use of SEN Support Plans

Course dates and time:

Monday 14th November 1-2.30pm; Monday 21st November 1-2.30pm; Monday 28th November 1-2.30pm (please attend all three sessions)

Weds 1st March 9-10.30am; Weds 8th March 9-10.30am; Weds 15th March 9-10.30am (please attend all three sessions)

Venue: Remote training via Microsoft Teams

Who should attend?

This training is useful for new SENDCos working in non-maintained early years settings, and for those colleagues who are interested in taking on the role in the future.

Inclusion

Precision Monitoring

Course summary:

Precision Monitoring is an intervention approach based on the Learning Hierarchy (Haring and Eaton, 1978). Precision monitoring involves a simple structured approach for learning new skills beyond initial acquisition. The aim is for a skill being learnt, such as spelling or number bonds, to become fluent, maintained overtime and both generalizable and adaptable. For example, remembering how to spell a word first learnt several months ago when needing to use it in a sentence, or applying the 3 times table to solve division sums.

Precision Monitoring is based on an inclusive philosophy aligning with the belief that all children can learn in the right environment. An important aspect of this intervention is therefore monitoring and adapting the teaching approach or words, sums, phonics being learnt to ensure the child experiences success. In turn, such success can improve a child's confidence, motivation, and engagement in learning.

The training is **divided into two parts**, this is to allow time to practice the intervention after the first session and then ask questions and share practice experiences in the second session.

Part 1 will include a full explanation of Precision Monitoring, the theory it is based on, how to set up and run sessions, and how to monitor progress. **Part 2** will be an opportunity for Q&A and reflections on running the intervention. We will also discuss how to ensure skills are maintained and can be generalized and adapted, beyond just acquisition and fluency.

You can email the trainer between the two sessions to ask questions and share materials to support in setting up the intervention.

Trainers: Educational Psychology Service

Course dates and time: Spring **Part 1** - Wednesday 25th January 2023 at 3.00-4.30pm

AND

Spring **Part 2** - Wednesday 22nd March 2023 at 3.00-4.30pm

Venue: Microsoft Teams

Who should attend?

- For the practical activities and for the most benefit, this training is useful to **attend in pairs**, such as teacher and teaching assistant and/or school SENDCO.
- Precision monitoring can be used with primary and secondary aged children.
- Please note that **attending both sessions is a requirement of the course** with time in between to set up and start the intervention, thus allowing opportunity for Questions and Answers and consolidation in part 2.

Inclusion

Effective Support for children with Downs Syndrome

Course summary:

Aims to increase understanding of supporting children and young people with Downs Syndrome in schools and settings.

Trainers: Inclusion Specialist Teaching Team

Course content:

- Revisiting and updating what we know about Down Syndrome
- Considering strengths to build upon and challenges to overcome
- How we might support the development of language and communication
- How we can effectively support learning
- How we might consider behaviour and support it proactively

Course dates and time:

Autumn- Monday 26th September 2022 at 3.30-5pm

Venue: Oldbrook First School

Who should attend? Staff in schools supporting children and young people with Downs Syndrome

Inclusion

Promoting independence with learning through effective Teaching Assistant to pupil talk.

Course summary:

Teaching assistants spend a high proportion of their time supporting pupils' learning by interacting with them when they are completing academic tasks. During this session, participants will learn about a scaffolding framework that can be used to promote pupil independence and confidence with learning. The framework aims to help teaching assistants think about how they interact with pupils to inform their 'in the moment' decisions about what level of support to offer within a task.

Trainers: Educational Psychology Service

Course content:

- The scaffolding process
- The scaffolding strategies which increase pupil independence with learning.
- A five-step framework for scaffolding pupil learning
- Putting the framework into practice

Course dates and time:

Autumn: Wednesday 16th November 2022 3.00-4.40pm

Spring: Thursday 19th January 2023 3.00 - 4.30 pm

Summer: Thursday 4th May 2023 3.00 - 4.30 pm

Venue: Remote training via Microsoft Teams

Who should attend? This training is useful for teaching assistants, teachers and SENDCos working in a primary mainstream setting.

Ideally, and to enable staff to put new learning into practice, teaching assistants will attend with a colleague from their setting (e.g., teacher or SENDCo).

Inclusion

Implementing effective plans of support for children and young people with literacy difficulties – Milton Keynes Literacy Difficulties Guidance.

Course summary:

It is widely recognised that literacy skills are fundamental in today's society and any difficulties with these skills can create a barrier to learning and achievement. The focus of this session is to introduce the Milton Keynes Council Literacy Difficulties Guidance, including principles for good practice and models that can assist settings in planning and implementing effective support and monitoring progress.

Trainers: Educational Psychology Service and Inclusion Specialist Teaching Team

Course content: Implementing effective plans of support for children and young people with literacy difficulties - Milton Keynes Literacy Difficulties Guidance.

Course dates and time:

Thursday 9th February 2023 at 3.45-5pm (Primary)

Wednesday 8th March 2023 at 3.45-5pm (Primary)

Thursday 16th March 2023 at 3.45-5pm (Secondary)

Venue: Glebe Farm

Who should attend?

This training is useful for SENDCos, literacy leads and teachers working in mainstream settings

Inclusion

Numeracy support for struggling learners

Course summary:

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. *Education Scotland*.

Join this workshop for additional ideas on how to help struggling learners to grasp mathematical concepts to enable them to deal with quantities and other situations in daily life.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team

Course content: A face-to-face workshop for SENDCos, class teachers and teaching assistants of struggling learners in Key stages 1 and 2 and those supporting students in Key Stage 3 who have not yet grasped the core components of numeracy and their application. (Maximum 16)

Course dates and time:

Autumn Wednesday 1st February 2023 at 1.00-3pm

Venue: Face to face workshop Civic Offices 1.05/1.06

Who should attend?

This training is useful for SENDCos, numeracy leads, teachers and teaching assistants working in mainstream settings

Inclusion

An overview of Clicker 8 as an inclusive classroom tool to support the learning across the curriculum.

Course summary:

Jo Owens from 'Crick Software' will be demonstrating and giving an overview of how 'Clicker 8' can be used as a supportive ICT software program in schools.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team and Crick software support representative

Course content:

- General overview of Clicker 8
- Explanation about the different learning grids – differentiation.
- How to access and use learning grids across the curriculum
- Use of voice notes
- Use of planning boards
- How Clicker Books can support reading

Course dates and time:

Tuesday 20th September 2022 at 3.30 -4.15

Venue: Remote training via Microsoft Teams

Who should attend?

This training is useful for teaching assistants, teachers and SENDCos working in a primary or Secondary mainstream setting.

Inclusion

An overview of Docs Plus as an inclusive classroom tool to support learning across the curriculum and in exams – for Secondary Schools.

Course summary:

Jo Owens from Crick Software will be giving an overview of how 'Docs Plus' can be used as a supportive ICT software program in secondary schools.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team and Crick software support representative

Course content:

- General overview of Docs Plus
- Explanation about the different learning grids – differentiation
- How to access and use learning grids across the curriculum
- Use of voice notes
- Use of planning boards
- How pdf reader can support reading
- Use in exams

Course dates and time:

Autumn- Thursday 13th October 2022 at 3.30 -4.15

Venue: Remote training via Microsoft Teams

Who should attend?

This training is useful for teaching assistants, teachers and SENDCos working in a Secondary mainstream setting. However, those working in Primary School are also warmly welcome to attend to find out how this software is used in Secondary.

Inclusion

Learning Using ICT – for Primary and Secondary Schools

Course summary:

tbc

Trainers: Inclusion Specialist Teaching and EHC Specialist Teaching Team

Course content:

tbc

Course dates and time:

Autumn- Thursday 13th October 2022 at 3.30 -4.15

Venue: tbc

Who should attend?

This training is useful for teaching assistants, teachers and SENDCos working in Primary and Secondary settings.

Transitions

Supporting successful transitions for children with SEND: Starting school for the first time.

Course summary: This session will consider how you can support the successful transition of pupils with SEND/ASC entering your foundation stage for the first time in September 2022/23.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

- Considering how your environment might look
- Considering strategies to support play
- Considering strategies to support language and communication
- Considering how you might interpret and support behaviour

Course dates and time:

Autumn - Thursday 22nd September 2022 3.30-5.00pm

Summer - Thursday 22nd June 2023 3.30-5.00pm, Friday 7th July 10:00 – 11:00am

Venue: Remote training via Microsoft Team

Who should attend? Primary school practitioners. This training is useful for behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream settings.

