

Special Educational Needs & Disability Service
(SEND Service)

August 2016 - July 2017



Meeting Individual Needs
TRAINING OFFER



HOW THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY SERVICE (SEND) CAN WORK WITH YOU

SEND Service offers a highly personalised training service for both direct teaching and support roles for those working with children across all age phases, whether individuals or in groups. Our service can support you in engaging effectively with parents and carers in order to promote positive learning for children and young people. We will work with you and offer strategic advice that will enhance the educational experience of individuals because it is tailored to the needs of your school community.

SEND Service also offers support and advice for those working with vulnerable children and young people, including those with SEN and/or disabilities (SEND) and mental health challenges. We offer training and support for staff and other professionals working with children and their families.

Each of our teams has a wide range of skills, experience and knowledge in the form of specialist qualifications in their own field that can boost the professional expertise in your school.



WHO IS IN THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY SERVICE?

Special Education Needs & Disability Support Service (SEND Support Service)

The SEND Support Service functions as a broadly based educational support service to assist parents, settings, schools, colleges and other professionals in meeting the complex requirements of vulnerable children and young people with Special Educational Needs. This is achieved by close partnership and collaborative working with parents and other professionals within Education and Children's Services including Children's Social Care and Safeguarding, health and the voluntary sector.

Primary School Social, Emotional & Mental Health Team (SEMH)

All primary schools have a SEMH link teacher who works with the school on policies, practices and issues, and provides a great variety of CPD (continuing professional development) opportunities. The SEMH link teacher also supports the school to meet the particular needs of referred children. The SEMH team work closely with parents/carers and all appropriate local services.

City Psychology Service (CPS)

The City Psychology Service aims to promote and enhance the quality of the educational and psychological development of children and young people and to support parents/carers and professionals into work with children and young people. The service is able to offer a wide range of training courses and group work designed to fulfil this aim.

Special Education Service (SES)

The Special Education Service administers the statutory processes of identifying and assessing children's special educational needs and determining appropriate special educational provision for individual pupils. This is an important, specialised area of work and we are fortunate to have a team with a wide range of experience and qualifications who are committed to ensuring positive outcomes for all the children and young people that are referred to us.

Disabled Children's Service (DCS)

The Disabled Children's Service are sited in two areas of the city. New Parks House and Beaumont Way office which takes the strategic lead for the management and development of services to disabled children and young people and those with special needs. The team comprises of Service Manager, Preparing for Adulthood Team, Team Managers, Social Workers, Co-ordinators, Occupational Therapists, Information Officer, Support Workers and Admin and Business Support Officers.

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CITY PSYCHOLOGY SERVICE

School systems for SEN

CPS

Areas Covered:

- This course looks at the systems a school has in place for the management of resources connected with SEN. It takes a “soft systems” approach to the analysis of these systems.
- This approach has been successfully used in business and has also now been used with great effect in education settings.

Course Outcomes:

- Course attendees will learn a new approach to the examination of the systems they have in school for the provision of SEN – how to examine the efficiency and effectiveness of these systems and how to create new systems where desired.

Who is it for:

SENCOs and managers of SEN/Inclusion, all phases of education.

Dates: To arrange bespoke training please contact joe.dawson@leicester.gov.uk

Duration: Full day

Fee: The cost of this training is available on request.

Location:

Collegiate House or school / setting.

The psychology of learning

CPS

Areas Covered:

- The psychological underpinning of children’s learning.

Course Outcomes:

- Participants will acquire an enhanced understanding of the psychological principles that influence children’s learning.
- Practical strategies that improve children’s learning outcomes and a better understanding of a child as an individual in their own right.

Who is it for:

Class teachers, teaching assistants, subject teachers, form tutors, behaviour and learning mentors.

Dates: To arrange bespoke training please contact joe.dawson@leicester.gov.uk

Duration: Full day

Fee: The cost of this training is available on request.

Location:

Collegiate House or school / setting.

Social and emotional needs of adolescents / young people with Down's Syndrome

CPS

Areas Covered:

- This course will develop an understanding of the challenges faced by teenagers with Down's Syndrome in mainstream schools.

Course Outcomes:

- Gain awareness of social, emotional, psychological and behavioural needs.
- Key elements / strategies to support learning, behaviour and emotional well-being.

Who is it for:

Teaching and support staff in Key Stage 3 and Key Stage 4 mainstream schools.

Dates: Please contact usha.rogers@leicester.gov.uk to arrange dates for your school/setting. This course is offered to a whole staff group within a school rather than individual school staff from different schools.

Dates can be negotiated with the school and their link EP.

Duration: Half day

Fee: £215 for a maintained school and £258 for non-maintained.

Location:

Collegiate House or school / setting.



Areas Covered:

- SPARKS promotes social growth in young children. It is based on research conducted in collaboration with Lynn Beardsall at Birmingham University.
- There are ten sessions, each an hour long, which are delivered on a weekly basis. Topics include recognising emotions, self-control, solving social problems and active listening.
- The themes are presented in ways that are engaging for 6/7 year olds.
- The aim of SPARKS is to increase children's social development and enhance their emotional well-being, thereby impacting on their academic progress.

Course Outcomes:

- Pupils acquire relaxation techniques and problem solving skills.
- These skills allow them to enhance their ability to cope with stressful situations, their positive self-belief and self-efficacy.

Who is it for:

Therapeutic Group
Intervention programme
for Year 5 (age 9-10) pupils.

Dates: To organise dates for your setting please contact davinder-singh.dhesi@leicester.gov.uk (Senior Educational Psychologist).

Duration: This programme consists of ten weekly sessions lasting one hour.

Fee: £1500 for LCC maintained schools. £1800 for non-maintained schools.

Location:

Collegiate House or
school / setting.



Areas Covered:

- To develop skills for working with young people and parents who are disengaged, disaffected and/or 'hard to reach' and engaging them in a process of self-motivated change.
- Motivational interviewing is a highly effective and evidence based approach for intervening with individuals who are ambivalent and/or resistant to change.
- It provides a set of theoretical tools for accessing, eliciting and supporting an individual's commitment to self-motivated change.

Course Outcomes:

- To understand the theory of motivational interviewing and the stages for change model.
- To develop skills for engaging and motivating change.
- To be able to use the stages for change model to assess an individual's readiness for change.
- To identify relevant skills and tasks for working with an individual relevant to their stage for change.

Who is it for:

Behaviour leads, pastoral managers, heads of year, form tutors, behaviour and learning mentors, attendance officers, family support workers etc.

Dates: Please contact paul.riddick@leicester.gov.uk for further information.

Duration: Two half days, 9.30am-12.30pm with four, one hour follow up coaching sessions.

Fee: £115 per delegate from LCC maintained schools. £138 per delegate from non-maintained schools. There will be an additional charge of £75 for each follow up coaching session. Please note this course is limited to 16 delegates.

Location:

Collegiate House

Areas Covered:

- This course provides a framework to understanding all relationships.
- Developing an understanding of the principles of the Solihull Approach including containment, reciprocity and behaviour management.
- Understanding the impact of experiences on behaviour and the social and emotional development of children and young people.
- Helping staff translate theory into practice; through a more consistent approach to the way in which they work with children, young people and their families.

Course Outcomes:

- Delegates will understand the principles of 'good enough parenting' and understanding children's behaviour. They will learn to apply the three elements of the Solihull approach (i.e. containment, reciprocity and behaviour management) in a practical way.
- Understand the impact of experiences on social and emotional difficulties.
- Delegates will be able to more effectively support pupils, parents and colleagues.
- It is highly recommended that delegates purchase a Solihull Resource Pack folder at an additional cost of £75 so that they are able to participate fully in the course. This can be purchased from Solihull Primary Health Care Trust or speak to Christine Devonshire (Educational Psychologist) for further information.

Who is it for:

Class teachers, teaching assistants, subject teachers, form tutors, behaviour and learning mentors, pastoral staff.

Dates: Dates to be agreed with school or setting, please contact leanne.cort@leicester.gov.uk

Duration: Two days or one day and two twilight sessions.

Fee: £995 for LCC maintained schools. £1194 for non-maintained schools. This course has a maximum capacity of 16 delegates.

Location:

Collegiate House or school / setting.

Guided Imagery

CPS

Areas Covered:

- Guided Imagery is a programme of directed thoughts and suggestions which guide an individual's imagination towards a relaxed and focused state. Whilst in this state, the children are asked to imagine a specific scenario and to practise developing their imaginations in this way in order to help overcome problems (problem solving) using strategies the facilitator suggests.
- Through this image-work, children can be helped to develop their natural image-making capacity and utilise it to overcome the challenges in their life, such as coping when others say hurtful things to them, being positive and nurturing/fostering self-belief, self-efficiency and self-development.
- Guiding children through imaginary situations in which they are confident, valued, powerful and popular.
- This may just give them the boost they need in order to realise these goals.

Course Outcomes:

- Pupils acquire relaxation techniques and problem solving skills.
- These skills allow them to enhance their ability to cope with stressful situations, their positive self-belief and self-efficacy.

Who is it for:

Therapeutic group intervention programme for Year 5 (age 9-10) pupils.

Dates: To organise dates for your setting please contact davinder-singh.dhesi@leicester.gov.uk (Senior Educational Psychologist).

Duration: This programme consists of ten weekly sessions lasting one hour.

Fee: £562.50 for LCC maintained schools. £675 for non-maintained schools.

Location:

Collegiate House or school / setting.

Mindfulness meditation: Mindfulness groups for teens

CPS

Areas Covered:

- Learning the skills of mindfulness and meditation to incorporate this into daily life.
- Preparation and first steps.
- Ongoing practice.
- Deepening the experience and benefits.
- Supporting each other.
- Supporting others.
- Managing potential anxiety at exam times or at any time during the school years.

Course Outcomes:

- Increased natural calmness.
- Improved focus, attention and mental resilience.
- Increased self-awareness and awareness of others.
- Strengthened experience of emotional balance.
- Increased happiness.
- Improved memory, retention and recall.
- Improved physical health.

Who is it for:

Older teens aged 16+ and younger teens aged 11-16.

Recommended group size is 10-16 individuals.

Dates: To organise dates for your setting please email: mike.turner@leicester.gov.uk

Duration: The programme consists of six one hour sessions. One-off sessions can be arranged.

Fee: £340 per group (6 sessions) for LCC maintained schools. £408 per group (6 sessions) for non-maintained schools.

Location:

School / setting.

Areas Covered:

- The Friendship skills programme is for children who have poor peer relationships, and/or are exposed to bullying, as these children are at an increased risk of developing mental health difficulties.
- The programme aims to teach children the social skills to make and sustain peer relationships and to provide children with opportunities for learning about issues relevant to peer friendships, such as conflict resolution and bullying, and to teach children the social skills necessary for friendship formation and maintenance.

Course Outcomes:

- Pupils will acquire skills to manage and sustain friendships.
- Understand the importance of good listening skills for the process of friendship formation and maintenance.
- Develop an awareness of others' feelings and demonstrate empathy.
- Deal with bullying appropriately, in relation to themselves and others (i.e. when witnessing bullying).
- Cooperate effectively with others to reach a shared goal.
- Understand the importance of working well together in relation to sustaining good friendships.
- Use basic problem solving strategies in order to reduce conflict that may occur in peer relationships.
- Apply problem solving strategies for making up with friends following a disagreement.

Who is it for:

Therapeutic Group
Intervention programme for
Year 2, 3, 4 or 5 (age 6-10).

Dates: To organise dates for your setting please contact davinder-singh.dhesi@leicester.gov.uk (Senior Educational Psychologist).

Duration: This programme consists of one hourly sessions for seven weeks.

Fee: £525 for LCC maintained schools.
£630 for non-maintained schools.

Location:

Collegiate House or
school / setting.

Growing optimism

CPS

Areas Covered:

- A group work course to help change the way youngsters think about themselves and their experiences, equipping them with social problem solving skills to minimise the risk of future depression. The course is inspired by the work of Dr Martin Seligman, a renowned Developmental Psychologist.
- Introduction to thinking strategies and techniques developed in Cognitive Behaviour Therapy (CBT).
- Provides opportunities to practise these within the structure of the course and encourage the application of these new strategies within 'real world' situations.
- Pupils are selected through screening, to identify those whose current thinking style is likely to lead to future social-emotional difficulties, notably depression.
- Current research suggests that this form of targeted intervention is likely to be more effective and efficient than 'universal' programmes that are provided to whole year groups or schools (Spence and Shortt, 2007).

Course Outcomes:

- Pupils will develop improved emotional literacy skills.
- Pupils will also acquire skills to overcome their tendencies to see events as the result of a fixed state and develop more helpful and more accurate cognitive strategies.

Who is it for:

Therapeutic group intervention programme for Year 5 (age 9-10) pupils.

Dates: To organise dates for your setting please contact davinder-singh.dhesi@leicester.gov.uk (Senior Educational Psychologist).

Duration: The programme consists of ten weekly sessions each lasting 80 minutes.

Fee: £2025 for LCC maintained schools.
£2430 for non-maintained schools.

Location:

Collegiate House or school / setting.

SEN or English as an additional language?

CPS

Areas Covered:

- Understanding normal and second language developmental patterns.
- Identification of combined EAL and SEN difficulties.
- Informal and formal language assessment for SEN.
- Practical strategies for differentiation.

Course Outcomes:

- Develop skills to measure rates of progress with children with SEN/EAL.
- Use informal assessment resources and also how to develop teaching resources.

Who is it for:

Teaching staff and SENCo's.

Dates: To arrange bespoke training, please contact usha.rogers@leicester.gov.uk This course is offered to a whole school group, within a school.

Duration: Half day
Fee: £520 for maintained schools. £624 for non-maintained schools.

Location:

School / setting

Areas Covered:

- Bliss is an early intervention programme for young women aged 11-13 that aims to raise self-esteem and self-confidence around body image. The purpose of the programme is to provide participants with opportunities for learning about issues relevant to body image, such as self-esteem, positive and negative views of self, healthy living and the effects of the media.
- Bliss is aimed at those who would benefit from work around building self-confidence and self-belief about their body image. Pupils appropriate for the group would typically display low self-esteem/self-confidence, body dissatisfaction, increased importance on their body image and preoccupation with body image portrayed in the media.

Course Outcomes:

- Pupil participants will improve their emotional well-being and resiliency by raising self-esteem and positive body image.

Who is it for:

Therapeutic group intervention programme for young women aged 11-13.

Dates: To organise dates for your setting please contact davinder-singh.dhesi@leicester.gov.uk (Senior Educational Psychologist).

Duration: The programme consists of one hourly sessions for six weeks.

Fee: £900 for LCC maintained schools.
£1080 for non-maintained schools.

Location:

Collegiate House or school / setting.



Confident parents, confident children

CPS

Areas Covered:

- Being a parent can sometimes be a difficult job.
- CBII is a multi-agency team working together to support children and families to manage their emotions and behaviour.
- We aim to work with parents/carers and any other adults involved in finding straight forward solutions.
- CBII are planning to run groups in schools where parents and carers can come along and share their thoughts and ideas on children's behaviour, plus share their feelings and emotions.
- The group will run for 5 weeks with a follow up session to review learning and development.
- Parents, carers and school staff to decide which issues they would like to discuss and work through.

Course Outcomes:

- Parents more able to engage in discussion, have more ideas and practical suggestions about parenting that may help them to make informed choices about their relationships with their children.
- Parents develop confidence in managing their children's behaviour.

Who is it for:

Therapeutic Group
Intervention programme
for parents.

Dates: To organise dates for your setting please contact davinder-singh.dhesi@leicester.gov.uk (Senior Educational Psychologist).

Duration: The programme consists of two hour sessions for five weeks followed by a review 6th session.

Fee: The cost of this training is available on request.

Location:

Collegiate House or
school / setting.

Mindfulness meditation: Mindfulness groups for primary aged children

CPS

Areas Covered:

- Learning the skills of mindfulness and meditation to incorporate this into daily life.
- Preparation and first steps.
- Ongoing practice.
- Deepening the experience and benefits.
- Supporting each other.
- Supporting others.
- Relaxation strategies.
- On-going advice and support for staff working with these children

Course Outcomes:

- Increased natural calmness.
- Improved focus, attention and mental resilience.
- Increased self-awareness and awareness of others.
- Strengthened experience of emotional balance.
- Increased happiness.
- Improved memory, retention and recall.
- Improved physical health.

Who is it for:

Primary aged children.
Recommended group size is
10-16 individuals.

Dates: To organise dates for your setting please email: mike.turner@leicester.gov.uk

Duration: The programme consists of six one hour sessions. One-off sessions can be arranged.

Fee: £340 per group (6 sessions) for LCC maintained schools. £408 per group (6 sessions) for non-maintained schools.

Location:

School / setting.

Areas Covered:

Positive touch parent to child massage:

- CBll delivers parent to child massage sessions where the parents can learn massage routines to use with their children.
- The aim of these sessions is to introduce to parents a positive touch approach in order to enhance attachment relationships, emotional well-being and self-esteem.

Massage in schools programme:

- This programme develops nurturing touch in a school setting. It is based on respect, and involves a formal massage routine. The massage takes place whilst children are fully clothed.

Peer massage is:

- For children 4-12 years old.
- Given and received with the child's permission.
- Given by the children, to each other. On the back, head, arms and hands.
- Used daily.
- Takes into consideration cultural and religious practices.

Course Outcomes:

Positive touch parent to child massage:

- Supports attachment relationships.
- Is calming.
- Is relaxing.
- Allows families time to talk.
- Is a good part of the bedtime routine.
- Promotes quality time.
- Promotes positive behaviours.

Massage in schools programme:

Studies and observations have shown that:

- Children become calmer and have improved concentration which helps their learning.
- Children have more confidence and increased self-esteem.
- It teaches children to respect others and leads to social inclusion.
- There is a reduction in bullying and aggression.
- Emotional health improves.
- It helps children recognise 'good' and 'bad' touch.
- Children show improved motor skills.
- It encourages visual and kinaesthetic learning.
- The school staff benefit from all these aspects.
- Massage is fun.

Who is it for:

Positive touch parent to child massage is for children Up to 12 years of age. Massage in schools programme is for children aged 4-12 years.

Dates: To organise dates for your setting please contact davinder-singh.dhesi@leicester.gov.uk (Senior Educational Psychologist).

Duration: Four one hour sessions for whole class

Fee: £600 for LCC maintained schools - for two staff members to come and deliver training. £720 for non-maintained schools - for two staff members to come and deliver training.

Location:

Collegiate House or school / setting.

Precision teaching

CPS

Areas Covered:

- An introduction to this highly effective and evidence based intervention strategy for literacy and numeracy.
- Practical and straight forward instructions on running a precision teaching programme.
- Strategies for generalising literacy and numeracy learning to the classroom.

Course Outcomes:

- Participants will understand how to plan, deliver and monitor precision teaching programmes for literacy (reading or spelling) or numeracy will have been given the opportunity to discuss how to apply it to other areas of learning.

Who is it for:

Teachers and teaching assistants from Key Stage 1 to Key Stage 4.

Dates: To organise dates for your setting please email: paul.eden@leicester.gov.uk

Duration: 1½ hours initial presentation, two 1 hour follow up sessions.

Fee: £260 for maintained primary schools. £312 for non-maintained primary schools.

Location:

Delivered at the setting.

An introduction to attachment

CPS

Areas Covered:

- What is attachment and attachment theory?
- The psychological underpinning of attachment relationships.
- The links between neuropsychology and attachment.
- The impact of early life experiences on social, emotional and behavioural development of children and young people.
- Some guiding principles from psychological theory to help inform practice.
- Practical advice on classroom support strategies and approaches.

Course Outcomes:

- Participants will develop knowledge and understanding of psychological theory associated with attachment and attachment relationships.
- Participants will develop awareness of the links between early life experiences, brain development and the development of children's social, emotional and mental health.
- Participants will develop awareness of psychological interventions which can help inform practice.

Who is it for:

SENCOs, class teachers, teaching assistants, family support facilitators, subject teachers, behaviour and learning mentors, pastoral staff.

Dates: To organise dates for your setting please email: leanne.cort@leicester.gov.uk

Duration: Half day

Fee: £260 for maintained primary schools. £312 for non-maintained primary schools.

Location:

School / setting.

Managing feelings

CPS

Areas Covered:

- The managing feelings programme is for children showing early signs of anxiety, emotional distress or disruptive behavioural patterns as these children are at an increased risk of developing mental health difficulties.
- The programme aims to improve emotional literacy skills by helping children identify and name their feelings, understand the feelings of other people and effectively communicate their feelings in an acceptable way.
- The purpose of the programme is to provide children with opportunities for learning about issues relevant to managing feelings, such as dealing with strong feelings and understanding the impact of body language together with the development of social and cognitive skills necessary for the management of feelings.

Course Outcomes:

- Pupils will develop improved emotional literacy skills.
- Pupils will also acquire skills to identify and manage their feelings.

Who is it for:

Therapeutic group intervention programme for Year 2, 3, 4 or 5 (age 6-10).

Dates: To organise dates for your setting please contact davinder-singh.dhesi@leicester.gov.uk (Senior Educational Psychologist).

Duration: This programme consists of one hourly sessions for seven weeks.

Fee: £525 for LCC maintained schools.
£630 for non-maintained schools.

Location:

Collegiate House or school / setting.

Mindfulness meditation: Mindfulness groups for school staff

CPS

Areas Covered:

- Learning the skills of mindfulness and meditation to incorporate this into daily life.
- Preparation and first steps.
- Ongoing practice.
- Deepening the experience and benefits.
- Supporting each other.
- Supporting others.
- Managing stress, busy lives and work schedules.

Course Outcomes:

- Increased natural calmness.
- Improved focus, attention and mental resilience.
- Increased self-awareness and awareness of others.
- Strengthened experience of emotional balance.
- Increased happiness.
- Improved memory, retention and recall.
- Improved physical health.

Who is it for:

School staff.
Recommended group size is 10-16 individuals.

Dates: To organise dates for your setting please email: mike.turner@leicester.gov.uk

Duration: The programme consists of six one hour sessions. One-off sessions can be arranged.

Fee: £340 per group (6 sessions) for LCC maintained schools. £408 per group (6 sessions) for non-maintained schools.

Location:

School / setting.

Areas Covered:

- Practitioners are able to reflect on critical thinking skills and how these are enhanced through 'sustained shared thinking' between children and adults.
- Practitioners learn how to improve their understanding of a child's thinking and help to extend it through responses which foster investigation, planning, problem solving, creativity and reflection.
- Develop an understanding on the impact of the child's environment and their own role in improving children's language for thinking and involving learning from parents.

Course Outcomes:

- Course delegates will have an increased understanding of the development of an infant's critical thinking skills.

Who is it for:

Early years teachers and teaching assistants.

Dates: To organise dates for your setting, please contact anastasia.andre-warren@leicester.gov.uk (Senior Educational Psychologist).

Duration: Half day

Fee: £115 for maintained schools. £138 for non-maintained schools.

Location:

Collegiate House or school / setting.

LEARNING, COMMUNICATION AND INTERACTION SUPPORT TEAM (LCI)

National Award for SENCoS – Cohort 8 Masters Level Qualification

LCI

Areas Covered:

- Strategic Management and development of SEN - nationally, locally and at school level.
- Access, assessment and planning to meet needs.
- Providing effective learning opportunities for all.
- Monitoring and evaluating provision.
- The SENCo as leader.

Course Outcomes:

- Be effective in leading teaching and learning and coordinating provision for pupils with SEN and/or disabilities in their schools.
- Critically examine theories of learning and pedagogy in order to raise the achievement of children and young people with SEN and/or disabilities.
- Supporting and managing other staff and ensuring that pupils receive high quality educational provision that enables them to make progress in their learning.
- To meet the learning outcomes in the teaching assistants course specifications.

Who is it for:

SENCoS new in post.

Dates: Induction day -
8 October 2016
(University of Northampton)
30 November 2016
11 January 2017
22 February 2017
22 March 2017
26 April 2017
7 June 2017

Plus: Eight mentor sessions:
Dates and timed negotiable,
based at New Parks House
which give a local perspective
to the training and the
SENCo role.

Dates to be decided by group.

Duration: 9am-4pm

Fee: £1750 per SENCo paid
by the school.

Location:

National Training Kegworth

Mentor Sessions
New Parks House

**Bookings only by
contacting the university:**

email: study@northampton.ac.uk
phone: 0300 303 2772

**Post-graduate Certificate in Educational Studies,
SpLD/Dyslexia
Year 2: Specialist assessment of literacy difficulties (dyslexia)
Masters Level Qualification**

**LCI and
Leicester
University**

Areas Covered:

- A review of the in-depth assessment model, the theory underpinning standardised testing and familiarisation with a range of tests.
- Detailed observations: introduction to a range of observation schedules and their interpretation.
- How to compile a detailed technical report and advice given on how to present findings.
- An overview of the educational support Key stages 1-4.
- The compilation of a case study and individualised teaching programme for an identified learner.
- Reviews of recent legislation.

Course Outcomes:

- Increased understanding of dyslexia.
- Knowledge of a range of effective strategies to address the impact of specific learning difficulties.
- Increased confidence and skills of learning support assistants in supporting pupils with SpLD

Who is it for:

Teachers who have completed year 1 of the Dyslexia course or appropriate alternative.

Dates:

Following Thursdays only:
13 October 2016
3 November 2016
17 November 2016
1 December 2016
15 December 2016
26 January 2017
9 February 2017
16 March 2017
27 April 2017

Duration: Full day, 9am-4pm

Fee: Information from
Leicester University

Location:

New Parks House

**Bookings only by
contacting the university
school of education**

email: maelt@le.ac.uk
phone: 0116 252 3688

Dyslexia schools launch

LCI

Areas Covered:

- An information sharing session for any schools who wishes to gain the Dyslexia Friendly School Quality Mark. This meeting will also be of interest to schools who have already achieved Stage 1 but now wish to pursue full DFS status.

Who is it for:

SENCo's and headteachers.

Dates: 6 October 2016

Duration: 2pm-4pm

Fee: Free

Location:

New Parks House

Areas Covered:

- Provide the opportunity for SENCos to keep abreast of new developments in SEN both at a national and local level.
- It is also a time to share ideas with other practitioners, to 'trouble shoot' issues and refresh and gather new resources that support the SENCo role.

Course Outcomes:

- Refreshed and updated information or ideas will be used by the SENCo in their role.
- Up to date information regarding new resources, assessment material, websites etc. that support the work of SEN in the school, can be shared with all staff.

Who is it for:

SENCos

Dates:

Autumn Term
10 October 2016, half day
Spring Term
30 March 2017, half day
Summer Term

8 June 2017, full day

Duration: Half day,
1pm-3.30pm

Fee: No charge for delegates from LCC maintained schools.

£50 charge per delegate from non-maintained schools.

Location:

New Parks House

Reading Recovery and Every Child a Reader teacher training accredited by the Institute of Education

Areas Covered:

- Assessment of pupils' literacy difficulties.
- Delivering the Reading Recovery intervention to eliminate the problems and enable Key Stage 1 pupils to catch up with peers.
- Ways to improve whole school literacy attainments and standards.

Course Outcomes:

- To help to improve literacy across the school.
- To increase capacity for intervention work by training teaching assistants, volunteers and older pupils to work with struggling pupils.

Who is it for:

Teachers with at least 3 years experience. The school needs to be committed to the Reading Recovery intervention and training for 0.6 of the week.

Dates: Autumn Term starts 31 August 2016 - there are regular sessions throughout the year at New Parks House. The trainer will also visit the teacher in school to advise and support their implementation and teaching of the pupils.

Duration: 1 Year

Fee: £1350 per delegate from LCC maintained schools.
£1700 per delegate from non-maintained schools.

Location:

New Parks House

WIT training - Boosting Reading and Writing Progress (BRWP) for teaching assistants working in Key Stage 1 and 2

LCI

Areas Covered:

- A range of generic skills and knowledge for teaching assistants who support pupils with decoding, comprehension and language problems as well as training for delivery of this intervention.

Course Outcomes:

- An opportunity for teaching assistants to train in this successful intervention.
- Match a book to any pupil.
- Notice and understand pupils' reading and writing strengths and weaknesses.
- Be a skilled reading and writing partner.
- Enable a struggling pupil to make rapid progress.

Who is it for:

Teaching assistants and the teacher who will be responsible for overseeing the programme in non-ECaR schools.
Three days initial training plus half day follow-up.

Dates:

Three and half day course

Autumn Term

29 September 2016, day one

30 September 2016, day two

25 October 2016, day three

7 March 2017 (am), day four

Duration: 3½ days

9am-3pm, days one-three

8.45am-11.45am, day four

Fee: WIT Funded for LCC maintained schools only:

Book via

www.lls.leicester.gov.uk

£75 per delegate for non-maintained schools and county schools.

To book:

email: kate.drurey@sdsa.net

phone: 0116 299 5948

Location:

New Parks House

An introduction to Inference training and boosting reading comprehension in Key Stage 2 and 3

LCI

Areas Covered:

- The barriers to reading comprehension.
- How inference training can be delivered by teaching assistants to groups of four or five pupils for 35 minutes, twice a week over six weeks.
- The contents of the folder.
- How the techniques can be used in whole class situations.

Course Outcomes:

- Adults become more sensitised to reading comprehension difficulties in a classroom context.
- Teaching assistants can deliver the intervention with groups of pupils to achieve significant progress.
- Participants will know about the contents of the folder and how to use the techniques in whole class situations.

Who is it for:

A teacher who will supervise and teaching assistants who will deliver the training. For schools already using Inference training, teaching assistants may attend without a teacher.

Dates: 6 October 2016

Alternatively this bespoke course can be delivered in your school. Please contact linda.dawson@leicester.gov.uk for further information/discussion.

Duration: Full day, 9am-4pm

Fee: £168 per teacher or £225 per teacher/teaching assistant pair from LCC maintained schools (includes cost of folder £53).

£191 per teacher or £260 per teacher/teaching assistant pair non-maintained schools (includes cost of folder £53).

Location:

New Parks House

Areas Covered:

- How to use feedback to improve writing.
- How to help the child understand how they can improve their work at text, sentence and word level and to embed strategies that will improve children's independent writing.
- The model Praise, Improve, Plan underpins Write Away Together.

Course Outcomes:

Adults are enabled to:

- Use a clear structure to support the improvement of children's writing.
- Develop the partnership between teacher and teaching assistant.
- Use Assessment for Learning (AfL) to improve writing.
- Improve their understanding of which text, sentence and word choices will be appropriate for a particular writing task and for the audience.

Children will learn to:

- See themselves as a writer.
- See editing as a positive part of the writing/learning process.
- Improve writing at text, sentence and word level.
- To understand what they do well and what needs to be improved in order to make progress.
- How to make those improvements.

Who is it for:

Lead teacher who will run the programme and a teaching assistant pair for Key Stage 1 and Key Stage 2.

It will also be suitable for pairs of teachers/SENCOs and a teaching assistant from Key Stage 3 to use the programme with struggling writers.

Dates:

5 October 2016, day one
1 November 2016, day two am

Duration: One and half days, 9am-4pm, day one
8.45am-12.30pm, day two

Fee:

£185 per teacher plus £95 for teaching assistants coming with the teacher from LCC maintained schools.

£207 per teacher plus £114 for teaching assistants coming with the teacher from non-maintained schools.

Plus £50 per school for the programme folder and resources disc.

Location:

New Parks House

School Based Assessment and Identification of SpLD: Increasing confidence in making judgements

LCI

Areas Covered:

Day One:

- The SpLD pathway and early monitoring process.
- Understanding of standardised assessment terminology.
- Basic literacy and language assessments to use in school.

Day Two:

- Case studies of pupils with SpLD and SLCN.
- Understanding of how pupils with SpLD and SLCN present in school.
- Assessing EAL pupils.
- Support in interpreting assessment results and making judgements.
- Awareness of effective provisions of pupils with SpLD.

Course Outcomes:

- Be able to complete basic language and literacy assessments.
- Have increased confidence in interpreting results of assessments.
- Have increased confidence in identifying pupils with SpLD.

Who is it for:

SENCOs and SEN teachers.
Paired SENCOs/HLTAs or
level 3 teaching assistants with
responsibility for assessment.

Dates:

Thursdays:
27 October 2016, day one
10 November 2016, day two

Duration: Two days 9am-4pm

Fee: £210 per delegate or
£315 for SENCO/HLTA or
SENCO/L3 teaching assistant
pair from maintained schools.
£252 per delegate or £378
for SENCO/HLTA or SENCO/L3
teaching assistant pair from
non-maintained schools.

Location:

New Parks House

Phonics briefing

LCI

Areas Covered:

- Fresh ideas for individual / group work.
- Phonological awareness.
- Practical ideas.
- Ideas to make phonics multi-sensory.

Course Outcomes:

- Learn about new resources that are available.

Who is it for:

Teaching assistants who run
phonics groups or support
individuals.

Dates:

Autumn Term

2 November 2016

Spring Term

2 March 2017

Summer Term

27 April 2017

Duration: Half day

1pm-3pm

Fee: No charge for
delegates from LCC
maintained schools.
£50 charge per delegate
from non-maintained
schools.

Location:

New Parks House

Supporting pupils with complex needs

LCI

Areas Covered:

- The referral pathway.
- The LA and school offer.
- Effective ways to integrate pupils, including during play.
- Teaching approaches and the multi-sensory learning environment.
- Language and communication strategies.
- Assessment, target setting and accurate monitoring of progress.

Course Outcomes:

- Be able to provide a good physical learning environment.
- Secure baseline assessments of child's skills.
- Support to colleagues in making secure judgements about pupil progress.
- Effective teaching methodology and differentiation strategies.
- Staff will also be signposted to other, more in-depth courses and training opportunities.

Who is it for:

SENCOs, teachers with the teaching assistant.

Dates: 18 January 2017

Duration: Full day, 9am-4pm

Fee: £115 per delegate or £172 for a teaching assistant and teacher/SENCo pair from LCC maintained schools.

£138 per delegate or £207 for a teaching assistant and teacher/SENCo pair from non-maintained schools.

Location:

New Parks House

Supporting pupils with spelling difficulties

LCI

Areas Covered:

- The stages of spelling development.
- How to assess and analyse a pupil's difficulties.
- Ways to overcome their problems and help them to become more independent.

Course Outcomes:

- Attendees will be equipped to understand, assess and overcome the difficulties their pupils are having with spelling.

Who is it for:

Teachers/SENCOs and teaching assistants who are working with pupils with spelling difficulties in primary or secondary schools.

Dates: 8 February 2017

Duration: Half day, 8.45am-12pm

Fee: £70 per delegate from LCC maintained schools. £84 per delegate from non-maintained schools.

Location:

New Parks House

Areas Covered:

Day One

- How pupils from FS2-Year 6 /7 develop reading skills.
- The reading process and how to observe readers carefully and systematically.

Day Two

- Generic teaching and learning skills involved in reading.
- How to help students with a range of comprehension and decoding difficulties.

Course Outcomes:

- Gain a clear view of reading development and the variety of difficulties pupils experience.
- Observe a reader in detail and to be able to diagnose strengths and weaknesses.
- To be able to target teaching effectively to individuals.
- For the school it builds capacity to identify and intervene successfully and raises skill levels of adults when they work both in classroom or one to one contexts.

Who is it for:

This course is for adults who support struggling readers in a class context or one to one, teaching assistants/adults who volunteer in schools, NQTs, parents who wish to understand reading development and how to help their child.

Dates:

22 February 2017, day one
24 February 2017, day two

Duration: Two full days,
8.45am-3pm

Fee: WIT Funded for LCC
maintained schools only.

Book via
www.lls.leicester.gov.uk
£75 per delegate

non-maintained school
and county schools.

To book:
email: kate.drurey@sdsa.net
phone: 0116 299 5948

Location:

New Parks House

Training reading buddies to support younger pupils in primary or secondary schools

LCI

Areas Covered:

- How older reading buddies in your school can work with younger pupils who are at risk of reading failure.
- Supporting schools to set up, monitor and evaluate the programme.

Course Outcomes:

- Younger pupils are motivated to read by having an older, cool peer to read with.
- Older pupils have opportunities to develop their social and personal skills as well as learn about the reading process.

Who is it for:

LITCos, SENCos, learning mentors, Key Stage 3 teachers, learning assistants.

Dates: 5 April 2017

Duration: Full day, 9am-3pm

Fee: WIT Funded for LCC maintained schools only:

Book via www.lls.leicester.gov.uk
£75 per delegate for non-maintained schools and county schools.

To book:

email: kate.drurey@sdsa.net
phone: 0116 299 5948.

Location:

New Parks House

Using numicon to support the teaching of mathematics

LCI

Areas Covered:

- Presentation by a numicon representative.
- Practical activities.
- Using numicon assessments.
- Presentation by a city teacher using numicon.
- Overview of a typical lesson.

Course Outcomes:

- Confidence in using numicon to assess mathematical understanding.
- A better understanding of how numicon can be used to support pupils with mathematical difficulties.

Who is it for:

Key Stage 1, Key Stage 2, Key Stage 3 SEN.

Dates: 8 December 2016

Duration: Full day, 9am-4pm

Fee: £115 per delegate from LCC maintained schools.

£138 per delegate from non-maintained schools.

Location:

New Parks House

Let's get counting and calculating: Supporting pupils with SEN in mathematics

LCI

Areas Covered:

- Ways of helping to identify a pupil's mathematical difficulties.
- Identifying pupils' starting level.
- Strategies to be used in the classroom to help overcome mathematical difficulties.
- Example of practical activities.
- Additional resources to help.

Course Outcomes:

- Increased confidence in supporting pupils with mathematical difficulties.
- A better understanding of resources available to help.

Who is it for:

Teaching assistants new in role.

Dates: 8 December 2016

Duration: Half day,
9am-12pm

Fee: £70 per delegate from LCC maintained schools.
£84 per delegate from non-maintained schools.

Location:

New Parks House

Maths briefing for teaching assistants

LCI

Areas Covered:

- To extend your knowledge and skills related to develop your number sense.
- To take away new ideas and resources.
- To share successes and concerns.
- To continue your professional development in strategies and interventions.

Course Outcomes:

- To discuss ideas and strategies.
- To share skills and knowledge with colleagues.
- To explore a range of strategies and interventions.
- To develop accurate recording of needs.

Focus for the sessions:

Effective questioning, 2 November 2016

Problem solving, 24 May 2017

Who is it for:

Teaching assistants.

Dates:

Autumn Term
2 November 2016

or

Summer Term
24 May 2017

Duration: 1pm-3pm
Fee: Free to delegates from LCC maintained schools.
£50 per delegate from non-maintained schools.

Location:

New Parks House

Assessing mathematical understanding in children

LCI

Areas Covered:

- To consider how practical equipment and imagery can be used in the classroom to support deeper conceptual understanding in maths.

Course Outcomes:

- Assessment for learning – Sandwell Early Numeracy Test.
- Use of effective questioning to identify gaps in conceptual knowledge.
- Requirements of new national curriculum.
- How to best make links between Concrete Pictorial Abstract.
- Language used in maths.

Who is it for:

Teachers

Dates: 3 May 2017

Duration: 1pm-3pm

Fee: Free to delegates from LCC maintained schools. £50 per delegate from non-maintained schools.

Location:

New Parks House

Supporting children with Dyslexia in the mainstream classroom and in small group settings

LCI

Areas Covered:

- Definition of dyslexia.
- Range of difficulties associated with dyslexia.
- Specific activities to improve developmental skills in reading, spelling and writing.

Course Outcomes:

- Increased understanding of dyslexia.
- Knowledge of a range of effective strategies to address the impact of specific learning difficulties.
- Increased confidence and skills of learning support assistants in supporting pupils with SpLD.

Who is it for:

Teaching assistants at Key Stage 1, Key Stage 2, Key Stage 3

Dates: 17 May 2017

Duration: Full day, 9am-4pm

Fee: £115 per delegate from LCC maintained schools. £138 charge per delegate from non-maintained schools.

Location:

New Parks House

Areas Covered:

- Provide an overview of what is meant by autisms.
- Develop an understanding of how behaviours are impacted by the impaired social communication skills and sensory difficulties.
- Provide practical strategies to meet the needs of students with autisms, including an introduction to specific interventions, e.g. social stories™, Circles of Friends, visual systems and strategies.

Course Outcomes:

- Participants will be able to understand how autism impacts on the social, emotional and academic progress of a child with autism.

Who is it for:

All staff in schools.
Targeted to those new in ASD who have missed whole school training.

Dates:

Autumn Term
22 September 2016

Summer Term
22 June 2017

Duration: Two hours,
3.30pm-5.30pm

Fee: £50 per delegate from
LCC maintained schools.
£60 per delegate from
non-maintained schools.
The cost per booklet per
delegate is £2.50.

Location:

New Parks House

Areas Covered:

- Provide an overview of what is meant by autisms.
- Develop an understanding of how behaviours are impacted by the impaired social communication skills and sensory difficulties.
- Provide practical strategies to meet the needs of students with autisms, including an introduction to specific interventions, e.g. social stories™, Circles of Friends, visual systems and strategies.

Course Outcomes:

- Participants will be able to understand how autism impacts on the social, emotional and academic progress of a child with autism.
- Participants will have practical strategies and knowledge of interventions to use to better meet the needs of those with autisms.
- Increased awareness of how the physical environment can aid or detract from teaching those with autisms.
- Staff will have increased knowledge in how to identify and support pupils with autism.
- Virtual copy of “Tools for teachers”.

Who is it for:

SENCOs new to autism.
Class teacher and teaching assistant pairs.

Dates:

Autumn Term (two full days)
27 October 2016
28 October 2016

or

Spring Term (two full days)
2 February 2017
3 February 2017

Duration: 9am-4pm

Fee: £205 per delegate or £370 for a teaching assistant and teacher/SENCO pair from LCC maintained school.

£246 per delegate or £444 for a teaching assistant and teacher/SENCO pair from non-maintained school.

If attending two and half days (Complex needs and participation)

£270 per delegate or £480 for a teaching assistant and teacher/SENCO pair from LCC maintained school.

£325 per delegate or £575 for a teaching assistant and teacher/SENCO pair from non-maintained school.

The cost per booklet per delegate is £10.

Location:

New Parks House

Autism Education Trust (AET) Level 2 Complex needs and participation

LCI

Areas Covered:

- Review of strategies and interventions for pupils with ASD and complex needs.
- Development of pupil profile including the use of technology/ interventions to support communication, conditions and their impact on the individual and mental health where appropriate.

Course Outcomes:

- To have a thorough understanding of the needs of ASD pupils with complex needs.
- To support the inclusion of pupils with ASD and complex needs.
- To increase pupil participation in planning for their future.

Who is it for:

SENCoS who have completed AET 2 extending and enhancing good practice. SENCo and teacher pairs staff in specialist provision.

Dates:

Autumn Term
10 November 2016
or
Spring Term
2 March 2017

Duration: Half day,
1pm-3.30pm

Fee: £70 per delegate or
£105 for a teaching assistant
and teacher/SENCo pair
from LCC maintained
school.

£84 per delegate or £126
for a teaching assistant and
teacher/SENCo pair from
non-maintained school.
The cost per booklet per
delegate is £5.

Location:

New Parks House

Autism Education Trust (AET) Level 3 Leading good autism practice

LCI

Areas Covered:

- Developing good autism provisions.
- Using AET competencies and standards with your staff and in your setting.

Course Outcomes:

- To be able confidently use AET competencies and standards to self-audit practice and provision.

Optional

- There is an option to complete a portfolio to gain accreditation.
- There may be an additional cost which will be confirmed during the training.

Who is it for:

SENCoS who have already completed AET Level 2. (There is a restriction of 15 places).

Dates: 24 November 2016

Duration: Full day, 9am-4pm

Fee: £115 per delegate from
LCC maintained school.
£138 per delegate from
non-maintained school. The
cost per booklet per
delegate is £5.

Location:

New Parks House

Autism spectrum disorder teaching assistant briefing

LCI

Areas Covered:

- To extend your knowledge and skills related to Autism Spectrum Disorder (ASD).
- To take away new ideas and resources.
- To share successes and concerns.
- To continue your professional development in strategies and interventions.

Course Outcomes:

- To discuss ideas and strategies.
- To share skills and knowledge with colleagues.
- To explore a range of strategies and interventions.
- To develop accurate recording of needs.

Focus for the sessions:

Emotions and Anxiety, 14 November 2016
Friendships, 20 February 2017

Who is it for:

Support staff working with pupils with ASD.

Dates:

Autumn Term
14 November 2016

Spring Term
20 February 2017

Duration: Half day,
1pm-3pm

Fee: Free for delegates from LCC maintained schools.
£50 per delegate from non-maintained schools.

Location:

New Parks House

SEND teaching assistant briefing

LCI

Areas Covered:

- To take away new ideas and resources.
- To share successes and concerns.
- To continue your professional development in strategies and interventions.

Course Outcomes:

- To discuss ideas and strategies.
- To share skills and knowledge with colleagues.
- To explore a range of strategies and interventions.
- To develop accurate recording of needs.

Focus for the sessions:

Supporting Transition

Who is it for:

Support staff working with pupils with SEND.

Dates: 15 May 2017

Duration: Half day,
1pm-3pm

Fee: Free for delegates from LCC maintained schools.
£50 per delegate from non-maintained schools.

Location:

New Parks House

Girls and ASD (Autism Spectrum Disorder)

LCI

Areas Covered:

- The reasons for diagnostic differences in girls with ASD.
- Girls with ASD and emotional well-being.
- Supporting learning for girls with ASD.

Course Outcomes:

- To identify issues for girls with ASD.
- Provide practical school based support strategies.

Who is it for:

SENCOs and teachers.

Dates: 5 June 2017

Duration: Half day,
9am-12pm,

Fee: £70 per delegate from LCC maintained schools.
£84 per delegate from non-maintained schools.
If also attending the Cyber World and ASD the fee will be: £115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

The Cyber world and ASD (Autism Spectrum Disorder) “The Good, the Bad and the Ugly”

LCI

Areas Covered:

- To understand the impact of the cyber world on pupils with ASD.

Course Outcomes:

- To have a greater understanding of the positive benefits of cyber technology when working with pupils with ASD.
- To develop an awareness of risks and possible pitfalls in the use of cyber technology.
- To have a brief overview of the legal framework.

Who is it for:

SENCOs and teachers.

Dates: 5 June 2017

Duration: Three hours,
12.45pm-3.45pm

Fee: £70 per delegate from LCC maintained schools.
£84 per delegate from non-maintained schools.
If also attending girls and ASD the fee will be:
£115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

Interactive play project briefing meeting

LCI

Areas Covered:

- To extend your knowledge and skills related to interactive play.
- To take away new ideas and resources.
- To share successes and concerns.
- To continue your professional development in interactive play.
- To update your Interactive Play Manual.

Course Outcomes:

- Discuss ideas and strategies, following training in the use of the Interactive Play Manual.

Who is it for:

Support staff using the Play Interaction programme.

Dates:

Autumn Term
8 November 2016

or

Summer Term
8 May 2017

Duration: Half day,
1pm-3pm

Fee: Free for delegates from LCC maintained schools.
£50 per delegate from non-maintained schools.

Location:

New Parks House

Play interaction programme theory into practice

LCI

Areas Covered:

- Introduction to the theory of play interaction and implementation of the manual.
- A better understanding of the role of play in social and academic development.
- An understanding of the principals of play and interaction in typical development.
- An introduction to play based assessment.

Course Outcomes:

- Be able to adapt the programme to meet the needs of individual children.

Who is it for:

Trainees and those being cascaded to by trained practitioners in the Play Interaction programme.

Dates:

Autumn Term
24 October 2016

Spring Term
27 March 2017

Duration: Half day,
9am-12.30pm

Fee: £70 per delegate or £105 for a teaching assistant and SENCo pair from LCC maintained schools.
£84 per delegate or £126 for a teacher and teaching assistant pair from non-maintained schools.

Location:

New Parks House

The hidden social curriculum: Theory into practice, using strategies and interventions

LCI

Areas Covered:

- Visual systems and structures.
- Managing Anxiety and emotional understanding.
- Social Stories and Cartoon Strip Conversations.
- Social understanding and communication (friendship and relationship skills).

Course Outcomes:

- Be able to plan, assess and evaluate interventions.
- Be able to select appropriate interventions to meet the needs of pupils with ASD (Autism Spectrum Disorder).
- Have a better understanding of how to put the “theory into practice”.

Who is it for:

Anyone who has completed AET2 training.

Dates:

Autumn Term
4 November 2016

or

Spring Term
17 March 2017

Duration: Full day,
9am-4.30pm

Fee: £115 per delegate or
£172 for a teaching assistant
and teacher/SENCo pair
from LCC maintained
schools.

£138 per delegate or £207
for a teaching assistant and
teacher/SENCo pair from
non-maintained schools.

Location:

New Parks House

ASD (Autism Spectrum Disorder) Seminars for Parents:

LCI

- Understanding Autism
- Sensory
- Anger Management

Areas Covered:

- To develop an understanding of autism spectrum disorder.
- To identify how autism can affect families.
- To explore practical activities for developing strategies for communication and behaviour.
- To have information about what is available for families in Leicester city and beyond.

Course Outcomes:

- To have a basic understanding of what autisms are and how this applies to their child.
- To have information relating to strategies which can be used in the home.
- To have information about what is available for families in Leicester city and beyond.

Who is it for:

Parents and carers of children aged 7 and above with a recent diagnosis of ASD. For information only - booking is by invitation from LCI team.

Dates:

Autumn Term
Understanding Autism
4 November 2016

Sensory
11 November 2016

Anger Management
18 November 2016

Summer Term
Understanding Autism
9 June 2017

Sensory
16 June 2017

Anger Management
23 June 2017

**For information only,
booking is by invite
from LCI team.**

Duration: Four hours,
10am-2pm

Fee: Free

Location:

New Parks House

Areas Covered:

- Over a number of workshop sessions parents will have the opportunity to look, in detail, at:
- Understanding autism.
- Improving communication.
- Analysing and understanding behaviour.

Course Outcomes:

- To have an understanding of what autism is and how this applies to their child.
- To have information relating to strategies which can be used in the home.
- To be able to assess and analyse behaviours.

Who is it for:

Parents and carers of children aged 4 to 8 years old with a recent diagnosis of ASD. Early Bird plus encourages schools to attend alongside parents in order that information and skills can be shared/consolidated. For information only - booking is by invitation from LCI team and EYST..

Dates:

Autumn Term
Mondays only:
26 September-5 December 2016 excluding 17, 24 October; 21 November 2016.

Follow-up on
Monday 27 March 2017,
9.30am-11am.

Or:

Tuesdays only:
27 September-6 December 2016,
excluding 18, 25 October;
22 November 2016.

Follow-up on
Tuesday 28 March 2017,
9.30am-11am.

Spring Term
Tuesdays only
17 January-28 March 2017
excluding 7, 14 February,
7 March 2017.

10 January-21 March 2017
excluding 31 January,
14 February.

Follow-up on
Tuesday 6 June 2017

For information only-LCI team has waiting lists for this course.

Duration: 8 taught sessions (Three hours per session) 9am-12pm
• 2 home visits
• 3 month follow up meeting

Fee: Free

Location:

New Parks House

Areas Covered:

- Identification of speech, language and communication needs (SLCN).
- Strategies and resources to support all areas of SLCN including listening and attention, memory difficulties, understanding verbal information, expressive language difficulties, effective teaching of vocabulary, narrative skills, speech sound difficulties and social interaction.
- Impact of SLCN on teaching, learning, literacy and behaviour.
- The language friendly environment.
- Communication process.
- Normal communication development.

Course Outcomes:

- A range of strategies to inform quality first teaching in the classroom
- Ideas to develop the language supportive classroom.
- An increased understanding of speech language and communication and how this impacts on teaching, learning and behaviour.
- An increased ability to identify SLCN.

Who is it for:

SENCOs, teachers and teaching assistants.
Teacher and teaching assistant pairs preferable but not essential.

Dates:

25 January 2017, day one
1 February 2017, day two
8 February 2017, day three

Duration: Three full days,
9.15am -3.30pm

Fee: £284 per delegate or
£426 for teacher and
teaching assistant pair from
LCC maintained schools.
£340 per delegate or £510
for a teacher and teaching
assistant pair from
non-maintained schools.

Location:

New Parks House

Language group briefing

LCI

Areas Covered:

- Sharing of experiences.
- Introduction of updates of resources.

Course Outcomes:

- Have opportunities to share experiences and problem solve.
- Be awareness of updated resources.
- Have activities to support Expressive Language Skills.

Who is it for:

For all practitioners who deliver language group interventions. Practitioners who have attended ELKLAN trainings. Practitioners who have received Let's Talk training.

Dates:

18 January 2017
Focus: Expressive Language Skills

or

14 June 2017 - Focus:
Assessing Language Skills

Duration: Half day,
1.30pm-3pm

Fee: Free for delegates from LCC maintained schools.
£50 per delegate from non-maintained schools.

Location:

New Parks House

Running a language group

LCI

Areas Covered:

- Why language groups are needed.
- Which pupils benefit.
- Guidance on format of language groups.
- Activities and resources.
- Recording and planning.

Course Outcomes:

- Have an understanding of language interventions.
- Have the skills to identify children who need, language group interventions.
- Have the skills to run a language group intervention.

Who is it for:

Teachers, teaching assistants and SENCo's who have attended three day course Speech, Language and Communication in the classroom course and wish to start language interventions.

Dates: 29 March 2017

Duration: Full day,
9.15am-3pm

Fee: £115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

Areas Covered:

- This course is delivered on one morning a week for 10 weeks.
- The course explains the communication process and difficulties that children may experience with speech, language and communication.
- The course provides a range of practical strategies that may be used by teaching assistants in their work in the classroom or when supporting individual children.

Course Outcomes:

- Accreditation at level 2 or level 3 (OCN).
- Increased understanding of the communication process.
- Increased understanding of speech, language and communication needs in children.
- Knowledge of a range of strategies, approaches and resources to use in the classroom and with individual children to support SLCN.

Who is it for:

Teaching assistants - Key Stages 1 and 2

Dates:

Wednesday morning
28 September 2016 -
7 December 2016
(excluding half term).

Duration:

10 x half day sessions, am

Fee: £240 per delegate
from LCC maintained
schools.

£288 per delegate from
non-maintained schools.
Plus £77 per delegate
registration fee and book.

Location:

New Parks House

EARLY YEARS SUPPORT TEAM

An introduction to special educational needs and disability

EYST

Areas Covered:

- This course enables practitioners to develop their role in relation to identifying and meeting the needs of children with SEND.
- It teaches practitioners how to write an early years child passport (individual plan) for children with SEND, emphasising partnership with parents/carers and other agencies.

Course Outcomes:

- Be familiar with the 'graduated approach' described in the SEND Code of Practice (2015).
- Be aware of the practitioner's role in relation to SEND.
- Be familiar with different ways of identifying and assessing children's needs and recognise the importance of early identification.
- Consider provision to support young children with individual needs.
- Know how to develop, record and review plans for children with SEND (the Early Years Child Passport).
- Recognise the importance of working in partnership with parents and other agencies.
- Reflect on and review their practice and identify areas for development.

Who is it for:

Early years teachers and teaching assistants.

Dates: 16 January 2017

Duration: Full day, 9.30am-3.30pm

Fee: £115 per delegate from LCC maintained schools. £138 per delegate from non-maintained schools.

Location:

New Parks House

Get going with communication

EYST

Areas Covered:

- This course develops practitioners' knowledge and understanding of how children's communication and language skills develop.
- It provides practical ideas to enable practitioners to support these skills.

Course Outcomes:

- Understand the processes involved in communication.
- Revisit typical development of speech, language and communication skills.
- Be aware of a range of speech, language and communication needs (SLCN).
- Recognise the importance of attachment and positive relationships in promoting children's development.
- Learn and practise strategies to support children's language.

Who is it for:

Early years teachers and teaching assistants.

Dates: 31 October and 7, 14, 21 November 2016, 1pm-4pm or

2, 9 February 2017, 9.30am-3.30pm

or

5, 12 May 2017, 9.30am-3.30pm

Duration: 9.30am-3.30pm, two 6 hour sessions. 1pm-4pm, four 3 hours sessions.

Fee: £210 for LCC maintained schools. £252 for from non-maintained schools.

All full day courses include lunch.

Location:

New Parks House

Fun Time

EYST

Areas Covered:

- This enhanced level course develops practitioners' knowledge of promoting children's communication skills through the 'Fun Time approach' and enables them to plan and deliver effective Fun Time sessions within their own settings.
- Fun Time is part of a continuum of provision to develop children's social communication skills, along with 'Play interaction' and 'Circle Time.'

Play Interaction → Fun Time → Circle Time
(1 child initially) (small group of 4 children) (larger group)

Course Outcomes:

- Identify the key elements of the Fun Time programme.
- Be able to deliver effective Fun Time sessions.
- Learn strategies and games to promote children's social communication skills.
- Be able to assess and monitor children's social communication development.

Who is it for:

Early years teachers and teaching assistants.

Dates: 8 November 2016 9.30am-12.30pm or 19 January 2017, 1pm-4pm or 26 April 2017, 9.30am-12.30pm

Duration: Three hours including two demonstrations in school.

Fee: The funtime programme is free of charge for maintained schools in Leicester City. £84 per delegate from non-maintained schools. One copy of the Fun Time folder for each school if your school has not already had one. Additional copies of the folder cost £50. There is also an option to purchase a Fun Time resource bag at £100.

Location:

New Parks House

Positive behaviour management in early years settings

EYST

Areas Covered:

- This universal level course develops practitioners' knowledge of the principles and key elements of positive behaviour management.
- Practitioners examine systems that support behaviour in early years settings and learn strategies to support children who have behavioural and social, emotional and mental health (SEMH) needs.

Course Outcomes:

- Gain an awareness of behavioural, emotional and social needs and recognise that behaviour is a consequence of an unmet need.
- Recognise that behaviour is something that children learn and we teach.
- Acquire strategies to teach and encourage appropriate behaviour within a setting.
- Consider the development and reinforcement of rules and routines within a setting.
- Recognise the importance of working in partnership with parents/carers.
- Reflect on and review their practice and identify areas for development.

Who is it for:

Early years teachers and teaching assistants.

Dates: 23 January 2017

Duration: Three hours 9.30am-12.30pm

Fee: £70 per delegate from LCC maintained schools. £84 per delegate from non-maintained schools.

Location:

New Parks House

Areas Covered:

- This universal level course develops practitioners' knowledge and understanding of the nature of autism spectrum disorder (ASD) and provides practical strategies to support children's needs.

Course Outcomes:

- Gain knowledge about the four areas of difference in ASD (formerly the triad of impairments).
- Learn a range of practical strategies and approaches to support children with ASD in their school.
- Consider the perspective of parents and families.
- Reflect on and review their practice with colleagues and identify areas for development.

Who is it for:

Early years teachers and teaching assistants.

Dates:

28 October 2016 or
27 February 2017 or
18 May 2017

Duration: 9.30am-3.30pm

Fee: £115 per delegate from LCC maintained schools. £138 per delegate from non-maintained schools.

Location:

New Parks House



An introduction to Down Syndrome

EYST

Areas Covered:

- This course develops practitioners' knowledge of the strengths and needs of children who have Down Syndrome and provides strategies to support effective learning.

Course Outcomes:

- Gain an overview of Down Syndrome.
- Understand that there is a specific profile of strengths and difficulties inherent in Down Syndrome.
- Learn strategies to support children with Down Syndrome.
- Reflect on and review their practice with colleagues and identify areas for development.

Who is it for:

Early years teachers and teaching assistants.

Dates: 4 November 2016
or 23 March 2017

Duration: Full day,
9.30am-3.30pm

Fee: £115 per delegate
from LCC maintained
schools. £138 per delegate
from non-maintained
schools.

Location:

New Parks House

Speech and language support for 3-5s (ELKLAN)

EYST

Areas Covered:

- An enhanced level accredited course that develops practitioners' knowledge of communication and language development and provides practical ideas to promote children's communication and language skills. There is a particular focus on supporting children who have speech, language and communication needs (SLCN).

Course Outcomes:

- Understand the processes involved in communicating.
- Recognise key features of good adult-child interaction.
- Gain an awareness of different speech, language and communication needs.
- Acquire and practise strategies to promote children's language and communication development.
- Complete weekly tasks and compile a portfolio of evidence that demonstrates their learning.

Who is it for:

Early years teachers and teaching assistants.

Participants need to have completed "Get going with communication."

Dates: 2, 9, 16, 30 March,
6, 27 April, 4, 11, 25 May and
8 June (15 June portfolio
support)

Duration: 10 sessions
9.30am-12.30pm
(optional portfolio support
session)

Fee: £295 per delegate
from LCC maintained
includes accreditation fee.

Location:

New Parks House

Circle Time for young children

EYST

Areas Covered:

- This course enables practitioners' to plan and run 'Circle Time' sessions within their settings.
- It is based on the 'Quality Circle Time' model.
- Circle Time is part of a continuum of provision to develop children's social communication skills, along with play interaction and Fun Time.

Play Interaction → Fun Time → Circle Time
(1 child initially) (small group of 4 children) (larger group)

Course Outcomes:

- Gain an understanding of the 'Quality Circle Time' model.
- Recognise the benefits of 'Circle Time' for young children.
- Learn how to plan 'Circle Time' sessions for young children.
- Participate in a variety of 'Circle Time' activities.
- Reflect on and review their practice and identify areas for development.

Who is it for:

Early years teachers and teaching assistants.

Dates: 8 May 2017

Duration: Three hours, 1pm-4pm

Fee: £70 per delegate from LCC maintained schools. £84 per delegate from non-maintained schools.

Location:

New Parks House

Supporting children in a dual placement

EYST

Areas Covered:

- This targeted workshop aims to ensure that children who attend both Pindar Nursery and a mainstream school experience a consistent approach in their learning environments.
- It focuses on effective provision to meet the children's needs, including teaching approaches, practical strategies and resources.

Course Outcomes:

- Discuss planning the children's learning programme and assessing, reviewing and recording their progress.
- Consider a range of strategies and approaches to support the development of children with complex needs.
- Explore appropriate activities and resources.
- Have an opportunity to visit Pindar Nursery and see its facilities.

Who is it for:

Early years teachers and teaching assistants working with a child who has a dual placement with Pindar Nursery.

Dates: 6 October 2016

Duration: Three hours, 9.30am-12.30pm

Fee: Free of charge for practitioners working with a child who attends Pindar Nursery.

Location:

New Parks House

Understanding and supporting young children who have challenging behaviour

EYST

Areas Covered:

- This course develops practitioners' understanding of what is meant by challenging behaviour and considers factors that can have an impact on early development.
- It considers a number of models that have been developed as a means to understanding, supporting and managing challenging behaviours.

Course Outcomes:

- Acquire knowledge of the attachment process and understand how early trauma can have an impact on this.
- Consider several different behaviour models and explore how these can be helpful in understanding behaviour and developing strategies to manage it.
- Know how to write and implement a Positive Behaviour Plan.
- Reflect on and review their own practice and identify areas for development.

Who is it for:

Early years teachers and teaching assistants.

Dates: 30 January 2017

Duration: Full day,
9.30am-3.30pm

Fee: £115 per delegate from
LCC maintained schools.
£138 per delegate from
non-maintained schools.

Location:

New Parks House

Visual timetables and other visual cues

EYST

Areas Covered:

- This course develops practitioners' knowledge and understanding of how visual strategies support children's communication, language and learning.
- It covers a range of visual cues and strategies including visual timetables, choice boards, cue cards to support behaviour and labelling of the environment.

Course Outcomes:

- Recognise the importance and benefits of using visual strategies with all children.
- Understand that visual cues are particularly effective in supporting children who have special educational needs, including speech, language and communication needs, learning needs and social, emotional and mental health needs.
- Have an understanding of the range of visual strategies that can be used within the Early Years Foundation Stage.
- Be able to use a variety of visual cues effectively to support children's understanding, communication, social development, learning and behaviour.

Who is it for:

Early years teachers and teaching assistants.

Dates: 1 February 2017

Duration: Three hours, 1pm-4pm

Fee: £70 per delegate from LCC maintained schools. £84 per delegate from non-maintained schools.

Location:

New Parks House

English as an additional language (EAL) and Special Educational Needs (SEN)

EYST

Areas Covered:

- This course develops practitioners' knowledge and understanding of how children acquire an additional language and of how to identify special educational needs that children with EAL may have.
- It provides practical strategies to support the needs of children who are learning EAL and have SEN.

Course Outcomes:

- Acquire knowledge of how children learn an additional language.
- Learn a range of strategies to support the acquisition of EAL.
- Be able to identify if a child who is learning EAL has special educational needs.
- Learn how to support children who have EAL and SEN in their school.
- Reflect on and review their own practice and identify areas for development.

Who is it for:

Early years teachers and teaching assistants.

Dates: 6 March 2017

Duration: Full day, 9.30am-3.30pm

Fee: £115 per delegate from LCC maintained schools. £138 per delegate from non-maintained schools.

Location:

New Parks House

PRIMARY SCHOOL SOCIAL EMOTIONAL AND MENTAL HEALTH TEAM

Developing nurturing practices in primary schools

SEMH

Areas Covered:

- History and purpose of nurture groups.
- Principles, practices and underpinning theories to nurture.
- Possible strategy arrangements and practices to the whole school.
- Assessment tools.
- Sharing nurturing practices currently used in Leicester schools.

Course Outcomes:

- Increased awareness of nurture groups and how to develop one within your school.
- Knowledge of whole school nurturing arrangements.
- The support provided by a nurturing approach.

Who is it for:

School leadership team, SENCo's, teachers, mentors and support staff.

Dates: 26 September 2016

Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email sophie.maltby@leicester.gov.uk

Duration: Full day, 8.45am-3.30pm

Fee: £115 per delegate from LCC maintained schools.

£138 per delegate from non-maintained schools.

Location:

New Parks House

Understanding anger: Our own and others

SEMH

Areas Covered:

- To recognise contributing factors to anger.
- To appreciate the effects of anger.
- To raise awareness of appropriate responses to anger.
- To explore what we can do to help children who regularly get angry.

Course Outcomes:

- Participants will have a greater awareness and understanding of anger and anger management.
- They will be equipped with more understanding as well as practical strategies.

Who is it for:

Teachers, SENCos, mentors and support staff.

Dates: 29 September 2016

Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email sophie.maltby@leicester.gov.uk

Duration: Full day, 8.45am-3.30pm

Fee: £115 per delegate from LCC maintained schools.

£138 per delegate from non-maintained schools.

Location:

New Parks House

Areas Covered:

- Training in positive handling strategies through a whole setting holistic approach ensuring increased understanding and ability to manage difficult and sometimes disturbing behaviour.
- Team Teach aims to reduce risk and increase safety for all.
- The course is interactive both in discussions and practice of physical techniques.

Course Outcomes:

- Participants will gain a nationally accredited certificate.
- Increased knowledge, understanding and skills around challenging behaviour.
- Participants will gain the ability to utilise safe and basic physical interventions.

Who is it for:

Anyone from a Team Teach trained primary school or a member of leadership team if considering taking on Team Teach training as a whole school.

Dates:

Autumn

23 September 2016

7 or 23 November 2016

Spring

20 January 2017

23 February 2017

Summer

18 May 2017

Alternatively this course can be delivered in your primary school/setting. Please discuss this with your SEMH link teacher or email team.teach@leicester.gov.uk

Duration: Full day,
8.45am-3.30pm

Fee: £115 per delegate from LCC maintained primary schools.

£138 per delegate from non-maintained primary schools.

Location:

New Parks House

Supporting children with social, emotional and behavioural difficulties

SEMH

Areas Covered:

- Strategies that support arrangements.
- The role of the LSA/Mentor.
- Why children misbehave.
- Child development.
- Self-esteem and emotional intelligence.
- Motivating children.

Course Outcomes:

- Effective inclusion for a child with social, emotional and behavioural difficulties.
- A greater understanding of their behaviour and how to support them.
- Improved progress for children with social, emotional and behavioural difficulties.

Who is it for:

For support staff and mentors in primary schools.

Dates:

13 October 2016
Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email sophie.maltby@leicester.gov.uk

Duration: Full day, 8.45am-3.30pm

Fee: £115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

'Knowing me, knowing you'

A practical approach to understanding the links between emotions, challenging behaviour and learning in KS1

SEMH

Areas Covered:

- A very practical course.
- Exploring how emotions in the Key Stage 1 classroom impact upon children's behaviour and learning.
- Developing strategies for managing emotions and improving behaviour in the learning environment.
- Developing an understanding of the effects of conflict and how it can be resolved.
- Understanding the importance of your role in facilitating change.

Course Outcomes:

- Knowledge of theories, activities and approaches which are effective with Key Stage 1 children with SEMH.

Who is it for:

School staff in Key Stage 1.

Dates:

26 October 2016
Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email sophie.maltby@leicester.gov.uk

Duration: Full day, 8.45am-3.30pm

Fee: £115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

Effective use of Boxall profile

SEMH

Areas Covered:

- Background and use of the Boxall profile.
- Boxall profile as an assessment tool which can measure progress of social, emotional and mental health.
- Consideration of how the Boxall profile increases understanding of pupil needs and informs interactions for individuals.

Course Outcomes:

- To raise increased understanding of Boxall profile as an assessment tool or children with SEMH needs.
- Able to complete a Boxall profile and use in school effectively.
- Knowledge of how the Boxall profile can aid work in school.

Who is it for:

School staff interested in using the Boxall profile to assess pupils and plan appropriate interventions effectively.

Dates:

7 November 2016
Alternatively this course can be delivered in your primary school/setting. Please discuss this with your SEMH link teacher or email sophie.maltby@leicester.gov.uk

Duration: Half day,
8.45am-12pm

Fee: £70 per delegate from LCC maintained primary schools.

£84 per delegate from non-maintained schools.

Location:

New Parks House

Children in Key Stage 2 who stretch our skills

SEMH

Areas Covered:

- An increased understanding of the issues which impact on a child leading to challenging behaviour e.g. low self-esteem, poor attachment.
- Identification of successful strategies when supporting individual pupils with challenging behaviour.
- Opportunity to develop a range of strategies to support an action plan.

Course Outcomes:

- To increase skills, understanding and confidence in meeting the needs of individual children in Key Stage 2 and to develop a range of strategies to support an action plan.

Who is it for:

Teachers, teaching assistants in Key Stage 2, SENCo's.

Dates:

15 November 2016
Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email sophie.maltby@leicester.gov.uk

Duration: Full day,
8.45am-3.30pm

Fee: £115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

Working with small groups to support children with SEMH

SEMH

Areas Covered:

- Understanding small group dynamics.
- Effective strategies for small group management.
- Appropriate activities for small group work.

Course Outcomes:

- Knowledge of theories, activities and approaches which are effective with small group work with children with SEMH.

Who is it for:

School leaders in SEMH, teachers, SENCOs and mentors.

Dates: 25 January 2017
1 February 2017

Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email sophie.maltby@leicester.gov.uk

Duration: Two half days, 9am-12.30pm

Fee: £115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

Motivating boys by enhancing learning and raising attainment

SEMH

Areas Covered:

- Factors which improve motivation.
- Teaching and learning styles.
- Effective classroom strategies.

Course Outcomes:

- An increased understanding in how to motivate boys.
- Knowledge of the range of teaching and learning styles.
- Greater confidence in appropriate classroom strategies.

Who is it for:

Teachers, SENCOs and mentors from primary schools.

Dates: 1 March 2017

Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email sophie.maltby@leicester.gov.uk

Duration: Full day, 9am-3.30pm

Fee: £115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

Thinking differently about behaviour – using cognitive behaviour therapy approaches to support children with SEMH

SEMH

Areas Covered:

- Theoretical approaches to cognitive behaviour therapy (CBT).
- Knowledge of CBT based activities.
- Use of CBT approaches to support children.

Course Outcomes:

- Knowledge of CBT theory.
- Awareness of a range of approaches and activities based on CBT which can support children.

Who is it for:

Senior leaders, teachers, SENCOs and mentors.

Dates: 16 March 2017

Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email

sophie.maltby@leicester.gov.uk

Duration: Full day,
9am-3.30pm

Fee: £115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

Mindfulness: What it is and how it can be used in schools

SEMH

Areas Covered:

- Brief introduction to the theory of mindfulness.
- Ways in which mindfulness can be used to support the development of children's social, emotional and mental health (SEMH) skills in school.
- How our own mindful practice can influence and guide the SEMH needs for children.

Course Outcomes:

- A basic understanding of the theory of mindfulness.
- Practical strategies which can be used to develop 'mindful' behaviours in children (and ourselves).
- An understanding of mindfulness approaches which can support and improve the SEMH needs of children, young people and the adults who support them.

Who is it for:

Teachers, SENCOs, mentors and teaching assistants.

Dates: 31 March 2017

Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email

sophie.maltby@leicester.gov.uk

Duration: Full day,
8.45am-3.30pm

Fee: £115 per delegate from LCC maintained schools.
£138 per delegate from non-maintained schools.

Location:

New Parks House

The power of connections

SEMH

Areas Covered:

- The importance of effective teaching assistant support for SEMH children.
- Theoretical approach to building positive relationships.

Course Outcomes:

- Awareness of a range of approaches and activities that help to build positive relationships with children.
- Knowledge of how to effectively deploy teaching assistant support for children with SEMH needs.

Who is it for:

Teaching assistants, mentors, teachers and SENCOs who work directly with or support others to help children with SEMH needs.

Dates: 6 April 2017

Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email

sophie.maltby@leicester.gov.uk

Duration: Full day, 8.45am-3.30pm

Fee: £115 per delegate from LCC maintained schools. £138 per delegate from non-maintained schools.

Location:

New Parks House

Understanding and managing anxiety in school

SEMH

Areas Covered:

- Anxiety as one of the most common mental health problems to affect children and young people.
- How to recognise anxiety.
- Practical tools, strategies and resources to support cognitive behaviour therapy (CBT) approaches with anxious children.

Course Outcomes:

- To develop an understanding of cognitive behaviour therapy anxiety approaches.
- To gain practical activities and strategies to support the use of cognitive behaviour therapy approaches with anxious pupils.
- To have the skills to support pupils to develop strategies and approaches to manage their own anxiety.

Who is it for:

SENCO's, mentors, support staff and pastoral staff.

Dates: 15 June 2017

Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email

sophie.maltby@leicester.gov.uk

Duration: Half day, 9am-12.30pm

Fee: £70 per delegate from LCC maintained schools. £84 per delegate from non-maintained schools.

Location:

New Parks House

Areas Covered:

- Attachment theory.
- Impact of attachment issues.
- Developmental trauma.
- Effective interventions for individuals.
- Whole school arrange to lead to an 'attachment friendly school'.

Course Outcomes:

- Enhanced understanding of attachment theory.
- Greater understanding of children's difficulties who have attachment issues and developmental trauma.
- Participants will have new practical strategies for individuals.
- Participants will have ideas for whole school development.

Who is it for:

Senior leadership team, teachers, SENCo's, mentors and nurture group staff.

Dates: 9 June 2017

Alternatively this course can be delivered in your school/setting. Please discuss this with your SEMH link teacher or email

sophie.maltby@leicester.gov.uk

Duration: Full day, 8.45am-3.30pm

Fee: £115 per delegate from LCC maintained schools. £138 per delegate from non-maintained schools.

Location:

New Parks House

VISION SUPPORT TEAM

Effective inclusion for a child or young person with a visual impairment in mainstream and specialist setting

VST

Areas Covered:

- Activities to improve your understanding of the impact of a visual impairment in the classroom.
- Practical ideas about how to prepare and present work in an accessible, inclusive format.
- Exploring ways to improve curriculum access in different subjects, including the use of technology.
- Working together – the support network.

Course Outcomes:

- An improved awareness of the impact of visual impairment on a child or young person in your own setting.
- Ideas for improving access to education for a visually impaired child or young person.
- Understanding of support available and reflect on and review practice with colleagues and identify areas for development.

Who is it for:

Teachers and staff supporting a child or young person aged 2-19 in mainstream or specialist settings.

Dates: 20 September 2016

Duration: Full day, 9.30am-3.30pm

Fee: £115 per delegate from LCC maintained schools. £138 per delegate from non-maintained schools.

Location:

New Parks House

IT solutions for a child and young person with a visual impairment

VST

Areas Covered:

- How to best adapt/modify resources for a child or young person with a visual impairment using technology.
- How Information Technology can aid inclusive practice.

Course Outcomes:

- Have knowledge of effective strategies for inclusion.
- Understand a range of simple techniques/strategies when adapting worksheets or creating resources.
- Understand the range of IT hardware and software that can be utilised within the classroom to improve inclusion.

Who is it for:

SENCOs, class teachers and teaching assistants in mainstream and specialist settings (3-25 years).

Dates:

Autumn Term
9 November 2016

Spring Term
14 June 2017

Duration: Three hours, 1pm-4pm

Fee: £70 per delegate from LCC maintained schools. £84 per delegate from non-maintained schools

Location:

New Parks House

Using IT to promote inclusion for a child and young person with a visual impairment

VST

Areas Covered:

- How Information Technology can aid inclusive practice.
- How to best adapt/modify resources for a child or young person with a visual impairment using technology.
- Discover websites that help save time when preparing resources.

Course Outcomes:

- Have knowledge of the latest available technology to promote inclusion.
- Understand a range of simple techniques/strategies when adapting worksheets or creating resources.
- Understand the range of IT hardware and software that can be utilised within the classroom.
- Have knowledge of the accessibility features in Word.
- Be able to utilise useful websites and be time efficient when preparing resources.

Who is it for:

SENCOs, class teachers and teaching assistants in mainstream and specialist settings (3-25 years).

Dates: 24 January 2017

Duration: Full day,
9.30am-3.30pm

Fee: £115 per delegate for LCC maintained schools.
£138 per delegate for from non-maintained schools.

Location:

New Parks House

Habilitation and mobility skills for a child and young person with a visual impairment – preparing for adulthood

VST

Areas Covered:

- Preparing for adulthood, which key skill at which Key Stage?
- How to promote independence in a child and young person with a visual impairment.
- Planning for a successful off-site visit for a child or young person with a visual impairment.

Course Outcomes:

- Have knowledge of identifying and planning for independent living skills appropriate to each Key Stage.
- Understand how to fully include children and young people in successful off-site visits.
- Understand the importance of multi-agency working when developing skills and knowledge in the additional curriculum.

Who is it for:

SENCOs, class teachers and teaching assistants in mainstream and specialist settings (3-25 years).

Dates: 8 March 2017

Duration: Full day,
9.30am-3.30pm

Fee: £115 per delegate for LCC maintained schools.
£138 per delegate for from non-maintained schools.

Location:

New Parks House and practical work out of doors. Sensible clothing and footwear is advised.

The social and emotional aspects of visual impairment – how to promote inclusion and prepare for adulthood

VST

Areas Covered:

- The impact of visual impairment on social inclusion and development.
- Strategies for practitioners to promote social inclusion.
- Preparing for adulthood and the necessary skills for successful inclusion in the community and working environment.

Course Outcomes:

- Understand the impact of visual impairment on the developing child's social and emotional skills.
- Develop strategies to promote social inclusion in a range of settings.
- Identify key skills for independent living and how to develop and promote them at each Key Stage.

Who is it for:

SENCOs, class teachers and teaching assistants in mainstream and specialist settings (3-25 years).

Dates: 16 May 2017

Duration: Full day, 9.30am-3.30pm

Fee: £115 per delegate for LCC maintained schools. £138 per delegate for from non-maintained schools.

Location:

New Parks House



APPLICATIONS

Applications can be made by booking a place online by visiting www.lls.leicester.gov.uk

Once there you should be able to search for and book a place on any of the courses advertised in this brochure. Training provided by other providers is also advertised in this booklet and contact details available on page 66.

If you wish to discuss your support needs, please raise this at a joint planning meeting or with one of the contacts below.

SEND Support Service

The Training Co-ordinator
New Parks House
Pindar Road
Leicester
LE3 9RN

T: 0116 454 4650
F: 0116 454 0803

City Psychology Service

The Training Co-ordinator
Collegiate House
College Street
Leicester
LE2 0JX

T: 0116 454 5470
F: 0116 221 1216

Early Years Support Team (EYST)
Hearing Support Team (HS)
Learning, Communication and Interaction Support Team (LCI)
Vision Support Team (VS)
Primary School Social, Emotional and Mental Health Team (SEMH)

SENDS Traded Services Costs

Centre Based	(LCC Maintained)	(Non LCC)
3 days course (inc. lunch)	£284	£340
2 days course (inc. lunch)	£210	£252
1 full day course (inc. lunch)	£115	£138
2 half days (different days)	£115	£138
Half day	£70	£84
Up to two hours or twilight	£50	£60
Bespoke training for Leicester City Schools		
1 full day course	£450 - £600	£540 - £720
Half day	£270 - £360	£324 - £432
Twilight up to 2 hours	£185	£222
Twilight up to 1 hour	£100	£120

Costs of courses run by the Psychology Service are dependent on:

- Number of sessions to be delivered.
- Number of trainers and resources require to deliver the course.

JOINT COMMISSIONING BY SCHOOLS

It is recognised that training is more beneficial when schools share training and develop expertise together. Central Government through the White Paper (The Importance of Teaching) and SEN Green Paper (Support and aspiration: A new approach to special educational needs and disability) are encouraging schools to work together in this way.

To support collaborative working please find below table of charges designed for joint commissioning by number of schools. This approach is useful and cost effective for those schools with a small number of pupils with a high level of need such as those pupils with a sensory impaired child, autism etc (minimum of 4 schools, with at least 2 delegates).

Number of Schools	1 Day (£ per school)	2 Day (£ per school)
4	209	278
5	167	222
6	139	185
7	119	159
8	104	139
9	93	124
10	84	111
11	76	101
12	70	93
13	64	86
14	60	79

Application Form for Joint Commissioning by schools

TRAINING REQUIRED:

Host school name:

Date:

Number of schools involved:

Please choose from the following options:-

Option 1 1/2 day Cost per school £

Option 2 1 day Cost per school £

Option 3 2 days Cost per school £

Venue (if not at host school):

NOTE: If New Parks House or Collegiate House are required as a venue there will be a slight increase in charge, with a minimum of 12 schools involved.

OTHER PROVIDERS

CAMHS (Child and Adolescent Mental Health Service)

CAMHS provide generic (multi-agency training) on mental health in children. There is a two day introductory course and further specialist course which looks at specific impairments and syndromes.

The training is provided by Specialist CAMHS staff, Educational Psychologists and others.

Contact details: Dr Joe Dawson
Collegiate House
College Street
Leicester
LE2 0JX

T: 0116 454 5470

F: 0116 221 1216

E: joe.dawson@leicester.gov.uk

DISABLED CHILDREN'S SERVICE

Over the past 18 months nearly 600 people have attended a range of training courses facilitated by the Disabled Children's Service. The aims of the courses are to improve the participants understanding of the needs of disabled children when attending short break activities.

The target audiences were from Leicester City Council (including leisure centres, residential homes, youth services and adventure playgrounds, voluntary sector, private nurseries and parents).

This year, we are offering a very exciting training package. Following feedback from last years training, and our continued commitment to support provision of good quality services to disabled children in Leicester city, we are offering more new courses in half day slots to give more people the opportunity to access our specialised training facilitated by professionals from CAMHS. In addition to our set courses; we are offering free bespoke training to any short break provider to support you to provide an inclusive environment for a child/young person to enjoy short break activities.

This year we are also offering specialist Personal Care training which is jointly facilitated by managers from the Disabled Children's Service, Barnes Heath Children's Home, and NHS – Specialist Children's Nursing Services. You will find further information about this training in the programme.

This will include afterschool activities, breakfast clubs, voluntary groups, youth clubs etc.

Also, if you would like to make enquires about specialised training for your service/staff, or would like to request one of the courses for your staff in a different setting or date, please contact DCS Training lead on 0116 454 4710 or dcs@leicester.gov.uk

A short break equipment hire is available to organisations where both equipment and learning materials can be hired.

For further information please contact Disabled Children's Services on 0116 454 4710.

COURSES FOR TEACHING ASSISTANTS

- **Information and advice events for teaching assistants and other support staff in school**
Contact Ash Field Academy for further information. T: 0116 273 7151
- **Intermediate and advanced apprenticeship in supporting teaching and learning - formerly NVQ level 2 and 3**
Ash Field Academy, Rhian Richardson T: 0116 273 7151
E: rrichardson@ashfield.leicester.sch.uk
or
Leicester College, Michelle Ensor T: 0791 929 0491, E: mensor@lec.ac.uk
- **HLTA**
University of Northampton, Emma Stephenson T: 01604 893 527
E: hlta@northampton.ac.uk
- **Distance learning courses including: Mental Health Awareness, Safe Handling of Medicines, Team Leading**
Leicester College, Michelle Ensor T: 0791 929 0491, E: mensor@lec.ac.uk
- **Foundation degrees for teaching assistants and other support staff**
Nottingham Trent University, Kate Harris T: 0115 848 6682, E: kate.harris@ntu.ac.uk
or
University of Northampton, Julie Jones T: 01604 893 527, E: julie.jones@northampton.ac.uk
- **CESL - modular programme at level 4.**
University of Northampton, Julie Jones T: 01604 893 527, E: julie.jones@northampton.ac.uk
- **English, maths, science GCSE**
Ash Field Academy, Rhian Richardson T: 0116 273 7151
E: rrichardson@ashfield.leicester.sch.uk
- **English, maths and ICT functional skills**
Leicester College, Sheena Ramsey T: 0116 251 5138, E: sramsay@lec.ac.uk
- **Short courses including moving and handling, SEN and disability, HLTA and lead teaching assistants support network, teaching assistant induction training for newly and recently appointed teaching assistants & access to working in schools.**
Ash Field Academy, Rhian Richardson T: 0116 273 7151
E: rrichardson@ashfield.leicester.sch.uk
- **Short courses including ASD & ELKLAN (Speech and Language)**
Special Educational Needs and Disability Service, Liz Richardson T: 0116 454 4650,
liz.richardson@leicester.gov.uk

Terms and Conditions

Booking

By authorising a booking you are asking us to reserve a place for you on the stated course/ conference. We will send you a confirmation of the booking with the venue and times of the course/conference.

Refreshments

All courses/conferences include refreshments, lunch will be provided on a whole day course.

Payment

Any authorised booking commits the school to payment of the notified charges. Schools will be invoiced once the course or conference has taken place.

Refunds/cancellations

Refunds will not be given unless the course is cancelled by LCC. In some unforeseen circumstances it may be necessary to cancel an event. We reserve the right to cancel or postpone a course/ conference at short notice.

All cancellations made by you, must be made in writing or email and contain the full booking details including organisation name, booking and delegate contact details. Receipt of your cancellation will be confirmed by us and will be followed by an invoice if any fees are due.

The following charges will apply if you wish to cancel your booking:

- Four weeks before the course/conference – 25% charge
- Two weeks before the course/conference – 50% charge
- One week before the course/conference – 100% charge



