

Special Educational Needs & Disability Service
(SEND Service)

August 2018 - July 2019



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 and 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 and 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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GENERAL SEND SUPPORT

Courses for SENCOs

SENCo Briefing

LCI

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:

30 October 2018
Half day Autumn term,
20 March 2019

Half day Spring term.

13 June 2018

Full day

Duration:

Full day, 9am-4pm

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

SEND TA Briefing

LCI

Areas Covered:

Each of these days there will be a guest speaker and then a range of workshops that TAs can choose from.

Course Outcomes:

The themes for each of the days are as follows.

- Autumn 22/11/18 - **Reasonable Adjustments** - An opportunity for support staff to understand what they could do to support children with a range of needs.
- Spring 28/02/19 - **Children's Well Being** - An opportunity for support staff to understand what they could do to support the wellbeing of children with a range of needs different areas e.g. VI, HI, ASD, SpLD, SEMH etc.
- Summer 23/05/19 - **Supporting Language and Communication development** - An opportunity for support staff to understand what they could do to support the communication needs of children with a range of needs different areas e.g. VI, HI, ASD, SpLD, SEMH as well as to learn more about specific interventions and strategies.

Who is it for:

Teaching Assistants

Dates:

22 November 2018,

28 February 2019

& 23 May 2019

Duration:

9.30am-3pm - 22 Nov,

1pm-3pm - 28 Feb and

1pm-3pm - 23 May

Fee: £120 for all 3 sessions or £75 for each one - LCC maintained schools.

Or £150 for all 3 sessions or £95 for each one - non maintained schools.

A school may choose to send a different person on each course but to qualify for the introductory offer all 3 places need to be booked at the same time

Location:

New Parks House

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: 15 November 2018
or to arrange bespoke training please contact
joe.dawson@leicester.gov.uk

Duration: Full day

Fee: £120 per delegate for maintained schools and £150 per delegate for non-maintained schools.

Location:

City Hall / 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: 28 February 2018
or to arrange bespoke training please contact
joe.dawson@leicester.gov.uk

Duration: Full day

Fee: £120 per delegate for maintained schools and £150 per delegate for non-maintained schools.

Location:

City Hall / Collegiate House
or School / Setting.

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 SENCo course specifications.

Who is it for:

SENCos new in post.

Dates: Induction day -
13 October 2018
(University of Northampton)
31 October 2018
05 December 2018
30 January 2019
27 March 2019
08 May 2019
05 June 2019

Plus: Six 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: £TBC per SENCo paid
by the school.

Location:

New Parks House

Mentor Sessions

New Parks House

**Bookings only by
contacting the university:**

email: study@northampton.ac.uk

phone: 0300 303 2772

Areas Covered:

A support meeting for any new SENCO in the city who are not taking on the Senco Award this year.

We will be looking at:

- SEND systems.
- The graduated response.
- What to do/who to involve and how to involve them at each stage.
- Requirements for involving outside agencies relevant paperwork.
- What makes an effective JPM.
- SENCO yearly planner.

Course Outcomes:

- You may find that meeting the other SENCOs who are just starting out in the role is helpful, as well as the material we will cover in the session.

Who is it for:

SENCOs who are new to Leicester City

Dates: 19 September 2018
& 10 October 2018

Duration: Two half days
1pm-3.30pm

Fee: Free for delegates from LCC maintained schools.
£75 per delegate from non-maintained schools based in Leicester City.

Location:

New Parks House



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: 4 October 2018 -

day one

8 November 2018 - day two

Or

22 May 2019 - day one

19 June 2019 - day two

Duration: Two days

9am-4pm

Fee: £220 per delegate or £330 for SENCO/ L3 teaching assistant or HLTA pair from maintained schools.

£275 per delegate or £400 assistant or HLTA pair from non-maintained schools.

Location:

New Parks House

Advanced school based assessment – interpretation of results

LCI

Areas Covered:

Further analysis of your own pupils' assessments and how to refine provision. You will bring real assessments to be analysed.

- Detailed analysis of results of school based assessments.
- Selecting intervention to match specific need.
- Revision of how to deliver assessments.

Course Outcomes:

Increased skill and confidence in completing basic language and literacy assessments.

- Have more skills in detailed interpretation results of assessments.
- Have increased confidence in identifying pupils with SpLD, Speech and language difficulties, GLD, possible motor difficulties.

Who is it for:

SENCoS who have completed the 2 day school based assessment course.

Dates:

7 March 2019
Alternatively this course can be delivered in your school/setting. Please discuss this with your LCI link teacher or email Liz.Richardson@leicester.gov.uk

Duration: Half day - 9-12pm

Fee: £75 per delegate from LCC maintained schools. £95 per delegate from non-maintained schools.

Location:

New Parks House

Inclusive practice in schools

LCI

Areas Covered:

The course will enable staff to reflect on practice, process and attitudes to create an inclusive ethos with an emphasis on high quality teaching strategies and the classroom environment.

Course Outcomes:

This course will enable attendees to:

- Understand the importance of their role in developing and promoting inclusive practice.
- Understand the key legislation relating to inclusion and what this means in practice.
- Confidently support children and promote inclusion
- Have a range of strategies to support pupils with SEND.

Who is it for:

Teachers who are in the early stages of their career.

Dates:

13 March 2019
Alternatively this course can be delivered in your school/setting. Please discuss this with your LCI link teacher or email liz.richardson@leicester.gov.uk

Duration: Half Day, 9am-12pm

Fee: £75 per delegate from LCC maintained schools. £95 per delegate from non-maintained schools.

Location:

School / setting

Areas Covered:

- An understanding of Dyslexia.
- Identification and teaching of students with specific difficulties and Dyslexia.
- In-depth assessment and report writing.

Course Outcomes:

The course will enable participants to identify, assess and teach students with literacy difficulties and Dyslexia.

- On completion of the course, students can apply for their Associate Membership of the British Dyslexia Association certificate and their Assessment Practising Certificate.

Who is it for:

Teachers with a minimum of two years' experience working with students.

May also be suitable for other professionals with minimum two years' experience working with students.

Dates: Please discuss this with your LCI link teacher or email liz.richardson@leicester.gov.uk if you are interested in this course.

Duration: Two years

Fee: Further information on request.

Location:

New Parks House



MEETING SPECIFIC INDIVIDUAL NEEDS

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:

- Increased confidence in supporting pupils with more complex needs.
- An understanding of the barriers to learning presented by pupils with more complex needs
- An awareness of strategies to support the child's learning and well-being
- Ability to provide a good physical learning environment.
- Secure baseline assessments of child's skills.
- Effective teaching methodology and differentiation strategies.

Who is it for:

SENCOs, teachers with the teaching assistant.

Dates: 17 October 2018

Duration: Full day, 9am-4pm

Fee: £120 per delegate or £180 for a teaching assistant and teacher/SENCo pair from LCC maintained schools.

£150 per delegate or £262 for a teaching assistant and teacher/SENCo pair 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: 4 October 2018

Duration:

9.30am-12.30pm

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

Location:

New Parks House

An introduction to Down's Syndrome – in the Early Years

EYST

Areas Covered:

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

Course Outcomes:

- Gain an overview of Down's Syndrome.
- Understand that there is a specific profile of strengths and difficulties inherent in Down's Syndrome.
- Learn strategies to support children with Down's 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: 15 November 2018
or
6 June 2019

Duration: Full day,
9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

Supporting pupils with Down's Syndrome in School

LCI

Areas Covered:

- Overview of Down's Syndrome
- The profile of strengths and difficulties that a Down's pupil may have
- Developing their literacy
- Ways to support their learning across the curriculum

Course Outcomes:

Course participants will develop an understanding of Down's Syndrome pupils and acquire practical strategies to support their learning, independence and participation in school life.

Who is it for:

Teaching assistants / teachers / SENCos involved with supporting Down's pupils in KS1,2,3.

Dates: 1 November 2018
Alternatively this course can be delivered in your school/setting. Please discuss this with your LCI link teacher or email

Liz.Richardson@Leicester.gov.uk

Duration: Full day
Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks 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: 22 November 2018 - alternatively please contact Usha.Rogers@leicester.gov.uk for further information or to discuss alternative dates

Duration: 1pm-3.30pm

Fee: £75 per delegate for maintained schools and £95 per delegate non-maintained schools.

Location:

City Hall / Collegiate House or School / Setting.

Understanding and Managing Sensory Processing Differences in children with SEND (including Autism)

LCI

Areas Covered:

- An overview of what are sensory processing differences.
- Identifying sensory differences and sensitivities using a profile.
- Review of how sensory processing differences affect how children interact with the world around them.
- How sensory processing differences impact on learning, interactions and behaviour.
- Ideas of how to manage sensory differences in a school environment.
- Review of strategies and interventions to support children with sensory processing differences.

Course Outcomes:

Participants will be able to understand how sensory processing differences impacts on the social, emotional and academic progress of a child with SEND.

- Participants can use a profile to identify sensory differences and plan support
- Participants will leave with strategies that they are able to implement in the classroom with children and young people with sensory processing differences and sensitivities

Who is it for:

SENCOs, teachers and teaching assistants.

Dates: 15 May 2019

Duration: Full day, 9am-4pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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: 5 March 2019 (half day PM) or 8 May 2019 (half day PM) or to arrange bespoke training, please contact usha.rogers@leicester.gov.uk

Duration: 1pm-3.30pm

Fee: £75 per delegate for maintained schools and £95 per delegate non-maintained schools.

Location:

City Hall / Collegiate House or School / Setting.

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: 2 May 2019

Duration: Full day, 9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

APPROACHES WHICH ENHANCE ENGAGEMENT

An Introduction to 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.
- As well as being offered as a short course in one of our centrally located presentation suites, it can also be delivered in schools with the addition of two follow up sessions to help embed practice.

Who is it for:

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

Dates: 8 November 2018 for the centrally delivered course. Alternatively this is available to individual schools on request.

Duration: 1.30pm-3pm.

1½ hours initial presentation.

Fee: £75 per delegate for the centrally delivered course or £260 for a whole school delivery including two follow up sessions. £312 for non maintained schools

Location:

City Hall / Collegiate House, School or Setting.

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 SEBD, teachers, SENCos and mentors.

Dates: 13 & 20 March 2019

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: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

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 maintained schools and £675 for non-maintained schools.

Location:

Collegiate House or school / setting.

Motivation and Active Learning

SEMh

Areas Covered:

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

Course Outcomes:

- An increased understanding in how to motivate children.
- 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: 14 March 2019

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: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

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: £120 per delegate from a maintained school and £150 per delegate from a non-maintained school, plus an additional charge of £75 for follow up coaching. Please note this course is limited to 16 delegates.

Location:

City Hall / Collegiate House or School / Setting.

Sustained shared thinking skills: Helping children

CPS

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: 7 February 2019 or further information and/or to organise dates for your setting, please contact anastasia.andre-warren@leicester.gov.uk (Senior Educational Psychologist).

Duration: 1.30pm-3.30pm

Fee: £75 per delegate for maintained schools and £95 per delegate for non-maintained schools.

Location:

City Hall / Collegiate House or School / Setting.

Nurturing Practices and the Effective use of Boxall Profile

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
- 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.

Course Outcomes:

- Increased awareness of nurture groups and how to develop one within your school.
- Knowledge of whole school nurturing arrangements.
- Knowledge of the 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.

Who is it for:

School Leadership Team, SENCOs, Teachers, Mentors and Support Staff.

Dates: 01 November 2018
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: Full day, 9am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

PARENTING SUPPORT

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 90min sessions for five weeks followed by a 90min review 6th session.

Fee: £560 for maintained schools & £675 for non-maintained schools.

Location:

Collegiate House or
school / setting.

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 Rita Dholakia (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 davinder-singh.dhesi@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.

Areas Covered:

Positive touch parent to child massage:

This is a course where parents can learn different massage techniques 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 maintained schools and £720 for non-maintained schools.

Location:

Collegiate House or school / setting.

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 information.
- To have an understanding of what autism is and how this applies to their child.
- Relating to strategies which can be used in the home.
- To be able to assess and analyse behaviours.
- To increase parental confidence in managing their child's needs.

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: By Invitation

Duration: 8 taught sessions (Three hours per session) 9am-12pm

- 2 home visits
- 3 month follow up meeting

Fee: Free

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:

7, 14 and 21 November 2018
5, 12 & 19 June 2019

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

Duration: Five hours,
9.30am-2.30pm

Fee: Free

Location:

New Parks House

WHOLE SCHOOL APPROACHES

Attachment and Trauma Friendly Approaches for Whole School Success

SEMH

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:

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

Dates: 17 September 2018
12 June 2019.

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: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

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:

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

Dates: 21 March 2019 For further information please email Sarah.Williams@leicester.gov.uk

Duration: 1pm-3.30pm

Fee: £75 per delegate for maintained schools and £95 per delegate for non-maintained schools.

Location:

City Hall / Collegiate House / School or Setting.

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

17 September 2018

18 October 2018

26 November 2018

Spring

30 January 2019

18 March 2019

Summer

01 May 2019

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,
9am-3.30pm

Fee: £120 per delegate from LCC maintained primary schools.
£150 per delegate from non-maintained primary schools.

Location:

New Parks House

Supporting pupils with complex needs and EHCPs in mainstream primary classrooms

LCI

Areas Covered:

- Effective ways to integrate pupils with complex needs
- Teaching approaches and the multi-sensory learning environment.
- Language and communication strategies.
- Assessment, target setting and accurate monitoring of progress.
- Supporting social and emotional needs

Course Outcomes:

- Increased confidence in supporting pupils with more complex needs.
- An understanding of the barriers to learning presented by pupils with more complex needs
- An awareness of strategies to support the child's learning and well-being
- Effective teaching methodology and differentiation strategies.
- Secure baseline assessments of child's skills.
- Staff will also be signposted to other, more in-depth courses and training opportunities.

Who is it for:

Primary SENCOs, class teachers, teaching assistants with a teacher.

Dates: 17 October 2018

Duration: Full day, 9am-4pm

Fee: £120 per delegate or £210 for a teaching assistant and teacher/SENCo pair from LCC maintained schools.

£150 per delegate or £262 for a teaching assistant and teacher/SENCo pair from non-maintained schools.

Location:

New Parks House



COMMUNICATION AND INTERACTION

Communication

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:

5, 12, 19 & 26
November 2018

(1pm-4pm)

9 & 16 May 2019

(9.30am-3.30pm)

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

sarah.mounsey@leicester.gov.uk

Duration: 4 half days or 2 full days

Fee: £220 for LCC maintained schools.

£252 for from non-maintained schools.

All full day courses include lunch.

Location:

New Parks House

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: 20 November 2018 (9.30-12.30)
 28 March 2019 (1pm-4pm)
 22 May 2019 (twilight)

Duration: Three hours (1.5 hours for the twilight session).

It may be possible to arrange a demonstration in school

Fee: The funtime programme is charged at £75 for maintained schools in Leicester City. £95 per delegate from non-maintained schools. One copy of the Fun Time folder costs £50. There is also an option to purchase a Fun Time resource bag at £100.

Location:

New Parks House

Areas Covered:

Each of these days there will be a guest speaker and then a range of workshops that TAs can choose from.

Course Outcomes:

The themes for each of the days are as follows;

Autumn Term - 22 November 2019

Adjustments – An opportunity for support staff to understand what they could do to support children with a range of needs.

Spring Term - 28 February 2019

Children's Well Being - An opportunity for support staff to understand what they could do to support the wellbeing of children with a range of needs different areas e.g. VI, HI, ASD, SpLD, SEMH etc.

Summer Term - 23 May 2019

Supporting Language and Communication development - An opportunity for support staff to understand what they could do to support the communication needs of children with a range of needs different areas e.g. VI, HI, ASD, SpLD, SEMH as well as to learn more about specific interventions and strategies.

Who is it for:

Teaching Assistants

Dates: 22 November 2018,
28 February 2019
& 23 May 2019

Duration:

Fee: £120 for all 3 sessions
or £75 for each one - LCC
maintained schools.

Or £150 for all 3 sessions
or £95 for each one - non
maintained schools.

A school may choose to
send a different person on
each course but to qualify
for the introductory offer
all 3 places need to be
booked at the same time.

Location:

New Parks House

Areas Covered:

Early Talk Boost is a new language intervention designed by I CAN and delivered by a Licensed Tutor. It is a targeted and evidence-based intervention programme for 3-4 year old children whose language development is delayed. The intervention is delivered 3 times a week for 9 weeks by a trained early years practitioner to a group of up to 8 children. It focuses on developing listening and attention skills, vocabulary, understanding language, building sentences and social communication skills.

Course Outcomes:

- Be able to identify children who will benefit from the Early Talk Boost language intervention
- Become familiar with the structure of the intervention and the materials
- Be able to deliver the intervention in school and measure the children's progress
- Be able to provide a structured evidence-based programme that accelerates children's progress in language and communication

OFSTED evaluates how well pupils develop and apply their skills and communication and how well communication is taught. They also focus on how schools narrow the gap between children with the lowest and highest attainment. Early Talk Boost helps schools to develop children's communication and language skills, narrowing the gap between 3-4 year olds with language delay and their peers.

I CAN's Evaluation Report shows that, after Early Talk Boost, children make statistically significant progress in their early language and make on average 6 months progress, helping them to catch up with other children their age.

Who is it for:

Teacher and teaching assistant pairs.

Dates: 18 October 2018

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

sarah.mounsey@leicester.gov.uk

Duration: Full day, 9.30am-3.30pm

Fee: £300 for teacher and teaching assistant pair plus £480 for the Early Talk Boost Intervention Pack (2 Participant booklets, Intervention manual, Tracker tool, Toolkit and 10 sets of Jake and Tizzy books) required for each course.

Location:

New Parks House

Areas Covered:

Talk Boost is a language group programme designed by I CAN. It is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One to make progress with their language and communication skills. Talk Boost provides a structured programme that accelerates children's progress in language and communication by an average of 18 months after a 10 week intervention.

Course Outcomes:

After the course staff will be able to:

- Identify vulnerable learner.
- Provide a structured evidence based programme that accelerates children's progress in language and communication.
- Support the foundation language skills that lead to Phonics.
- Increase classroom participation by improving confidence and skills in listening, vocabulary, narrative, sentence building and conversation.

OFSTED now evaluates how well pupils develop and apply their skills and communication and how well communication is taught. They also focus on how schools narrow the gap between children with the lowest and highest attainment. Talk Boost KS1 helps schools develop children's communication skills, narrowing the gap between 4-7 year olds with language delay and their peers.

Who is it for:

Teacher and teaching assistant pairs.

Dates: 26 September 2018

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

liz.richardson@leicester.gov.uk

Duration: Full day,
9am-3.30pm

Fee: £300 for teacher and teaching assistant pair plus £500 for Manuals and resource packs for each course.

Location:

New Parks House

Talk Boost KS2

LCI

Areas Covered:

Talk Boost is a language group programme designed by I CAN. It is a targeted and evidence-based intervention programme, which supports language delayed children in children in Years 3, 4 and 5 who have delayed language development, aiming to boost their language skills to help them to catch up with their peers.

Course Outcomes:

The trial study showed that after eight weeks of running the intervention, children made significant progress in language and communication, with 67% catching up with their peers in understanding language. Learning in the classroom was easier; children joined in more, took part in discussions more and listened more carefully.

Who is it for:

Teacher and TA pairs.

Dates: 11 October 2018

Duration: Full day,
9am-3.30pm

Fee: £300 for teacher and teaching assistant pair plus £500 for Manuals and resource packs for each course.

Location:

New Parks House

Talking Partners

LCI

Areas Covered:

- The improvement of communication skills in children who may fall into the following categories; lack of skills and confidence as speakers and/or listeners, EAL learners, emotional literacy needs, SEND, SEBD (mild), gifted and talented.
- Focused activities and the use of target language to enable pupils to develop their independent skills and accelerate their speaking and listening progress.
- A training and planning resource pack is included.

Course Outcomes:

- This 2 day course equips trainees to deliver a structured oral language programme to raise levels of achievement by improving speaking and listening skills for groups of children from nursery to year 6.
- Children are supported to become independent learners.
- Improvement in children's literacy skills, supporting learning across the curriculum.

Who is it for:

Experienced TAs and a teacher who will support the programme in school.

Dates: 27 March & 10 April 2019

Duration:
9am-3.45pm

Fee: Two day course
£295 per delegate from LCC maintained schools - including £75 resource pack.
£350 per delegate from non-maintained schools - including £75 resource pack.

Location:

New Parks House

Areas Covered:

Play Interaction is part of a continuum of provision to develop children's social communication skills, along with Fun Time and Circle Time.

This enhanced level course develops practitioners' knowledge and understanding of Play Interaction.

- It provides practical activities to support children who have communication and interaction needs
- It includes case studies with DVD clips
- 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:

Recognise the importance of social interaction and communication skills

- Understand how Play Interaction supports children with social interaction and social communication needs
- Learn a variety of Play Interaction activities and songs
- Learn how to plan Play Interaction sessions for children
- Consider ways of recording children's responses and progress.
- Be able to adapt the programme to meet the needs of individual children.

Who is it for:

Teachers and teaching assistants.

Trainees and those being cascaded to by trained practitioners in the Play Interaction programme. Alternatively this course can be delivered in your school/setting. Please discuss this with your EYST or LCI link teacher or email sarah.mounsey@leicester.gov.uk.

Dates:

Autumn 15 November 2018
Spring 4 March 2019

Duration: Full day,
9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools.
£150 per delegate from non-maintained schools.

Location:

New Parks House

Using technology to promote learning, communication and interaction

LCI

Areas Covered:

Supporting communication and interaction using technology.

Course Outcomes:

To have a greater understanding of the positive benefits of technology when working with pupils with SEND.

- To develop an awareness of risks and possible pitfalls in the use of technology.
- Introduction to Clicker software.
- Introduction to Widget software.
- Apps to use for pupils with learning, communication and interaction difficulties.

Who is it for:

SENCOs and teachers.

Dates:

6 February 2019
Alternatively this course can be delivered in your setting. Please discuss this with your LCI link teacher or email

liz.richardson@leicester.gov.uk

Duration: Half day,
9am-12pm

Fee: £75 per delegate from LCC maintained schools.
£95 per delegate from non-maintained schools.

Location:

New Parks House

Language

Speech and language support for 0-3s (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: Thursdays 1, 8, 15 & 29 November.
6 & 13 December 2018.
10, 17 & 31 January.
7 February 2019
(28 February - portfolio support)

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

Fee: £350 per delegate from LCC maintained schools.
£427.50 per delegate from non-maintained schools.
includes accreditation fee and course text.

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: Monday mornings

(9am-12pm)

1, 8, 15 & 29 October 2018

5, 12, 19 & 26 November 2018

3 & 10 December 2018

(excluding half term)

Alternatively this course can

be delivered in your

school/setting. Please discuss

this with your LCI link

teacher or email

liz.richardson@leicester.gov.uk

Duration: 10 x half day

sessions, am.

Fee: £350 per delegate

from LCC maintained

schools.

£427.50 per delegate from

non-maintained schools.

Includes £80 registration

fee and book.

Location:

New Parks House

Areas Covered:

- This course is delivered on one afternoon 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 3 and 4.

Dates: Monday mornings (9am-12pm)

1, 8, 15 & 29 October 2018
5, 12, 19 & 26 November 2018
3 & 10 December 2018
(excluding half term)

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

liz.richardson@leicester.gov.uk

Duration: 10 x half day sessions, am.

Fee: £350 per delegate from LCC maintained schools.
£427.50 per delegate from non-maintained schools.
Includes £80 registration fee and book.

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: 27 February, 6 & 13 March 2019.

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

liz.richardson@leicester.gov.uk

Duration: Three full days, 9.15am-3.30pm

Fee: £300 per delegate or £440 for teacher and teaching assistant pair from LCC maintained schools. £375 per delegate or £550 for a teacher and teaching assistant pair from non-maintained schools.

Location:

New Parks House

Reluctant talkers in Schools

CPS

Areas Covered:

- The needs of children who are reluctant talkers in the Classroom.
- How reluctant talkers can be supported in developing their confidence in communicating.
- Strategies and guidance in planning an intervention for these children.

Course Outcomes:

Participants will:

- Be able to develop their understanding of the needs of reluctant talkers.
- Understand the relationship between anxiety and their reluctance talk.
- Leave with a variety of approaches to support children in developing their confidence in communicating.
- Be able to plan a small stepped intervention to support confidence in communicating.
- Know how to access additional support and advice for reluctant talkers.

Who is it for:

For SENCos, class teachers, teaching assistants, family support facilitators, subject teachers, behaviour and learning mentors, pastoral staff who may be supporting children who are reluctant talkers or who present as selectively mute.

Dates: 6 March 2019 or by negotiation. Contact: louise.sanders@leicester.gov.uk

Duration: Half day

Fee: £75 per delegate for maintained schools and £95 per delegate for non-maintained schools.

Location:

Collegiate House or school/setting.

Reluctant talkers in the Early Years

CPS

Areas Covered:

- The needs of children who are reluctant talkers in the classroom
- How reluctant talkers can be supported in developing their confidence in communicating
- Strategies and guidance in planning an intervention for these children

Course Outcomes:

Participants will:

- Be able to develop their understanding of the needs of reluctant talkers.
- Understand the relationship between anxiety and their reluctance talk.
- Leave with a variety of approaches to support children in developing their confidence in communicating.
- Be able to plan a small stepped intervention to support confidence in communicating.
- Know how to access additional support and advice for reluctant talkers

Who is it for:

For early years staff who are working with children who are reluctant talkers in their setting.

Dates: 27 February 2019 or for alternative dates please contact Louise Sanders via the email address below.

Contact:

louise.sanders@leicester.gov.uk

Duration: Half day

Fee: £75 per delegate for maintained schools and £95 per delegate for non-maintained schools.

Location:

Abbey Room - New Parks House or School / Setting.

ASD

Understanding and supporting young children with autism

EYST

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:

Friday 9 November 2018

Friday 15th March

Monday 3 June 2019

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

sarah.mounsey@leicester.gov.uk

Duration: 9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

NAS EarlyBird plus parent sessions

LCI / EYST / CPS

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.
- To increase parental confidence in managing their child's needs.

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: By Invitation

Duration: 9.30am-3.30pm

Fee: Free

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:

7, 14 & 21 November 2018

5, 12 & 19 June 2019

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

Duration: Five hours, 9.30am-2.30pm

Fee: Free

Location:

New Parks House

Autism education trust (AET) Level 1 Making sense of autism

LCI

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: 10 October 2018 pm or 13 February 2019 pm

Duration: Half day 1pm-4pm

Fee: £75 per delegate from LCC maintained schools. £95 per delegate from non-maintained schools.

Location:

New Parks House

Autism Education Trust (AET) Level 2
Extending and enhancing good autism practice, Complex
needs and participation & target setting using AET
progression Guidance

LCI

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:

SENCo's new to autism.
Class teacher and teaching assistant pairs.

Dates:

1, 2 & 8 October 2018
&

6, 7 & 8 February 2019

Duration: 9am-4pm

Fee: £316 per delegate

(including the cost of booklet) or £482 for a teaching assistant and teacher/SENCo pair (including the cost of booklet) from LCC maintained school.

£391 per delegate (including the cost of booklet) or £595 for a teaching assistant and teacher/SENCo pair (including the cost of booklet) from non-maintained school.

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:

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

Dates: 8 May 2019

Alternatively this course can be delivered in your school/setting. Please discuss this with your LCI link teacher or email liz.richardson@leicester.gov.uk

Duration: Full day, 9am-4pm

Fee: £125 per delegate from LCC maintained school.

£155 per delegate from non-maintained school.

This includes the booklet.

Location:

New Parks House

Understanding and managing sensory processing differences in children with SEND (Including Autism)

LCI

Areas Covered:

An overview of what are sensory processing differences

- Identifying sensory differences and sensitivities using a profile.
- Review of how sensory processing differences affect how children interact with the world around them.
- How sensory processing differences impact on learning, interactions and behaviour.
- Ideas of how to manage sensory differences in a school environment.
- Review of strategies and interventions to support children with sensory processing differences.

Course Outcomes:

Participants will be able to understand how sensory processing differences impacts on the social, emotional and academic progress of a child with SEND.

- Participants can use a profile to identify sensory differences and plan support.
- Participants will leave with strategies that they are able to implement in the classroom with children and young people with sensory processing differences and sensitivities.

Who is it for:

SENCo's, teachers and teaching assistants.

Dates: 15 May 2019

Duration: Full day, 9am-4pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

COGNITION AND LEARNING

Writing and Spelling

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: 13 February 2019

Duration: Half day,
8.45am-12pm

Fee: £75 per delegate from LCC maintained schools.
£95 per delegate from non-maintained schools.

Location:

New Parks House

Motivation and Active Learning

SEMH

Areas Covered:

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

Course Outcomes:

- An increased understanding in how to motivate children.
- 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: 14 March 2019

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: £120 per delegate from LCC maintained schools.
£150 per delegate from non-maintained schools.

Location:

New Parks House

Reading

Early Reading Development

LCI

Areas Covered:

The course will explore reading development through foundation stage and into key stage one. It will provide guidance on close observation of pupils' early literacy skills, and will offer strategies to support reading development and independent problem-solving.

Feedback on the course:

"This course has given me more knowledge and confidence in assessing and moving on my pupils in reading."

"I found the opportunities to talk and explore different resources and ideas useful."

"I found the assessments very useful and will use them back in school."

Course Outcomes:

This course will:

- Deepen attendees understanding of early reading development.
- Provide tools that can be used to identify pupils' strengths and areas of difficulty in early reading.
- Provide a range of strategies to support pupils in FS/Key Stage 1 who are beginning or struggling readers.

Who is it for:

Teachers who are newly qualified; teachers who are new to Reception/Key Stage 1 and teaching assistants who are supporting reading within the Reception/Key Stage 1 classroom or as part of an intervention.

Dates: 16 January 2019

Duration: Full day,
9am-3.30pm

Fee: £130 per delegate from LCC maintained schools. (Including a copy of 'Sand' for Concepts About Print assessment).

£160 per delegate from non-maintained schools (Including a copy of 'Sand' for Concepts About Print assessment).

Location:

New Parks House

Reading coaching for adults who work with pupils experiencing reading difficulties

LCI

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: 11 & 12 March 2019

Duration: Two full days, 8.45am-3pm

Fee: £220 per delegate from LCC maintained schools
£275 per delegate from Non-Maintained schools.

Book via
www.lls.leicester.gov.uk

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

24 September day 1
28 September day 2,
11 October day 3,
24 January (am) 2019
(1/2 day writing session)
Alternatively this course can be delivered in your school/setting. Please discuss this with your LCI link teacher or email liz.richardson@leicester.gov.uk
Duration: 3½ days
9am-3pm, days one-three
8.45am-11.45am, day four

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 40 minutes, twice a week over twelve 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: 17 October 2018 & 28 November 2018 (am half day)

Alternatively this bespoke course can be delivered in your school. Please contact Michelle.Deeming@leicestergov.uk for further information/discussion.

Duration: 1½ days, 9am-4pm and 9am-12pm

Fee: £173 per teacher or £230 per teacher/teaching assistant pair from LCC maintained schools (includes cost of folder £65).
£196 per teacher or £265 per teacher/teaching assistant pair non non-maintained schools (includes cost of folder £65).

Location:

New Parks House

Maths

School based assessment in Mathematics

LCI

Areas Covered:

Day One:

- The early monitoring process.
- Maths difficulties and dyscalculia.
- Understanding standardised assessment terminology,
- Basic maths assessment to use in school.

Day Two:

- Case studies of pupils with maths difficulties.
- Understanding of how pupils with dyscalculia present in school.
- Awareness of effective provisions of pupils with maths difficulties.

Course Outcomes:

- Be able to complete basic maths assessments.
- Have increased confidence in interpreting results of assessments.
- Have increased confidence in identifying pupils with dyscalculia.

Who is it for:

SENcos and SEN Teachers with responsibility for assessment.

Dates:

9 and 23 November 2018

Duration:

Full day
9am-4pm

Fee: £220 per delegate from LCC maintained schools.
£275 charge per delegate from non-maintained schools.

Location:

New Parks House

Talk4maths

LCI

Areas Covered:

Talk4maths is a training course for primary schools, that takes place over two half days with an in-school gap task. This practical, interactive course focuses on problem-solving skills and fluency across the age range and in all mathematical strands. It supports schools to address the three aims of the National Curriculum and places talk at the heart of learning.

Course Outcomes:

- Have a clearer understanding of how to use and apply Mathematics and how to use talk to embed problem-solving.
- Look at Speaking and Listening techniques and link these to reasoning, enquiry, 'creating a picture' (representing) and communicating under the broader problem-solving heading.
- Understand the T.E.C.C. Model for word problems.
- Learn new ideas / approaches to take back into school in order to develop whole-school practice.
- Receive useful practical resources.
- Gain an opportunity to be reflective.

Who is it for:

Mathematics subject leaders / maths teachers.

Dates: 8 February & 15 March 2019 (am sessions)

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

liz.richardson@leicester.gov.uk

Duration: 2 half days

9am-12pm

Fee: £75 per delegate from LCC maintained schools.

£95 per delegate from non-maintained schools.

Location:

New Parks House

An Introduction to Maths Difficulties including Dyscalculia

LCI

Areas Covered:

- Definitions of dyscalculia.
- Range of difficulties associated with Dyscalculia.
- Specific activities to improve developmental skills in the areas of Maths affected by dyscalculia.

Course Outcomes:

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

Who is it for:

Teachers and TA's in KS1, KS2, KS3.

Dates: 13 May 2019

Duration: Full day, 9am-4pm

Fee: £120 per delegate from LCC maintained schools. £150 charge per delegate from non-maintained schools.

Location:

New Parks House

Dyslexia

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: 7 May 2019

Duration: Full day, 9am-4pm

Fee: £120 per delegate from LCC maintained schools. £150 charge per delegate from non-maintained schools.

Location:

New Parks House

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.

Three additional meetings to support evidence building for stage 2 - dates to be confirmed with participating schools.

If a school is planning to go through the full Dyslexia Friendly Schools accreditation process; over 2 years costs £1500. More details available at the Launch process.

Who is it for:

SENCo's and Head Teachers.

Dates: 27 September 2018

Duration: 1pm-2.30pm

Fee: Free

Location:

New Parks House

Reverification meeting for Dyslexia Friendly Schools

LCI

Areas Covered:

An information sharing session for any schools who wishes to re-verify their Dyslexia Friendly School quality mark - suitable for schools who achieved DFSQM in 2015 or earlier.

If a school is planning to go through the reverification process for Dyslexia Friendly Schools, the cost will be £1,000.

Who is it for:

SENcos and headteachers

Dates: 27 September 2018

Duration: 2.45pm-4pm

Fee: Free

Location:

New Parks House

Down's Syndrome

An introduction to Down's Syndrome – in the Early Years

EYST

Areas Covered:

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

Course Outcomes:

- Gain an overview of Down's Syndrome.
- Understand that there is a specific profile of strengths and difficulties inherent in Down's Syndrome.
- Learn strategies to support children with Down's 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: Thursday 15 November 2018
Thursday 6 June 2019

Duration: Full day, 9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

Supporting pupils with Down's Syndrome in School

LCI

Areas Covered:

- Overview of Down's Syndrome.
- The profile of strengths and difficulties that a Down's pupil may have.
- Developing their literacy.
- Ways to support their learning across the curriculum.

Course Outcomes:

- Course participants will develop an understanding of Down's Syndrome pupils and acquire practical strategies to support their learning, independence and participation in school life.

Who is it for:

Teaching assistants/teachers/SENCoS involved with supporting Down's pupils in Key Stage 1,2,3.

Dates: 1 November 2018
Alternatively this course can be delivered in your school/setting. Please discuss this with your LCI link teacher or email liz.richardson@leicester.gov.uk

Duration: Full day, 9am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

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.

Duration: Half day

Fee: £75 per delegate for maintained schools and £95 per delegate non-maintained schools.

Location:

Collegiate House or school / setting

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Thinking Emotions and Feelings

'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: 8 October 2018

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: £120 per delegate from LCC maintained schools.
£150 per delegate from non-maintained schools.

Location:

New Parks House

Emotional Weather Maps: Understanding our Emotions

SEMh

The emotional weather in our classrooms isn't always sunny and for some of our children the outlook maybe for black clouds and thunderstorms. In this practical course you will develop a range of forecasting skills and an umbrella of strategies to help deflect and shelter everyone from stormy emotional weather.

Areas Covered:

- The nature and scale of emotions and the contributing factors to our strong emotional reactions.
- The effects of these on our behaviours.
- Practical approaches to identifying and managing emotional responses within the school environment.

Course Outcomes:

- To develop understanding of emotions and their effects on behaviour.
- To gain a range of practical strategies to support positive emotional environments and responses.

Who is it for:

Teachers, SENCos, mentors and support staff.

Dates: 12 February 2019

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: £120 per delegate from LCC maintained schools.
£150 per delegate from non-maintained schools.

Location:

New Parks House

Areas Covered:

The course will incorporate a mixture of theory and practical strategies:

Theory

- The stages of developmental play including:
 - How this can support progress and learning for children with social and emotional difficulties.
 - How this can be affected by adverse childhood experiences.
- The endless benefits of play including:
 - Building of resilience.
 - Self-awareness.
 - Emotional regulation.
 - Building connections with others.
 - Improving social understanding.

Practical

- How play can be incorporated into a range of school practices including:
 - Individual and small group play.
 - Whole class and whole school level approaches.
 - Opportunities to explore resources and learn through play.
 - Ideas for a play toolkit.

Course Outcomes:

- Participants will develop knowledge and understanding of theories related to play.
- Participants will develop awareness of how play can help and support children in their learning, social understanding and in managing their emotions.
- Participants will explore resources and participate in a range of play activities.

Who is it for:

SENCOs, Teachers, Mentors, Teaching Assistants.

Dates: 13 February 2019

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: £120 per delegate from LCC maintained schools.
£150 per delegate from non-maintained schools.

Location:

New Parks House

Thinking Differently about Behaviour – Using Cognitive Behaviour Therapy Approaches to Support Children with SEBD

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:

27 February 2019
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: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

Trauma Informed Practices

SEMh

Areas Covered:

- Introducing trauma: understanding the impact of Adverse Childhood Experiences on children.
- Utilising Cognitive and Neurological theories to develop our understanding of the impact of Adverse Childhood Experiences on learning, emotions and relationships.
- Developing best practices to support children who have experienced trauma within the school community.

Course Outcomes:

- Knowledge of theories, approaches and practical skills to effectively support and foster children following traumatic experiences.

Who is it for:

SENCO's, teachers, mentors, teaching assistants.

Dates:

15 May 2019
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: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

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: 6 June 2019

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: £75 per delegate from LCC maintained schools.

£95 per delegate from non-maintained schools.

Location:

New Parks House

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 Leicester maintain schools / £630 for non-maintained schools.

Location:

Collegiate House or school / setting.

Resilience and Self-Esteem

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 85 minutes.

Fee: £2025 per group for maintained schools and £2430 per group for non-maintained schools.

Location:

Collegiate House or 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 hour sessions for six weeks.

Fee: £900 per group for maintained schools and £1080 per group for non-maintained schools.

Location:

Collegiate House or school / setting

SPARKS (special pro-social assertive resilient kids)

CPS

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 per group for maintained schools and £1800 per group for non-maintained schools.

Location:

Collegiate House or school / setting.

Mindfulness

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: 3 April 2019
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: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

Mindfulness: 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: 15 November,
22 November,
29 November 2018

Duration: The programme consists of three one hour sessions.

Fee: £75 for Leicester Maintained Schools or £95 for Non-Maintained Schools. The cost is for the three sessions inclusive.

Location:

City hall / Collegiate House, School or Setting.

Mindfulness for teams of 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 3 one hour sessions. One-off sessions can be arranged.

Fee: £75 for Leicester Maintained Schools or £95 for Non-Maintained Schools. The cost is for the three sessions inclusive.

Location:

Collegiate House or School / Setting.

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: anastasia.andre-warren@leicester.gov.uk

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

Fee: £340 for Leicester Maintained Schools or £408 for Non-Maintained Schools.

Location:

School / setting

Friendships, Relationships and Attachment

Friendship skills

CPS

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 hour sessions for seven weeks.

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

Location:

Collegiate House or
school / setting

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: 17 September 2018 and 12 June 2019

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: 120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

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:

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

Dates: 21 March 2019 For further information about this course, please email Sarah.Williams@leicester.gov.uk

Duration: 1pm-3.30pm

Fee: £75 per delegate for maintained schools and £95 per delegate for non-maintained schools.

Location:

City Hall / Collegiate House or School/setting.

Children that Challenge

Connecting with Children that Challenge

SEMH

Areas Covered:

Why children might misbehave.

- Self-esteem and emotional intelligence.
- Strategies that support arrangements
- The importance of effective teaching assistant support for SEMH children.
- Theoretical approach to building positive relationships.
- 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.
- Awareness of a range of approaches and activities that help to build positive relationships with children.
- Knowledge of how to effectively deploy TA support for children with SEMH needs.

Who is it for:

For support staff and mentors in primary schools.

Dates: 29 October 2018

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: £120 per delegate from LCC maintained schools.
£150 per delegate from non-maintained schools.

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: 4 February 2019

Duration: 1pm-4pm

Fee: £75 per delegate from LCC maintained schools.
£95 per delegate from non-maintained schools.

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: 4 March 2019

Duration: Full day, 9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools.
£150 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

17 September 2018

18 October 2018

26 November 2018

Spring

30 January 2019

18 March 2019

Summer

01 May 2019

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,
9am-3.30pm

Fee: £120 per delegate from LCC maintained schools.
£150 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:

21 November 2018
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: £120 per delegate from LCC maintained schools. £150 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:

8 October 2018
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: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

SENSORY

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: 24 September 2018

Duration: Full day, 9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 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: 6 November 2018

Duration: 1pm-4pm

Fee: £75 per delegate from LCC maintained schools. £95 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: 15 January 2019

Duration: Full day, 9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate 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: 5 March 2019

Duration: Full day, 9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate 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: 30 April 2019

Duration: Full day, 9.30am-3.30pm

Fee: £120 per delegate from LCC maintained schools. £150 per delegate from non-maintained schools.

Location:

New Parks House

Supporting Hearing Impaired Children in Mainstream - 1 day teacher course

HST

Areas Covered:

- The impact of hearing loss
- Equipment used by hearing impaired students
- Hands on workshops
- The individual child's hearing loss
- Principles for good practice
- Practical advice on classroom support strategies and approaches
- Language development
- The impact of language delay

Course Outcomes:

- Enhanced understanding of hearing impairment and its implications in the classroom.
- Practical strategies for inclusion
- Basic trouble shooting of audiology equipment
- Increased awareness of the links between hearing impairment and language development.

Who is it for:

Class teachers of regularly visited hearing impaired children SENCOs.

Dates: 13 September 2018

Duration: 9am-4pm

Fee: £120 per delegate from LCC maintained schools. However, book 1 place receive one half price. £180 for 2 staff members to attend. £150 per delegate from non-maintained schools. However, book 1 place receive one half price. £225 for 2 staff members to attend.

Location:

New Parks House



Areas Covered:

- The impact of hearing loss.
- Equipment used by hearing impaired students.
- Hands on workshops.
- The individual child's hearing loss.
- How to support an HI child in class.
- Practical advice on classroom support strategies and approaches.
- Language development.
- The impact of language delay.

Course Outcomes:

- Ideas for improving access to education for a hearing impaired child.
- Practical skills in managing the child's hearing equipment.
- Increased confidence in supporting a child with a hearing loss.

Who is it for:

Teaching assistants working within a class with a hearing impaired pupil.
1:1 teaching assistants for hearing impaired pupils
Learning mentors
Communication Support Workers

Dates: 20 September 2018

Duration: 9am-3.30pm

Fee: £120 per delegate from LCC maintained schools. However, book 1 place receive one half price. £180 for 2 staff members to attend.
£150 per delegate from non-maintained schools. However, book 1 place receive one half price. £225 for 2 staff members to attend.

Location:

New Parks House



Whole school training in understanding and supporting pupils with a hearing loss

HST

Areas Covered:

- Overview of different types of hearing loss and their affects.
- Hands on workshops.
- The hearing loss of the child/ren in your school.
- Practical advice on classroom support strategies and approaches.
- Deaf awareness.

Course Outcomes:

- An understanding of hearing loss.
- Ideas for improving access to education for a hearing impaired child.
- Practical skills in managing the child's hearing equipment.
- Increased confidence in supporting a child with a hearing loss.

Who is it for:

Head teachers
Class teachers
SENCOs
Teaching assistants
Learning mentors

Dates: To be arranged upon application.

Fee: To arrange this bespoke training please contact Paula.Holloway@leicester.gov.uk or speak to your link teacher.

Location:

School / setting

Introduction to Sign language

HST

Areas Covered:

- Explanation of British Sign Language, Sign Supported English and Makaton.
- Learn some basic signs for practical use in the classroom.

Course Outcomes:

- Increased confidence to use basic sign language.
- To know some everyday signs.

Who is it for:

All school staff.

Dates: 27 September 2018

Duration: Half day
9am-12:30pm

Fee: £75 per delegate from LCC maintained schools.
£95 per delegate from non-maintained schools.
Alternatively this course can be run as bespoke training in your school/setting - please contact Paula.Holloway@Leicester.gov.uk

Location:

School / setting

Deaf Awareness

HST

Areas Covered:

- To look at strategies that can be used to be more 'deaf aware'.

Course Outcomes:

- To be more aware of how to communicate appropriately with a pupil/adult with HI.
- To use strategies within school to support pupils with HI.

Who is it for:

All school staff.

Dates: To be agreed upon application.

To arrange this bespoke training please contact Paula.Holloway@leicester.gov.uk or speak to your link teacher.

Location:

School / setting

Audiology workshops for TA's and teachers who support pupils with a hearing loss

HST

Areas Covered:

- 'Hands on' audiology workshops
- Liaison with other professionals working with HI pupils in different settings.

Course Outcomes:

- Increased confidence in handling audiology equipment.
- Trouble shooting of audiology equipment.

Who is it for:

Teachers
Teaching assistants working within a class with a hearing impaired pupil.
1:1 teaching assistants for hearing impaired pupils
Learning mentors
Communication Support Workers

Dates: 7 February 2019

Duration: 12.30pm-2.30pm

Fee: £75 per delegate from LCC maintained schools.
£95 per delegate from non-maintained schools.

Location:

New Parks House

Areas Covered:

- How to differentiate work for pupils with HI.
- Liaison with other professionals working with HI pupils in different settings.

Course Outcomes:

- Increased confidence in how to support the HI child.
- Practical solutions for differentiating work.

Who is it for:

Teachers
Teaching assistants working within a class with a hearing impaired pupil.
1:1 teaching assistants for hearing impaired pupils
Learning mentors
Communication Support Workers

Dates: 7 November 2018

Duration: 12.30pm-2.30pm

Fee: £75 per delegate from LCC maintained schools.
£95 per delegate from non-maintained schools.

Location:

New Parks House

CENTRALLY BASED TWILIGHTS: BULK BUYING OFFERS.

Buy into our Twilight Mix

Centrally Based Twilight (up to 1.5 hours)	LCC Maintained	Non LCC
Number of sessions bought – 1	£55	£70
Number of sessions bought – 2	£100	£130
Number of sessions bought – 3	£135	£180
Number of sessions bought – 4	£160	£220
Number of sessions bought – 5	£175	£250

N.B. Centrally Based twilight courses are based at New Parks House, Pindar Road, Leicester LE3 9RN.

As a school you can book 5 different delegates on 5 different courses and still benefit from the Twilight Mix offer! Mix offer only available until December 21st 2018, after that courses will revert to individual charge.

Get going with Visuals - 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.

Date: 8th November 2018

Who is it for:

- Early years teachers and teaching assistants.

Duration: Twilight, 3.45-5.15pm

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)

Date: 22 May 2019

Who is it for:

- Early Years teachers and teaching assistants.

Duration: Twilight, 3.45-5.15pm

Running Social Communication and Building Relationships groups in Secondary Schools- LCI

Areas Covered:

- This twilight session will train staff to successfully run Social Communication and Building Relationships Groups for secondary pupils. Attendees will be shown how to establish, run and evaluate groups that support pupils to learn and practice social communication skills in a safe and supportive settings.

Date: 12 December 2018

Who is it for:

- Secondary SENCOs, teachers and teaching assistants.

Duration: Twilight, 3.45-5.15pm

An Introduction to LEGO® based therapy - LCI

Areas Covered:

- Lego®-based therapy is a social development programme for young people with autism spectrum disorders or related social communication difficulties.

The training focuses largely on the practical application of LEGO®-based therapy to schools and settings, affective strategies and the monitoring the progress of young people in the group.

Date: 15 October 2018

Who is it for:

- SENCOs, teachers and teaching assistants.

Duration: Twilight, 3.45-5.15pm

Strategies to support reluctant talkers - LCI

Areas Covered:

- The training provides practical ways of moving the child through the different stages of confidence in speaking through a step by step approach. It demonstrates how to set up a visually structured safe environment and the range of interactive activities to implement tailored to the child's interests and how to generalise the strategies.

Date: 07 November 2018

Who is it for:

- SENCOs, teachers and teaching assistants.

Duration: Twilight, 3.45-5.15pm

Colourful Semantics- LCI

Areas Covered:

- Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics).
Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them.
This course explains how this approach can be used by schools. Resources are free to download.

Date: 12 June 2019

Who is it for:

- Teachers, teaching assistants and SENCOs

Duration: Twilight, 3.45-5.15pm

An introduction to Social Stories™- LCI

Areas Covered:

Social stories are an approach devised by Carol Gray to improving social skills and understanding for people with ASD or related conditions at all ages. They are often mentioned as an appropriate intervention in EHCP's.

They model appropriate social interaction by describing a situation with relevant social cues, perspectives and responses.

This course is an introductory guide to writing, adapting and implementing Social Stories.

Date: 21 November 2018

Who is it for:

- SENCOs, teachers and teaching assistants.

Duration: Twilight, 3.45-5.15pm

Autism and the impact upon learning - LCI

Areas Covered:

- increase knowledge about potential barriers to learning for autistic pupils.
- develop understanding of the most effective teaching styles, curriculum arrangements and learning environments for autistic pupils.
- Practical strategies for day-to-day inclusive practice in classrooms.

Date: 10 January 2019

Who is it for:

- SENCOs, teachers and teaching assistants.

Duration: Twilight, 3.45-5.15pm

Dyslexia and spelling - LCI

Areas Covered:

- Spelling development
- Common spelling difficulties in dyslexic learners
- Support strategies
- Suitable interventions
- Assessment techniques

Date: 28 January 2019

Who is it for:

- Teachers and teaching assistants

Duration: Twilight, 3.45-5.15pm

Interpreting SALT advice - LCI

Areas Covered:

The training provides explanation of advice from Speech and language therapists and ways in which schools can implement these, including:

- key words / information carrying words
- differentiated questioning / question levels
- word finding difficulties

Date: 13 February 2019

Who is it for:

- Teachers and teaching assistants

Duration: Twilight, 3.45-5.15pm

Early handwriting skills - LCI

Areas Covered:

- Foundation skills for handwriting
- Strategies to develop handwriting skills
- Assessment of handwriting
- Free downloadable fine motor and handwriting programmes
- Other recommended handwriting programmes
- Recommended handwriting resources

Date: 1 May 2019

Who is it for:

- Teachers and teaching assistants

Duration: Twilight, 3.45-5.15pm

Visual Processing - LCI

Areas Covered:

- An introduction to visual processing difficulties, how it may affect our pupils and what we can do about it.

Date: 9 May 2019

Who is it for:

- SENCOs, teachers and teaching assistants

Duration: Twilight, 3.45-5.15pm

Supporting Pre-NC Learners

Areas Covered: <ul style="list-style-type: none">• Ideas for teaching pupils needing a more multi-sensory approach, including song bags, shoebox tasks and sensory learning activities.• Small step targets and topic-based planning for pupils who benefit from repetition of language. Date: 29 October 2018	Who is it for: <ul style="list-style-type: none">• SENCOs, teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Autism & Girls - LCI

Areas Covered: <ul style="list-style-type: none">• The reasons for diagnostic differences in girls with ASD.• Challenges and strengths of being a girl with autism Date: 22 May 2019	Who is it for: <ul style="list-style-type: none">• SENCOs, teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Using running records - LCI

Areas Covered: <ul style="list-style-type: none">• This twilight session will train staff to successfully use Running Records as an assessment and analysis tool. Attendees will be given insights in how the findings from a Running Record can be used to identify pupils' strengths and areas for development. Date: 19 June 2019	Who is it for: <ul style="list-style-type: none">• Teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Dyscalculia - LCI

Areas Covered: <p>This twilight session will outline:</p> <ul style="list-style-type: none">• indicators of dyscalculia and how this differs from maths learning difficulties• a definition of dyscalculia• 'symptoms' of dyscalculia Date: 3 April 2019	Who is it for: <ul style="list-style-type: none">• SENCOs, Teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Mindfulness - SEMH	
<p>Areas Covered:</p> <ul style="list-style-type: none"> • Activities to develop mindfulness skills in children <p>Date: 14 November 2018</p>	<p>Who is it for:</p> <ul style="list-style-type: none"> • SENCOs, behaviour mentors, teachers and teaching assistants <p>Duration: Twilight, 3.45-5.15pm</p>

Power of Connections - SEMH	
<p>Areas Covered:</p> <ul style="list-style-type: none"> • Approaches and activities that help to build positive relationships with children <p>Date: 28 November 2018</p>	<p>Who is it for:</p> <ul style="list-style-type: none"> • SENCOs, behaviour mentors, teachers and teaching assistants <p>Duration: Twilight, 3.45-5.15pm</p>

Quality Circle Time - SEMH	
<p>Areas Covered:</p> <ul style="list-style-type: none"> • A practical session of QCT activities and games to use with children to develop social and emotional skills and well-being <p>Date: 23 January 2019</p>	<p>Who is it for:</p> <ul style="list-style-type: none"> • SENCOs, behaviour mentors, teachers and teaching assistants <p>Duration: Twilight, 3.45-5.15pm</p>

Circle Time for young children - EYST	
<p>Areas Covered:</p> <ul style="list-style-type: none"> • 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. <p>Play Interaction → Fun Time → Circle Time (1 child initially) (small group of 4 children) (larger group)</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> • 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. <p>Date: 28th February 2019</p>	<p>Who is it for:</p> <ul style="list-style-type: none"> • SENCOs, behaviour mentors, teachers and teaching assistants. <p>Duration: Twilight, 3.45-5.15pm</p>

Story Sacks for SEMH CHILDREN - SEMH	
<p>Areas Covered:</p> <ul style="list-style-type: none"> • How to use a story sack to support children to understand and manage emotions <p>Date: 6th February 2019</p>	<p>Who is it for:</p> <ul style="list-style-type: none"> • SENCOs, behaviour mentors, teachers and teaching assistants. <p>Duration: Twilight, 3.45-5.15pm</p>

Using Theraplay Practices™ - SEMH	
<p>Areas Covered:</p> <ul style="list-style-type: none"> • Activities to develop children's connections with others, build relationships and support them to self-regulate <p>Date: 6 March 2019</p>	<p>Who is it for:</p> <ul style="list-style-type: none"> • SENCOs, behaviour mentors, teachers and teaching assistants <p>Duration: Twilight, 3.45-5.15pm</p>

Building Emotional Literacy using LEGO® - SEMH

Areas Covered: <ul style="list-style-type: none">• A practical workshop on exploring activities and how to build a LEGO® resource kit to support a child in developing their emotional literacy Date: 13 March 2019	Who is it for: <ul style="list-style-type: none">• SENCOs, behaviour mentors, teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Visual System for SEMH needs- SEMH

Areas Covered: <ul style="list-style-type: none">• Practical ideas around using visual systems to support children with SEMH needs Date: 16 May 2019	Who is it for: <ul style="list-style-type: none">• SENCOs, behaviour mentors, teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Scripted Language- SEMH

Areas Covered: <ul style="list-style-type: none">• How to use scripts to manage challenging behaviour Date: 6 June 2019	Who is it for: <ul style="list-style-type: none">• SENCOs, behaviour mentors, teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Therapeutic Play- SEMH

Areas Covered: <ul style="list-style-type: none">• The use of play techniques to support children to explore their emotions Date: 19 June 2019	Who is it for: <ul style="list-style-type: none">• SENCOs, behaviour mentors, teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Keeping Safe – Team Teach- SEMH

Areas Covered: <ul style="list-style-type: none">• Developing a child centred Positive Handling Plan Date: 27 June 2019	Who is it for: <ul style="list-style-type: none">• SENCOs, behaviour mentors, teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Resilience- SEMH

Areas Covered: <ul style="list-style-type: none">• Practical ideas to develop children's resilience Date: 3 July 2019	Who is it for: <ul style="list-style-type: none">• SENCOs, behaviour mentors, teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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Philosophical approaches for Children - SEMH

Areas Covered: <ul style="list-style-type: none">• Practical ideas around using philosophical approaches to support children with SEMH issues Date: 28 March 2019	Who is it for: <ul style="list-style-type: none">• SENCOs, behaviour mentors, teachers and teaching assistants Duration: Twilight, 3.45-5.15pm
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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 92.

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

SEND Support Service - Teams

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

Centrally Based	LCC Maintained	Non LCC
3 days course (inc. lunch)	£300	£375
2 days course (inc. lunch)	£220	£275
1 full day course (inc. lunch)	£120	£150
2 half days (different days) Half day	£120	£150
1/2 day	£75	£95

SENDS Traded Services Costs (contd.)

Bespoke training	LCC Maintained	Non LCC
1 full day course up to 48 delegates	£560 - £990	£675 - £1,190
1 full day course over 48 delegates	£1,420	£1,700
Half day course up to 48 delegates	£310 - £600	£375 - £715
Half day course over 48 delegates	£775	£930
Twilight up to 2 hours up to 48 delegates	£200 - £330	£240 - £400
Twilight up to 2 hours over 48 delegates	£465	£555
Twilight up to 1 hour up to 48 delegates	£140 - £200	£160 - £240
Twilight up to 1 hour over 48 delegates	£275	£320
Team Teach - 1 day in school	LCC Maintained	Non LCC
Up to 24 delegates	£990	£1,190
25 – 36 delegates	£1,420	£1,700
37 – 48 delegates	£1,850	£2,220
Team Teach – refresh in school 2 * 2 hour sessions		
Up to 24 delegates	£660	£795
25 - 36 delegates	£925	£1,110
37 - 48 delegates	£1,190	£1,430
Team Teach - centrally based		
Price per delegate	£120	£150

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. If you are interested in Joint Commissioning some training please contact us for prices.

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).

School based Twilight – up to 48 delegates

(The number of delegates and trainers will vary depending on the course; you will need to speak to the Course Leader).

Number of Schools	1 Trainer (£ per school)		2 Trainers (£ per school)	
	LCC	non LCC	LCC	Non-LCC
2	125	150	205	250
3	100	120	165	200
4+	90	105	145	175

AET1

Number of Schools	1 Trainer up to 48 delegates (£ per school)		1 Trainer 49-60 delegates (£ per school)		2 Trainers 60+ delegates (£ per school)	
	LCC	non LCC	LCC	Non-LCC	LCC	Non-LCC
2	150	180	165	195	300	365
3	120	145	130	155	240	290
4+	105	125	100	135	210	255

AET2

Number of Schools	1 Trainer - maximum 24 delegates	
	LCC	Non-LCC
2	435	530
3	350	425
4+	305	370

Application Form for Joint Commissioning by schools TRAINING REQUIRED:

Host school name:

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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):

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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 by Leicester City Council.

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.



