

Special Educational Needs & Disability Service
(SEND Service)

August 2019 - July 2020



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: Autumn Term
23 October 2019, half day
Spring Term
19 March 2020, half day
Summer Term
18 June 2020, full day

Duration:

Half day 1pm 3.30pm
Full day 9am 4pm

Fee: Free

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: 14 November 2019.
Or to arrange bespoke training please contact
joe.dawson@leicester.gov.uk

Duration: Full day
9am 3.30pm

Fee: £150 per delegate.
All full day centrally run courses include a buffet lunch.

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: 27 February 2020.

Or to arrange bespoke training please contact
joe.dawson@leicester.gov.uk

Duration: Full day 9am 3pm

Fee: £150 per delegate.

All full day centrally run courses include a buffet lunch.

Location:

City Hall / Collegiate House
or school / setting

Induction For New SENCoS To Leicester City

LCI

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: 18 September 2019
& 9 October 2019

Duration: Two half days
1pm 3.30pm

Fee: £150 per delegate.

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.
SENCOs/HLTAs or level 3
teaching assistants with
responsibility for assessment.

Dates: 7 October 2019 and
11 November 2019 or 18 May
2020 and 22 June 2020

Duration: Two days
9am 4pm

Fee: £300 per delegate.
All full day centrally run
courses include a buffet
lunch.

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 analyzed.

- 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:

10 March 2020.
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
1pm 3.30pm

Fee: £75 per delegate.

Location:

New Parks House



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 Practicing Certificate.
- 10 Masters Credits.
- Taught on behalf of / in collaboration with The University of Derby.

26 September 2019

10 October 2019

7 November 2019

21 November 2019

5 December 2019

29 January 2020

13 February 2020

5 March 2020

12 March 2020

30 April 2020

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: See previous column

Duration: One year

Fee: £2,000 for students who completed year 1 with Leicester City last year. Please discuss this with your LCI link teacher or email liz.richardson@leicester.gov.uk if you are interested in this course.

Location:

New Parks House

Areas Covered: Day 1

- The causes of children's behaviour including social emotional development and some complex needs
- The effect of classroom management techniques including differentiated rewards and consequences in building relationships and managing behaviour
- The impact of teacher language on children and their behaviour

Areas Covered: Day 2

- To continue to look at the causes of children's behaviour, including some more complex needs
- To continue to look at differentiated rewards and consequences in maintaining relationships through restorative practices
- To continue to look at the impact of teacher language in developing relationships and restorative practices in the classroom

Course Outcomes: Day 1

- To be able to understand and identify some of the causes of children's behaviour and social and emotional development in the classroom
- To be able to understand the effect of rewards and consequences on children and use differentiated strategies to help build relationships and manage behaviour
- To be able to plan and use positive scripted language in the classroom

Course Outcomes: Day 2

- To be able to understand and identify more complex needs and behaviours
- To be able to understand and implement differentiated rewards and consequences to meet individual children's needs
- To be able plan and use differentiated scripted language in building relationships through restorative practices

Who is it for:

Newly Qualified Teachers

Dates: Full day, 9 October 2019, half day 22 January 2020

Duration: Full day
9.30am 3.30pm
Half Day 9.30am 12.30pm

Fee: £225 per delegate.

All full day centrally run courses include a buffet lunch.

Location:

New Parks House

MEETING SPECIFIC INDIVIDUAL NEEDS

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: 14 November 2019 or 11 June 2020

Duration: Full day
9.30am 3.30pm

Fee: £150 per delegate.
All full day centrally run courses include a buffet lunch.

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:

7 November 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

9.30am 3.30pm

Fee: £150 per delegate. All full day centrally run courses include a buffet lunch.

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: 20 November 2019 alternatively please contact Usha.Rogers@leicester.gov.uk for further information or to discuss additional dates

Duration: 1pm 3.30pm

Fee: £75 per delegate.

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
- 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: 11 May 2020

Duration: Full day 9am 4pm

Fee: £150 per delegate.

All full day centrally run courses include a buffet lunch.

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 SENCOs.

Dates: 4 March 2020

(half day PM) or to arrange bespoke training, please contact usha.rogers@leicester.gov.uk

Duration: 1pm 3.30pm

Fee: £75 per delegate.

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: 7 May 2020

Duration: Full day
9.30am 3.30pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

Location:

New Parks House

APPROACHES WHICH ENHANCE ENGAGEMENT

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: This is available to individual schools on request.

Duration: 1½ hours initial presentation plus 2 x 1 hour follow up sessions in school

Fee: £600 up to 50 delegates
£1,200 over 50 delegates.

Location:

School or Setting

Guided Imagery

CPS

Areas Covered:

- Guided Imagery is a programme of directed thoughts and suggestions which guide an individual's imagination towards a relaxed and focused state. 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 5 one hour sessions.

Fee: £450

Location:

School

Motivation And Emotional Wellbeing – Through 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: 5 March 2020

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: £150 per delegate. All full day centrally run courses include a buffet lunch.

Location:

New Parks House

Motivational Interviewing

CPS

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: 27 November 2019

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

Duration: One full day.

One hour coaching sessions available on request.

Fee: £150 per delegate plus optional 1 hour follow up sessions @ £200 per hour per school up to a maximum of 4 sessions. All centrally run full day courses include a buffet lunch.

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: 6 February 2020 or further information and/or to organize dates for your setting, please contact anastasia.andre warren@leicester.gov.uk (Senior Educational Psychologist).

Duration: Half day

1.30pm 3.30pm

Fee: £75 per delegate.

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: 28 November 2019.

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: £150 per delegate. All centrally run full day courses include a buffet lunch.

Location:

New Parks House

PARENTING SUPPORT

Confident Parents, Confident Children

CPS

Areas Covered:

- Looking at skills that empower parents and carers to manage children's emotions and behaviour and finding straight forward solutions.
- 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 feel 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: £810.

Location:

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 – The price of which is included in the course costs.

Who is it for:

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

Dates: 29 Oct 2019 & 14 Nov 2019

Duration: 2 day course
9am 3.30pm

Fee: £376 per delegate includes £76 for cost of manual. All centrally run full day courses include a buffet lunch.

Location:

New Parks House



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.

Positive Touch schools 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.

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 per class.

Fee: £360 per class.

Location:

School

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, SENCOs, teachers, mentors and support staff.

Dates: 16 September 2019
25 June 2020.

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: £150 per delegate. All centrally run full day courses include a buffet lunch.

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:

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

Dates: 7 November 2019.
For further information please email Sarah.Williams@leicester.gov.uk

Duration: Half day
1pm 3.30pm

Fee: £75 per delegate.

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

16 September 2019

24 October 2019

25 November 2019

Spring

27 January 2020

16 March 2020

Summer

06 May 2020

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

Duration: Full day

9am 3.30pm

Fee: £150 per delegate. All centrally run full day courses include a buffet lunch.

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: 18, 26 November 2019, 2, 9 December

(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: £300 per delegate.

All centrally run full day courses include a buffet 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: 19 November 2019 (9.30am 12.30pm) or
 26 March 2020 (1pm 4pm)
 20 May 2020 (3.35pm 5.15pm)

Duration: Three hours (1.5 hours for the twilight session). It may be possible to arrange a demonstration in school.

Fee: £125 including one copy of the Fun Time folder £50.

There is also an option to purchase a Fun Time resource bag for an additional £100.

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. EarlyTalk 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 EarlyTalk 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: 15 November 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: Full day
9.30am 3.30pm

Fee: £780 for teacher and teaching assistant pair including £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. All centrally run full day courses include a buffet lunch.

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 KSI 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: 24 October 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 3.30pm

Fee: £800 for teacher and teaching assistant including £500 for Manuals and resource packs for each course. All centrally run full day courses include a buffet lunch.

Location:

New Parks House

Talk Boost 2

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: 4 November 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 3.30pm

Fee: £800 for teacher and teaching assistant including £500 for manuals. All centrally run full day courses include a buffet lunch.

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: 17 March & 31 March 2020

Duration: Two day course
9am 3.45pm

Fee: £375 including £75 resource pack. All centrally run full day courses include a buffet lunch.

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 principles 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 or Liz.Richardson@leicester.gov.uk

Dates: Autumn 14
November 2019
Or

Spring 4 March 2020

Duration: Full day
9.30am 3.30pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

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: Thursday mornings
31 October 2019,
7, 14, 28 November 2019, 5,
12, December 2019, 9, 16, 30
January 2020, 6 February 2020
Portfolio support 27 February

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

Fee: £430 per delegate.
Includes accreditation fee
and course text.

Location:

New Parks House

Speech And Language Support For 5-11s (ELKLAN)

LCI

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: Full days 30 September, 21 October & 4 November, half day 25 November.

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, half day 9am 12pm.

Fee: £430 per delegate Includes £80 registration fee and book.

Location:

New Parks House

Speech And Language Support For 11-16s (ELKLAN)

LCI

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: Full days 7 October, 28 October & 11 November, half day 25 November.

Duration: Full day 9am 3.30pm, half day 9am 12pm

Fee: £430 per delegate Includes £80 registration fee and book.

Location:

New Parks House

This is co-delivered with a speech and language therapist.

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: 14, 21 May & 4 June 2020. 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: £450 per delegate. All centrally run full day courses include a buffet lunch.

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:

- 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: 14 March 2020 or by negotiation. Contact: louise.sanders@leicester.gov.uk

Duration: Half day

Fee: £75 per delegate.

Location:

Collegiate House or school / setting

Reluctant Talkers In The Early Years

CPS/EYST

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:

- 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: 26 February 2020 or for alternative dates please contact Louise Sanders louise.sanders@leicester.gov.uk

Duration: Half day

1pm 4pm

Fee: £75 per delegate.

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: 8 November 2019 or 20 March 2020 or 8 June 2020. 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: £150 per delegate. All centrally run full day courses include a buffet lunch.

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: 30 September 2019 pm or 10 February 2020 pm

Duration: Half day
1pm 4pm

Fee: £75 per delegate.

Location:

New Parks House

Autism Education Trust (AET) Level 2 - Extending And Enhancing Good Autism Practice, Complex Needs And Participation And 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:

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

Dates: 21,22 & 23 October 2019. 25,26 & 27 February 2020

Duration: Full day
9am 4pm

Fee: £370 per delegate including £10 for the booklet. All centrally run full day courses include a buffet lunch.

Location:

New Parks House

Areas Covered:

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

Course Outcomes:

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

Optional

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

Who is it for:

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

Dates: 12 May 2020

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. This includes £5 for the booklet. All centrally run full day courses include a buffet lunch

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:

SENCOs, teachers and teaching assistants.

Dates: 11 May 2020

Duration: Full day
9am 4pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

Location:

New Parks House

COGNITION AND LEARNING

Writing and Spelling

Motivation And Emotional Wellbeing – Through 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:

5 March 2020
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: £150 per delegate. All centrally run full day courses include a buffet lunch.

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 context.

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:

18 & 19 March 2020

Duration:

Two full days
8.45am 3pm

Fee: £150 per delegate. All centrally run full day courses include a buffet lunch.

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: 22 October 2019 & 12 November 2019 (am half day 9am 12pm)

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

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

Fee: £290 per delegate (includes cost of folder £65).

Location:

New Parks House

Maths

School Based Assessment In Mathematics

LCI

Areas Covered:

Day One: (am only)

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

Day Two: (am only)

- 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: 8 November 2019
& 4 December 2019

Duration: 2 half days
9am 12pm

Fee: £150 per delegate.

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: 11 February & 10 March 2020 (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: £150 per delegate.

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 and KS3.

Dates: 21 April 2020

Duration: Full day
9am 4pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

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 development.

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 and Key Stage 3.

Dates: 19 May 2020

Duration: Full day
9am 4pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

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 14 November 2019 or
Thursday 11 June 2020

Duration: Full day
9.30am 3.30pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

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 and 3.

Dates: 7 November 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 3.30pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

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: 20 November 2019
or please contact usha.rogers@leicester.gov.uk to arrange dates for your school/setting.

Duration: Half day
Fee: £75 per delegate.

Location:

Collegiate House or school / setting

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Thinking Emotions and Feelings

What I Need To Know About Mental Health And Wellbeing In School

SEMH

Areas Covered:

- A very practical course exploring staff and children's wellbeing.
- Awareness of what impact mental health can have in school.

Course Outcomes:

- To improve and develop a whole school approach to mental health and wellbeing.
- To gain practical ideas to manage health and wellbeing in the classroom.

Who is it for:

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

Dates:

10 October 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: £150 per delegate. All centrally run full day courses include a buffet lunch.

Location:

New Parks House

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 2020. 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: £150 per delegate. All centrally run full day courses include a buffet lunch

Location:

New Parks House

Using Therapeutic Play Approaches to Support SEMH Children

SEMH

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:

05 February 2020.

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: £150 per delegate. All centrally run full day courses include a buffet lunch.

Location:

New Parks House

Developing Wellbeing Through Cognitive Behaviour Therapy

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 2020.

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:

 £150 per delegate.

All centrally run full day courses include a buffet lunch.

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:

SENCOs, teachers, mentors, teaching assistants.

Dates:

 14 May 2020.

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:

 £150 per delegate.

All centrally run full day courses include a buffet lunch.

Location:

New Parks House

Understanding and Managing Anxiety

SEMh

Areas Covered:

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

Course Outcomes:

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

Who is it for:

SENCOs, mentors, support staff and pastoral staff.

Dates: 10 June 2020.

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.

Location:

New Parks House

Managing feelings

CPS

Areas Covered:

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

Course Outcomes:

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

Who is it for:

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

Dates: To organize 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: £630 (maximum of 8 pupils).

Location:

School

Areas Covered:

- An increased understanding of the issues which impact on a child leading to challenging behaviour e.g. low self-esteem, poor attachment and difficulties regulating their moods.

Course Outcomes:

- Identification of successful strategies when supporting individual pupils with moody behaviour.

Who is it for:

Teachers, TA's in KS2
SENCOs.

Dates:

19 November 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:

£150 per delegate.
All centrally run full day courses include a buffet lunch.

Location:

New Parks House

Resilience and Self-esteem

Establishing Group Interventions To Build Wellbeing And Resilience

SEMH

Areas Covered:

- Developing Group work to support children and young people who are experiencing difficulties in Social Emotional and Mental Health. Participants will have opportunity to experience a range of topics:
 - Anxiety.
 - Building Self-esteem and Resilience
 - Cooperation and team building.

Course Outcomes:

- To develop practical activities / lessons that will support participants to run group work developing mental Health and well being in their school setting.

Who is it for:

This course is suitable for Primary and Secondary Teaching Assistants that run group interventions in school.

Dates: 12 March 2020.

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: £150 per delegate.
All centrally run full day courses include a buffet Lunch.

Location:

New Parks House

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: £2,800 up to 8 pupils.

Location:

School

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 seven weeks.

Fee: £630 maximum of 10 pupils.

Location:
School

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:

- 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: 23 April 2020
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: £150 per delegate. All centrally run full day courses include a buffet lunch.

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, 22 and 29 November 2019

Duration: The programme consists of three one hour sessions delivered in your School or Setting.

To organise dates for your setting please email: mike.turner@leicester.gov.uk
Up to 16 delegates

Fee: £600

Location:

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 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 10-15 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. Up to 15 delegates

Fee: £600

Location:

School or setting

Mindfulness: Mindfulness For Groups Of Anxious Teenagers

CPS

Areas Covered:

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

Course Outcomes:

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

Who is it for:

Older teens aged 16+ or younger teens aged 11-16. Recommended group size is 8-10 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. Up to 10 teenagers in a group.

Fee: £600

Location:

School or setting

Circle Time For Young Children

EYST

Areas Covered:

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

Course Outcomes:

- Gain an understanding of the 'Quality Circle Time' model.
- Recognise the benefits of 'Circle Time' for young people.
- Learn how to plan 'Circle Time' sessions for young children.

Who is it for:

SENCOs, behaviour mentors, early years teachers and teaching assistants.

Dates: 5 March 2020

Duration: Half day
1pm 4pm

Fee: £75 per delegate.

Location:

New Parks House

Supporting Girls To Develop Self Esteem and Confidence At Key Stage 2

SEMH

Areas Covered:

- A very practical course.
- Exploring how self-esteem in the Key Stage 2 classroom impacts upon girls's behaviour and learning.
- Developing strategies to develop self-esteem and confidence in the learning environment.
- Understanding the importance of your role in facilitating change.

Course Outcomes:

- Knowledge of theories, activities and approaches which are effective with Key Stage 2 girls with SEMH.

Who is it for:

SENCOs, Teachers, Mentors, Teaching Assistants.

Dates: 2 April 2020.

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: £150 per delegate.

All centrally run full day courses include a buffet Lunch.

Location:

New Parks House

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

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: £630

Location:

School

Areas Covered:

- Attachment theory.
- Impact of attachment issues.
- Developmental trauma.
- Effective interventions for individuals.
- Whole school arrangements 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, SENCOs, mentors and nurture group staff.

Dates: 16 September 2019 and 25 June 2020 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: £150 per delegate. All centrally run full day courses include a buffet lunch.

Location:

New Parks House

Areas Covered:

- Developmental stages of self-regulation and its role in understanding and managing behaviours, reactions to feelings and the things happening in the world around you.
- When children become dysregulated, we can support them through co regulation and development of self, in doing this we can help children to learn to tolerate sensations, situations and distress whilst forming appropriate responses.
- Explore the importance of sensory breaks and their impact on learning.

Course Outcomes:

- Understand that self-regulation differs at different points in child development.
- Identify factors that impact the development of self-regulation and how this might look in the classroom.
- Understand why children may become dysregulated and develop strategies to support them.
- Identify the importance of sensory breaks and how they can impact on regulation and learning.
- Compare calming and energising sensory breaks and ways to integrate them into the classroom.

Who is it for:

Support staff in Primary Schools e.g. teaching assistants and learning / behaviour mentors.

Dates: 29 October 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: £150 per delegate.

All centrally run full day courses include a buffet lunch.

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:

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

Dates: 7 November 2019.

For further information about this course, please email

Sarah.Williams@leicester.gov.uk

Duration: Half day

1pm - 3.30pm

Fee: £75 per delegate.

Location:

City Hall / Collegiate

Children that Challenge

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: 3 February 2020

Duration: Half day

1pm-4pm

Fee: £75 per delegate.

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: 2 March 2020

Duration: Full day
9.30am 3.30pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

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:

16 September 2019

24 October 2019

25 November 2019

Spring:

27 January 2020

16 March 2020

Summer:

06 May 2020

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

Duration: Full day

9am 3.30pm

Fee: £150 per delegate.

All centrally run full day courses include a buffet lunch.

Location:

New Parks House

Areas Covered:

- An increased understanding of the issues which impact on a child leading to challenging behaviour e.g. low self-esteem, poor attachment and difficulties regulating their moods.

Course Outcomes:

- Identification of successful strategies when supporting individual pupils with moody behaviour.

Who is it for:

Teachers, TA's in KS2
SENCOs

Dates:

19 November 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: £150 per delegate. All centrally run full day courses include a buffet lunch.

Location:

New Parks House

SENSORY

Effective Inclusion For A Child Or Young Person With A Visual Impairment In Mainstream Or 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 2019

Duration: Full day
9.30am 3.30pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

Location:

New Parks House

IT Solutions For A Child Or 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: 5 November 2019
or 24 June 2020.

Duration: Half day
1pm 4pm

Fee: £75 per delegate.

Location:

New Parks House

Using IT To Promote Inclusion For A Child Or 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: 14 January 2020

Duration: Full day
9.30am 3.30pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

Location:

New Parks House

Habilitation And Mobility Skills For A Child Or 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 or 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: 3 March 2020

Duration: Full day
9.30am 3.30pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

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: 28 April 2020

Duration: Full day
9.30am 3.30pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

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
- Principals 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 troubleshooting of audiology equipment
- Increased awareness of the links between hearing impairment and language development.

Who is it for:

Class teachers / SENCOs of regularly visited hearing impaired children.

Dates: 19 September 2019

Duration: Full day
9am 4pm

Fee: £150 per delegate.
All centrally run full day courses include a buffet lunch.

Location:

New Parks House

Supporting Hearing Impaired Children In Mainstream - 1 Day TA Course

HST

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: 25 September 2019

Duration: Full day

9am 3.30pm

Fee: £150 per delegate.

All centrally run full day courses include a buffet lunch.

Location:

New Parks House

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: 2 October 2019

Duration: Half day

9am 12:30pm

Fee: £75 per delegate.

Alternatively, this course can be run as bespoke training in your school/ setting please contact Paula.Holloway@Leicester.gov.uk

Location:

New Parks House



Understanding Hearing Loss

HST

Areas Covered:

- Overview of different types of hearing loss and their effects.
- Hands on workshops.
- 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:

Teachers, TAs and Sencos.

Dates: 21 January 2020

Duration: Half day
9am 12.30pm

Fee: £75 per delegate.

Location:

New Parks House

Children With Hearing Loss In Pre-school Settings, Hearing Loss And Deaf Awareness For Pre-school

HS / EYST

Areas Covered:

- This course is presented by the Hearing Support Team. It will develop participants understanding of hearing impairments and the impact these have on a child's development.

Course Outcomes:

- Understand what we mean by 'normal' hearing.
- Be aware of the types of hearing loss - conductive sensori-neural.
- Be aware of what treatment / remediation is offered to the child.
- Be aware of the advantages and disadvantages of hearing aids and cochlea implants.
- Be aware of the effect of a hearing loss on speech and language development and how to accelerate language learning.

Who is it for:

Early Years Teachers and Teaching Assistants.

Dates: 19 September 2019

Duration: Half day
9.30am 12.30pm

Fee: £75 per delegate.

Location:

New Parks House



Areas Covered:

- Causes and effects of hearing impairment and different types of hearing loss.
- Audiology – managing hearing aids, cochlear implants, radio systems.
- Understanding different levels of hearing loss – audiogram of individual child.
- How to encourage successful communication.
- Classroom management and strategies to support the hearing impaired child.

Course Outcomes:

- To have an understanding of different levels and types of hearing loss.
- To have an understanding of different types of audiological equipment.
- To have a knowledge of different strategies to support classroom management and communication with a hearing impaired child.

Who is it for:

Teachers who have children on our monitoring caseload.

Dates: 24 September 2019

Duration: Half day

9.30am 12.30pm

Fee: £75 per delegate.

Location:

New Parks House

APPLICATIONS

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

Once there you should be able to search for and book a place on any of the courses advertised in this brochure. Training provided by other providers is also advertised in this booklet and contact details available on page 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	Price
3 days course (inc. lunch)	£450
2 days course (inc. lunch)	£300
1 full day course (inc. lunch)	£150
2 half days (different days) Half day	£150
1/2 day	£75

SENDS Traded Services Costs (contd.)

Bespoke training	Cost
1 full day course up to 50 delegates	£1,200
1 full day course over 50 delegates	£2,400
Half day course up to 50 delegates	£600
Half day course over 50 delegates	£1,200
Twilight up to 2 hours up to 50 delegates	£400
Twilight up to 2 hours over 50 delegates	£800
Team Teach - 1 day in school	Cost
Up to 24 delegates	£990
25 – 36 delegates	£1,420
37 – 48 delegates	£1,850
Team Teach – refresh in school 2 * 2 hour sessions	
Up to 24 delegates	£660
25 - 36 delegates	£925
37 - 48 delegates	£1,190
Team Teach - centrally based	
Price per delegate	£150
AET1 (maximum 75 delegates)	
2 hour twilight	£150
AET2	
Full-day	£960 (including booklet)

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 Training Alliance for further information. T: 0116 273 7151
E: afta@ashfield.leicester.sch.uk
- **Intermediate and advanced apprenticeship in supporting teaching and learning - formerly NVQ level 2 and 3**
Leicester College, Michelle Ensor T: 0791 929 0491, E: mentor@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: mentor@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 and ICT functional skills**
Leicester College, Sheena Ramsey T: 0116 251 5138, E: sramsay@lec.ac.uk
- **Certified moving and handling one day course and annual update**
Ash Field Training Alliance T: 0116 273 7151 E: afta@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
- **School SEND review packages (based on Whole School SEND framework) also available.**
Ash Field Training Alliance T: 0116 273 7151 E: afta@ashfield.leicester.sch.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.



