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| **Coventry SEND Training 2024-25**  **Schools Minimum Offer- an overview**  **All schools can access the training below annually, free of charge (excl. SENCO conference): see next page for more details** | | | | | | | | | |
|  | **Teachers** | **ECTs** | **Teaching Assistants** | **Heads** | **SENDCos** | **Pastoral Teams** | **Lunchtime staff** | **Support staff (non-teaching)** | **Governors/ Directors** |
| **Autumn** | **Annual core training x 4 sessions (delivered by SENDCOs/school leaders)**  **Session 1: An Overview of SEND**  **Session 2: Understanding Behaviour**  **Session 3: Creating an Inclusive classroom, improving outcomes for all**  **Session 4: How we do it here!**  [Training and resources for Coventry schools – Coventry City Council](https://www.coventry.gov.uk/coventry-send-support-service/training-resources-coventry-schools) | | | | | | **1 x Session: Pre-recorded**  **An introduction to SEND and Managing Behaviour**  [Training and resources for Coventry schools – Coventry City Council](https://www.coventry.gov.uk/coventry-send-support-service/training-resources-coventry-schools) | | **Responsibilities of the SEND Governor- Gov Hub/ NASEN**  [Webinar: Getting to Grips with Great SEND Governance | Whole School SEND/](https://www.wholeschoolsend.org.uk/resources/webinar-getting-grips-great-send-governance)  Or  **See Governor Support Services training offer for SEND** |
|  | **Every Teacher is a teacher of SEND: Understanding SEND for ECTs**  **(Paul Longden)**  **(2 x half days- must attend both)** | **What makes an effective Teaching Assistant?**  **Supporting children with challenging needs including on a 1:1 basis**  **SEMHL (1 x half day, 3 dates)** | **New SENDCos and new Heads**  **Understanding SEND in Coventry:**  **Introduction to Coventry SEND Specialist services**  **Using the graduated approach**  **The EHCP process- applying for a Statutory Assessment**  **(1 x half day)** | |  |  |  |
| **Understanding Behaviour and supporting it successfully- Practical Advice for the Classroom and Beyond**  **SEMHL (1 x half days, 3 dates)** | | |  | **New to SENCO:**  **A toolkit of advice, support and guidance: SEMHL**  **(1 x half day)** |  |  |
|  |  | **Characteristics of effective learning for TAs**  **Amanda King (1 x half day)** |  | **SENDCO conference- small contribution required** |  |  |  |
| **Spring** |  |  |  | **New Heads- CHIP- Leading an Inclusive School**  **(1x half day)** |  |  |  |  |  |
|  |  |  |  | **SENDCO briefing** |  |  |  |  |
| **Summer** |  |  |  |  | **SENDCO briefing** |  |  |  |  |
| **Schools Minimum Offer:**  **The following training is free and all schools are encouraged to access every session** | | | | | | | | | |
| **Format/ cost** | **Title** | | **Provider** | **Focus** | | | **Audience** | **Details/ Link/contact** | |
| 2 x half days  Virtual | Every Teacher is a teacher of SEND: Understanding SEND for ECTs | | Paul Longden | Early identification of and supporting needs/ Writing relevant targets for IEPs/ Engaging with parents-  Both days must be attended. | | | ECTS  (Early Career Teachers) | Session 1: Tuesday 15th Oct 2024  Session 2: Weds 20th Nov 2024 | |
| Half day  In person | Understanding Behaviour and supporting it successfully: for ECTs | | SEMHL: Miranda Carroll | Practical Advice for managing behaviour and building positive relationships in the classroom and beyond | | | ECTs  (Early Career Teachers) |  | |
| Half day  In person | Understanding Behaviour and supporting it successfully: for Teachers and Teaching Assistants | | SEMHL: Miranda Carroll | Practical Advice for managing behaviour and building positive relationships in the classroom and beyond | | | Teachers  Teaching Assistants |  | |
| Half day  In person | What makes an effective Teaching Assistant? | | SEMHL: Miranda Carroll | Effectively supporting children with challenging needs- including on a 1:1 basis | | | Teaching Assistants |  | |
| Half day  In person | New SENDCos and new Heads:  Understanding SEND in Coventry | | Specialist Service Leads | Getting to know how the SEND services operate/the graduated approach in practice/ Understanding the EHCP process | | | New SENDCos  New Heads |  | |
| Half day  In person | A toolkit of advice, support and guidance for new SENDCos | | SEMHL | Getting to grips with the role of SENDCo | | | New SENDCos |  | |
| Half day  In person | Characteristics of Effective Learning for Teaching Assistants | | Amanda King |  | | | Teaching Assistants | Weds 9th October 2024  9am-12noon | |
| Half day  In person | Leading an Inclusive School in Coventry | | TBC- Coventry SEND specialist services | Creating an inclusive ethos  Supporting your SENCo | | | New Heads |  | |
| Full day  In person | SENDCO conference | | Gaynor Millar/ Kathy Gardner/ Nicky Aston | An opportunity to network with other SENCOs from across the city whilst listening to keynote speakers and attending workshops to support you in your role.  (Small cost required for attendance). | | | SENDCos | Friday 4th October 2024 | |
| Half day | SENDCo Briefing: Spring Term | | Gaynor Millar | An opportunity to hear updates about the world of SEND, both locally and nationally. | | | SENDCos |  | |
| Half day | SENDCo Briefing: Summer Term | | Gaynor Millar | An opportunity to hear updates about the world of SEND, both locally and nationally. | | | SENDCos |  | |
| **All schools will be strongly encouraged to access the following initiatives:** | | | | | | | | | |
| **Format/ cost** | **Title** | | **Provider** | **Focus** | | | **Audience** | **Link/ contact** | |
| Use of traded hours | Team Teach De-escalation and Positive Handling Training | | CCT- Emma Whitmarsh Knight | Team Teach is an approach to support whole school /setting behaviour management.The training provides strategies to understand and manage challenging behaviour through building supportive relationships with pupils and deescalating potential conflict. It also trains staff to safely hold a pupil, when necessary, for their safety and that of others. | | | All school staff | School’s CCT link teacher or  [Emma.Whitmarsh-Knight@coventry.gov.uk](mailto:Emma.Whitmarsh-Knight@coventry.gov.uk) | |
| No cost | Trauma Informed Practice (relationship building and understanding) | | Virtual School | Trauma-informed practice aims to increase practitioners’ awareness of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships with school staff. Trauma-informed practice acknowledges the need to see beyond an individual’s presenting behaviours and to ask, ‘What does this person need?’ rather than ‘What is wrong with this person?’ | | | All school staff | Virtual School  Jo Green  [Jo.green@coventry.gov.uk](mailto:Jo.green@coventry.gov.uk)  Georgiana Blake-Hall  [Georgiana.BlakeHall@coventry.gov.uk](mailto:Georgiana.BlakeHall@coventry.gov.uk)  Express an interest to be added to the list for the next cohort | |
| £60 | Elklan Speech and Language Training | | CCT- Kay Salisbury | Elklan’s ‘Speech and Language Support for 5-11s’ is designed to help you support the communication skills of all children, as well as those with identified speech, language and communication needs. It is a practical training course for those teaching or supporting children in primary schools. | | | Teaching Assistants/ SENCos | Kay Salisbury CCT:  [Kay.salisbury@coventry.sch.uk](mailto:Kay.salisbury@coventry.sch.uk)  Express an interest to be added to the list for the next cohort | |
| £100 conference Briefings no cost | SENCo conference and briefings | | SEND services- Gaynor MIllar | An annual conference and termly briefings to support SENCos in carrying out their role covering local and national SEND updates, new initiatives, resources and materials, training opportunities etc... A great chance to network with fellow professionals and share good practice. | | | SENCOs/ Inclusion Leads |  | |
| no cost | Network meetings | | Networks | Use of school improvement networks to allow groups of professionals with similar roles to work together to aid development, offer professional and wellbeing support, share good practice and ideas etc...  ECTs/ Adapted Provision TAs and Teachers/ SENCos | | |  |  | |
| **SEND Training offer- traded/ cost attached/ online materials** | | | | | | | | | |
| **Role Specific: SENDCos** | | | | | | | | | |
| **Local opportunities** | | | | | | | | | |
| **Format/**  **cost** | **Title** | | **Provider** | **Focus** | | | **Audience** | **Link/ contact** | |
| Full day  In person  (small contribution required) | SENDCo Conference | | SEND Service | Key Speakers  Introductions to new national initiatives  Updates on the Coventry System  Opportunities to update knowledge and understanding  Developing professional support networks | | | SENCos | [Gaynor.Millar@coventry.gov.uk](mailto:Gaynor.Millar@coventry.gov.uk) | |
| Half day  In person/ Virtual | SENCo briefings (termly) | | SEND service | Introductions to new national initiatives  Updates on the Coventry System  Opportunities to update knowledge and understanding  Developing professional support networks | | | SENCos |  | |
| To be discussed on enquiry | Bespoke support for SENCos | | Caroline Dorrofield | New SENDCo support, Ofsted outcomes follow up, supporting leadership of SEND, whole school SEND strategy, managing caseload, 1 day audit/ longer term SEND/ SENDCO support | | | SENCos | Contact [Caroline.Dorrofield@coventry.gov.uk](mailto:Caroline.Dorrofield@coventry.gov.uk) | |
| To be discussed on enquiry | Creating a Bespoke curriculum for children with SEND | | Tiverton Special School or Sherbourne Fields Special School | Creating a Bespoke curriculum: Writing a curriculum for children with SEND who need something different | | | SENCos, Teachers, Curriculum leads | Tiverton: Headteacher: Alison Neale: [Contact Us | Tiverton School Ashington Grove, Whitley, Coventry, CV3 4DE (tiverton-coventry.org.uk)](https://www.tiverton-coventry.org.uk/contact-us/)  Sherbourne Fields: Headteacher: Shivaun Moriarty: [Sherbourne Fields Special School - Training Offer](https://www.sherbournefields.co.uk/page/?title=Training+Offer&pid=63) | |
| 1 hour  Virtual  £25 | Writing an Effective My Support Plan | | SEND EYFS Team: Annette Sloan |  | | | Early Years practitioners/ SENCOs |  | |
| To be discussed on enquiry | How to Demonstrate Progress for Pupils in Primary with SEND | | Sherbourne Fields Special School | How to demonstrate progress for pupils with SEND is not always straightforward. This course will give you an insight into effective assessment systems to ensure you can capture progress for all your pupils. This training could be delivered to a network of schools or individual schools. | | | SENCOs, HT, DHT, AHT, Teacher’s, HLTA’s | [Sherbourne Fields Special School - Training Offer](https://www.sherbournefields.co.uk/page/?title=Training+Offer&pid=63) | |
| 1 hour  Virtual  £25 | How to Request an EHC Assessment for Early Years Children | | SEND EYFS: Sharon Cassidy |  | | | SENCOs |  | |
| Bespoke session  60 mins | Solution Circles | | EPS | This practical session covers: Introduction to ‘Solution Circles’ based upon Positive Psychology Principles. Strengths based, solution focused approach to problem-solving to achieve a goal through effective questioning.  The 4-step Process: shared concern, creative solution finding actions and first steps. The roles: Problem presenter, process facilitator, graphic recorder, creative team, follow-up supporter. Practical group task. Reflections. Action Planning and future applications | | | Whole staff teams | Bespoke session- arrange with link EP | |
| **Role Specific: Headteachers/ Senior Leaders** | | | | | | | | | |
| Half day  In person | Understanding quality and effective monitoring in EYFS for Senior Leaders | | EYFS Team: Amanda KIng |  | | | Senior Leaders |  | |
| **Role Specific: Teaching Assistants/ Learning Support Assistants** | | | | | | | | | |
| Cost and times TBA on enquiry | SEND Immersion Programme: Gaining a deeper understanding of how to support children with more complex SEND | | Tiverton/ Sherbourne Fields | Learning from and working alongside our special school colleagues, teaching assistants can spend up to a week or ‘day release’ over a number of weeks in a special school to gain a deeper understanding of the needs of children with more complex SEND, including autism.  You will have the opportunity to observe and reflect on classroom practice and develop your understanding of how different proven approaches can be utilised to support children and young people with a range of SEND. Resources to support planning and assessment will ensure you have the skills necessary to provide high quality teaching whilst promoting an inclusive classroom.  (Other arrangements can be organised in consultation with special schools) | | | Teaching Assistants | Tiverton: Headteacher: Alison Neale: [Contact Us | Tiverton School Ashington Grove, Whitley, Coventry, CV3 4DE (tiverton-coventry.org.uk)](https://www.tiverton-coventry.org.uk/contact-us/)  Sherbourne Fields: Headteacher: Shivaun Moriarty: [Sherbourne Fields Special School - Training Offer](https://www.sherbournefields.co.uk/page/?title=Training+Offer&pid=63) | |
| **Role Specific: Lunchtime Assistants** | | | | | | | | | |
| Half day  In person | Managing successful Lunchtimes | | SEMHL |  | | | Lunchtime Staff |  | |
| **Role specific: Governors/ Trust Boards/ Heads (SEND plus other Governor Support training)** | | | | | | | | | |
| Virtual  £85 pp | An introduction to SEND for Governors and Trustees | | GSS | All training bookable on GovernorHub with the link next to the session above, alternatively email: [governortraining@coventry.gov.uk](mailto:governortraining@coventry.gov.uk) | | | Governors and Trust Directors/ Heads | 25th September 2024 | |
| Virtual  £85 pp | Safeguarding for Governors | | GSS | All training bookable on GovernorHub with the link next to the session above, alternatively email: [governortraining@coventry.gov.uk](mailto:governortraining@coventry.gov.uk) | | | Governors and Trust Directors | 7th October 2024 | |
| Virtual  £85 pp | SEND and Accountability for Governors and Trustees | | GSS | All training bookable on GovernorHub with the link next to the session above, alternatively email: [governortraining@coventry.gov.uk](mailto:governortraining@coventry.gov.uk) | | | Governors and Trust Directors/ Heads | 15th October 2024 | |
| Virtual £85 pp | Exclusions: The Role of Governors, the Law and the Process | | GSS | All training bookable on GovernorHub with the link next to the session above, alternatively email: [governortraining@coventry.gov.uk](mailto:governortraining@coventry.gov.uk) | | | Governors and Trust Directors/ Heads | 11th November 2024 | |
| Virtual £85 pp | School Improvement Governor Training | | GSS | All training bookable on GovernorHub with the link next to the session above, alternatively email: [governortraining@coventry.gov.uk](mailto:governortraining@coventry.gov.uk) | | | Governors and Trust Directors/ Heads | 13th November 2024 | |
| Virtual £85 pp | Understanding and Interpreting Data (Primary only) | | GSS | All training bookable on GovernorHub with the link next to the session above, alternatively email: [governortraining@coventry.gov.uk](mailto:governortraining@coventry.gov.uk) | | | Governors and Trust Directors/ Heads | 21st January 2025 | |
| Virtual  £85 pp | Governance for Special Schools and Specialist Settings | | GSS | All training bookable on GovernorHub with the link next to the session above, alternatively email: [governortraining@coventry.gov.uk](mailto:governortraining@coventry.gov.uk) | | | Governors and Trust Directors/ Heads | 27th February 2025 | |
| Virtual  £85 pp | Working Effectively with SENCOs and School Leaders | | GSS | All training bookable on GovernorHub with the link next to the session above, alternatively email: [governortraining@coventry.gov.uk](mailto:governortraining@coventry.gov.uk) | | | Governors and Trust Directors/ Heads | 4th March 2025 | |
| Virtual  £85 pp | Undertaking a SEND Review or a Governance Review | | GSS | All training bookable on GovernorHub with the link next to the session above, alternatively email: [governortraining@coventry.gov.uk](mailto:governortraining@coventry.gov.uk) | | | Governors and Trust Directors/ Heads | 10th June 2025 | |
| **Condition specific: Communication and Interaction** | | | | | | | | | |
|  | Early Talk Boost | | EYFS SEND Licensed Tutors |  | | | EYFS Teachers and TAs/ SENCos |  | |
|  | ELKLAN: Speech and Language support for 5-11s  *Free unless opt for accreditation* | | Roll out by CCT: Kay Salisbury | Sign up on receipt of email from CCT | | | TAs | [Kay.salisbury@coventry.gov.uk](mailto:Kay.salisbury@coventry.gov.uk) Contact to register interest or find out more information | |
| 11 weeks x 60 mins  Virtual | ELKLAN: Speech and Language support for 11-16s  *Free unless opt for accreditation* | | Roll out by CCT:  Kay Salisbury | Sign up on receipt of email from CCT | | | TAs | [Kay.salisbury@coventry.gov.uk](mailto:Kay.salisbury@coventry.gov.uk) Contact to register interest or find out more information  Starts Mon 9th Sept 2024  11 weeks x 60 mins | |
| Half day  In person  £50 | Using Lego and Duplo Therapy as Interventions to Support Children with Autism and Complex Needs | | CCT | A training session delivered to staff interested in running Lego and Duplo therapy/construction clubs as interventions in school.  The training session demonstrates how to effectively deliver the Lego and Duplo therapy/construction club programme as a pupil intervention in schools and settings and includes a variety of Lego and Duplo related resources, modelling strategies, games and activities  Lego and Duplo therapy is a social development programme for children and young people with Autism and social communication differences. It uses children’s love of constructing and playing with Lego and Duplo, to help them develop social communication skills, social understanding and social interaction. It helps develop turn taking, sharing of attention and objects, empathy with others, working towards common goals and outcomes, problem solving, joint attention, and interaction and collaboration skills with others. | | | Learning Mentors/ pastoral team/ Teaching Assistants | 8th July 2025 | |
| Half day  Virtual  £50 | Understanding and Supporting Children on the Autism Spectrum | | CCT: Louisa McGivney | To focus on the key areas of difference that need to be considered when working with children and young people on the Autism spectrum by understanding the individual and their strengths and differences.  To identify key areas to help children build positive relationships with those around them and develop an awareness of the sensory, communication, interaction, and learning differences that pupils on the Autism spectrum experience.  To increase confidence in providing appropriate and enabling learning environments.  To build up a bank of strategies that can be used to support children and young people on the Autism Spectrum. | | | Teachers/ TAs/ SENCOs/ pastoral Teams | 5th Nov 2025 | |
| Full day  In person  £95 | Understanding and supporting the child with Autism with a PDA/ EDA profile | | CCT: Louisa McGivney | To develop a shared understanding of Autism with extreme demand avoidant behaviours and consider the diverse and complex behavioural profile of a child with a PDA/EDA.  To explore the impact of PDA/EDA on the child and in the school environment  To understand the difference between demand avoidance characteristics of Autism, and the pathological demand avoidant profile and consider strategies and interventions appropriate for the effective support of children with Autism with a PDA/EDA profile | | | Teachers/ TAs/ SENCOs/ pastoral Teams | 3rd Dec 2024 | |
| Half day  Virtual  £50 | Using Social Stories and Comic Strip Conversations as Practical Tools to Supporting Children with Autism in the Classroom | | CCT: Louisa McGivney | To understand how social stories and comic strip conversations can effectively be used in support of developing social awareness and understanding.  To understand the value of using these tools and to explore how they are structured; with modelled examples and a workshop supporting how to write and create them.  To explore how to use social stories and comic strip conversations to teach the inter-personal nuances of social interaction and social communication.  To understand how to create and reflect on social stories and comic strip conversations as practical tools for supporting children with Autism and social communication differences. | | | Teachers/ TAs/ SENCOs/ pastoral Teams | 20th May 2025 | |
| Full day  In person  £95 | Understanding and Supporting Children with Autism and Complex Needs | | CCT: Louisa McGivney and Lisa Stevens | To raise awareness of Autism in relation to children with complex needs and/or those in the Early Years environment.  To understand some of the strengths and differences experienced by the child on the Autism spectrum with complex needs and to explore some practical strategies to support the key areas of difference experienced by complex learners.  To increase confidence in providing an appropriate and inclusive learning environment for children with complex needs. | | | Teachers/ TAs/ SENCOs/ pastoral Teams | 8th Oct 2024 | |
| Half day  Virtual  £50 | Understanding and Supporting Girls on the Autism Spectrum | | CCT: Louisa McGivney | To consider the strengths and differences of girls with Autism Spectrum Condition  To consider how they may be effectively supported within settings through practical strategiesand interventions  To consider strengths and differences of girls with ASC and how they may differ from boys with ASC  To look at masking and the effects of this on girls on the spectrum  To develop a bank of strategies you may be able to use to support girls with ASC | | | Teachers/ TAs/ SENCOs/ pastoral Teams | 21st Jan 2025 | |
| Half day  Virtual  £50.00 | Understanding and Supporting Autism and Behaviours that Distress and Challenge | | CCT: Louisa McGivney | To support staff in gaining a better understanding of the range of behaviours that can be present in children and young people on the Autism spectrum.  To explore how the behaviours we see in children and young people with Autism can communicate a need, a difference and an emotion.  To recognise the importance of emotional understanding and regulation in support of behaviours that distress and challenge.  To identify a range of strategies that support pupils in managing behaviours that distress and challenge. | | | Teachers/ TAs/ SENCOs/ pastoral Teams | 25th Mar 2025 | |
| Bespoke training | Makaton signing | | SEMHL |  | | | TAs | Bespoke session- arrange with link SEMHL teacher | |
| Pre-Recorded sessions  Approx 90 mins | Selective mutism | | EPS  Tom Lewis | Join our comprehensive online training sessions on Selective Mutism, designed specifically for parents and teachers. Produced by the Coventry Educational Psychology Service and Coventry Children's Speech and Language Therapy Service, these concise sessions are packed with valuable insights and practical strategies.  Our training covers three key areas:   1. **Understanding Selective Mutism**: Gain a thorough understanding of the condition and its impact on children. 2. **Implementing Supportive Strategies at Home and in School**: Learn effective techniques to create a supportive environment both at home and in school. 3. **Implementing a Small Steps Intervention Programme**: Discover how to use a step-by-step approach to help children gradually overcome their challenges.   All sessions are pre-recorded and can be accessed online at your convenience. | | | TAs/ SENCo | Available from Spring term 2025 | |
| Bespoke training | Supporting transition and inflexibility of thought and behaviour | | CCT |  | | | Teachers/ TAs | Bespoke session- arrange with link CCT specialist teacher | |
| Online free webinar | Communication in Print/ Widget symbol software | | Widgit | <https://www.widgit.com/products/widgit-online/webinars.htm#webinar> | | | SENCOs/ TAs | Widgit also provide bespoke training at a cost | |
| 1 hour  Virtual  £25 | EAL v SEND in the Early Years | | EYFS Team: Debs Schindler |  | | | EYFS practitioners/ SENCos |  | |
| Bespoke | Adult Interactive Style Interaction | | EPS  Natasha Davis | An approach to working with children and young people with significant SEND including those with autism. | | | Teachers/ TAs/ SENCOs | Bespoke training- arrange with link EP | |
| Full day  Format tbc  £95 | Using Bucket Time Activities and Intensive Interaction as Interventions to Support Children with Autism | | CCT: Louisa McGivney and Diane Gilmore | Learning how to support, engage and motivate children with complex needs by commanding their attention via an ‘irresistible invitation to learning’.  To consider how the techniques of ‘Bucket time’ (Attention Autism) can be used to encourage and facilitate children to engage in meaningful attention and focus, shifts in attention, social interaction, turn taking and collaboration with those around them  To explore how ‘Bucket time’ helps increase a child’s skills in communicating in a reciprocal manner, in turn taking, engaging in shared attention, following instructions and developing the concept of empath  To look at how the Attention Autism programme progresses through a series of stages, building on each skill level at a time  To understand the process of ‘Intensive Interaction’ and its effectiveness as a successful  intervention for children and young people with Autism and complex communication needs  To explore the fundamentals of communication and the techniques and resources used in ‘Intensive interaction’  To see examples of strategies and techniques using special time and 1:1 engagement. | | | TAs/ SENCOs | 29th April 2025 | |
| 2 hours  Virtual  Free | Supporting Early Communication Skills | | Coventry Speech and Language Therapy Service | This 2-hour session will focus on supporting the communication development of children with complex communication needs. The session will focus on ways to support pre-intentional and intentional early communication skills by using practical strategies and activities (including adult-child interaction strategies and Intensive Interaction).  Course objectives:  To enable staff to understand how to develop early communication skills  To gain practical knowledge of how to carry this out with children in their settings | | | TAs/ SENCos/ Teachers | Thursday 12th September 2024  Use link to book:  [Supporting Early Communication Skills training - Childrens SSLT (coventrychildrensslt.co.uk)](https://www.coventrychildrensslt.co.uk/supporting-early-communication-skills-training/)  Maximum 2 places per setting | |
| 2 hours  Virtual  Free | Supporting Gestalt Language Processors | | Coventry Speech and Language Therapy Service | This session will explore how to identify and support the communication development of children who may be Gestalt Language Processors.  Course objectives to understand:  What is a gestalt?  The role of echolalia  Different forms of natural language processing  Developmental stages in gestalt language acquisition  How to identify whether a child might be a Gestalt Language Processor  How to support children to make progress with their language learning  Strategies to support children who use Augmentative and Alternative Communication (AAC) | | | TAs/ SENCos/ Teachers | Tues 12th November 2024  Use link to book:  [Supporting Gestalt Language Processors Training - Childrens SSLT (coventrychildrensslt.co.uk)](https://www.coventrychildrensslt.co.uk/supporting-getalt-language-processors-training/)  Maximum 2 places per setting | |
| 2 hours  Virtual  Free | Using Visual Support in Settings for Communication | | Coventry Speech and Language Therapy Service | This training package will focus on a range of visual support that can be used in settings to support children with SLCN. The package will cover lots of practical ideas and cover areas such as now-next boards, visual timetables, symbols boards and AAC (augmentative and alternative communication).  Course objectives:  To gain an understanding of the types of visual support that can be used  To develop an understanding of how to practically use visual support within your setting | | | TAs/ SENCos/ Teachers | 28th November 2024  Use link to book:  [Using Visual Support in Settings for Supporting Communication Training - Childrens SSLT (coventrychildrensslt.co.uk)](https://www.coventrychildrensslt.co.uk/using-visual-support-in-settings-for-supporting-communication-training/)  Maximum 2 places per setting | |
| 2 hours  Virtual  Free | Identifying and Supporting Children with Speech Difficulties | | Coventry Speech and Language Therapy Service | This 2 hour session will focus on understanding and supporting common speech difficulties that many children can experience. It will help you screen for potential problems, understand typical errors and learn practical strategies and activities to help.  Course objectives  To understand typical speech development  To be able to identify children with speech difficulties  To understand the impact of speech difficulties on children and young people  To understand strategies to help children with speech difficulties | | | TAs/ SENCos/ Teachers | 11th December 2024  Use link to book:  [Identifying and Supporting Children with Speech Sound Difficulties - Childrens SSLT (coventrychildrensslt.co.uk)](https://www.coventrychildrensslt.co.uk/identifying-and-supporting-children-with-speech-sound-difficulties/)  Maximum 2 places per setting | |
| 90 mins  Virtual  Free | Makaton Signing | | Coventry Speech and Language Therapy Service | This is a 1.5 hour session which offers a brief introduction to the Makaton Language Program and an opportunity to learn and practice high frequency and commonly requested signs with a Makaton Tutor.  Course Objectives: Up-skilling those around Makaton users to be confident to provide a supportive communication environment. | | | This session is for adults supporting children and young people using Makaton. | For further information and to request this training please email SLT.Training@covwarkpt.nhs.uk or telephone 024 7696 1455 | |
| **Condition Specific: Cognition and Learning** | | | | | | | | | |
| Half day  In person  £50 | Dyslexia Awareness- half day | | SEMHL | The course aims to develop delegates knowledge and understanding around Dyslexia and Dyscalculia further so that they know how best to support their learners. | | | Teachers/ TAs/ SENCOs |  | |
| Half day  In person  £50 | Maths Learning Difficulties | | SEMHL |  | | | Teachers/ TAs/ SENCOs |  | |
| 90 mins  Format tbc | Precision Teaching | | EPS- Sophie Quinn | Precision Teaching is based on the principles of Haring and Eaton’s (1979) Instructional Hierarchy, which states that an individual must go through five stages of learning before he or she can be considered to have learnt or mastered a new skill. Precision teaching is a highly effective approach and can be applied to the acquisition of reading skills. These two face-to-face training sessions will outline how to deliver a Precision Teaching programme and is recommended for all school staff who work with children and young people who have difficulty retaining phonological knowledge. It is important that both sessions are attended by trainees. | | | TAs/ SENCo | Mon 24th Feb 2025  3.00- 4.30pm  Mon 17th Mar 2025  3.00-4.30pm | |
| Bespoke | Active spelling | | SEMHL |  | | | TAs/ SENCo | Bespoke session- arrange with link SEMHL teacher | |
| Bespoke  45 mins | Paired Reading | | EPS | This training session aims to cover the following areas:  Why is reading important?  Background to Paired Reading  First principles  How to do it: the ever so important detail  Discussion and Questions | | | TAs/ SENCo | Bespoke session- arrange with link EP | |
| **Condition Specific: Social, Emotional and Mental Health** | | | | | | | | | |
| Half day  In person  £50 | Managing Challenging Behaviour | | SEMHL | The aim of the course is for delegates to start to understand the reasons behind challenging behaviour within children and young people. Alongside this, the course focuses on the importance of relationships and preventative approaches to help try and stop behaviours from occurring. | | | Teachers/ TAs/ SENCOs/ pastoral Teams |  | |
| Bespoke | Improving Mental Health | | SEMHL |  | | | Teachers/ TAs/ SENCOs/ pastoral Teams | Bespoke session- arrange with link SEMHL specialist teacher | |
| Half day  In person  £50 | Understanding ADHD | | SEMHL |  | | | Teachers/ TAs/ SENCOs/ pastoral Teams |  | |
| Half day  Virtual  £50.00 | Understanding and Supporting the Co-occurrence of Autism and ADHD | | CCT/ Louisa McGivney | To explore how the co-occurrence of ADHD and Autism can affect a child or young person  To support staff in gaining a better understanding of the challenges and strengths experienced by pupils with ADHD and ASC  To understand the co-occurring learning and behaviour profiles of children and young people with Autism and ADHD, by exploring the strengths and differences of each  To identify a range of strategies that support pupils in managing their ADHD and ASC related behaviours | | | Teachers/ TAs/ SENCOs/ pastoral Teams | 24th Sept 2024 | |
| Bespoke | Helping staff to help young people and children manage anxiety | | SEMHL/ Caroline Dyson | This half day training course will help delegates to understand the basic neuroscience of anxiety. Applying this knowledge, delegates will then be taught a range of skills, strategies and techniques they can use to support young people and children in managing their anxiety. | | | Teachers/ TAs/ SENCOs/ pastoral Teams | Bespoke session- arrange with link SEMHL specialist teacher | |
| Contact CCT | Team Teach De-escalation and Positive Handling Training | | (Use of Traded services hours- CCT) | Team Teach is an approach to support whole school /setting behaviour management. The training provides strategies to understand and manage challenging behaviour through building supportive relationships with pupils and deescalating potential conflict. It also trains staff to safely hold a pupil, when necessary, for their safety and that of others. | | | All staff teams | [Emma.Whitmarsh-Knight@coventry.gov.uk](mailto:Emma.Whitmarsh-Knight@coventry.gov.uk) | |
| Contact Virtual School | Trauma Informed Practice Training (relationship building and understanding) | | Roll out by Virtual School |  | | | Teachers/ TAs/ SENCOs/ pastoral teams | [Jo.Green@coventry.gov.uk](mailto:Jo.Green@coventry.gov.uk) | |
| Bespoke | Yoga and mindfulness:  Reducing anxiety and promoting wellbeing | | CCT: Emma Whitmarsh Knight |  | | | Teachers/ TAs/ Pastoral Teams | Bespoke session- arrange with link CCT specialist teacher | |
| Half day  Virtual  £50.00 | Understanding and Supporting autism and anxiety | | CCT: Louisa McGivney | To explore reasons for anxiety in children and young people on the Autism spectrum  To support staff in gaining a better understanding of the strong emotions experienced by pupils on the Autism spectrum  To explore how anxiety can affect a young person with Autism  To explore how the behaviour we observe in pupils with Autism can be linked to increased levels of anxiety and  Identify a range of strategies that support pupils in managing and regulating their anxiety | | | Learning Mentors/ TAs/ Teachers/ pastoral teams | 11th Feb 2025 | |
| Half day  Virtual  £50.00 | Understanding and Supporting Children with Autism, Attachment Disorder and Developmental Trauma | | CCT: Louisa McGivney | To develop a shared understanding of Autism with attachment disorder and developmental trauma – the similarities and differences  To learn about the different attachment styles and how these impact on a child’s learning, social and emotional development  To explore the impact of Autism, attachment needs and developmental trauma on the child and on the school environment  To identify strategies & interventions appropriate for the management of children with Autism and attachment disorders and developmental trauma | | | Learning Mentors/ TAs/ Teachers/ pastoral teams | 17th Jun 2025 | |
| 60 mins  In person or virtual tbc | Anxiety Awareness | | Debbie Anne Sharkey EPS |  | | |  | 3.45-4.45pm  Tuesday 7th January | |
| Bespoke  60 mins | Circle of Friends | | EPS | Circle of Friends is a short-term intervention that focuses on supporting the inclusion of an individual pupil but has benefits for the whole group involved. It is a systematic approach based in Social Constructivist Theory. The training session will provide a comprehensive overview of how to set up and implement a Circle of Friends programme. | | | Learning Mentor/ Pastoral Teams | Bespoke session- arrange with link EP | |
| In person or virtual TBC | Bereavement and loss | | EPS- Kate Clissold | To understand more about the psychological process of loss and grief.  How to talk to children about their experiences of grief.  How children of different ages conceptualise loss and experience grief.  How to support children who are grieving at school. | | | Learning Mentor/ Pastoral Teams | Mon 2nd June  3.45-4.45pm | |
| In person or virtual TBC | Emotion Coaching | | EPS- Alex Moisa | Critical overview of recent neuroscientific evidence on how best to support children and young people’s self-regulation.  Insights into the stress-response and social engagement systems, attachment and the foundations for emotional regulation, positive behaviour and well-being.  Research for evidence-based Emotion Coaching practice.  Practical exercises and skill development in Emotion Coaching techniques. | | | SENCo/ Learning Mentor/ Pastoral Teams | Weds 30th Apr 2025  3.00-4.30pm | |
| Bespoke  90 mins | Raising Awareness of Attachment Theory | | EPS | To develop an understanding of insecure attachment styles.  To understand the important role school staff can play in promoting children’s positive attachments. | | | SENCo/ Learning Mentor/ Pastoral Teams | Bespoke session- arrange with link EP | |
| Full day  In person Barrs Hill School  CV1 4BU | 12 Dialogues Training for Secondary Schools | | Men At Work | The training is aimed at any secondary school staff working with boys and young men. It focuses on promoting good mental health, looking at how we talk to boys and young men about keeping themselves safe and also being safe to be around. | | | Mental health lead, SENCo/ Inclusion lead or senior member of a pastoral team who can influence and engage other staff. | Weds 25th Sept 2024  8.30am-3.30pm | |
| **Condition Specific: Sensory and/or Physical Needs** | | | | | | | | | |
| 60 mins  Bespoke | Sensory Circuits | | EPS | This session briefly covers   * The 8 sensory systems * The 5 components of sensory integration * ‘Sensory integration’ and ‘Sensory processing’ needs * Why Sensory Circuits? * Setting up a sensory circuit: checklist and observation profiles for target setting * Potential benefits of sensory circuits * Sections of a sensory circuit: Alerting, organising, calming * Video: Sensory Circuits in action * Practical Considerations * Monitoring and Reviewing progress | | | TAs/ SENCo | Bespoke session- arrange with link EP | |
| TBC | Supporting children with physical disabilities to fully access the curriculum. | | Special schools? TBC | How to adapt teaching and learning to allow access for all children with a particular focus on PE/ music/ Art/ DT. | | | Teaching Assistants/ Subject leads- PE/ Music/ DT/ Art |  | |
| 2 x 1 hour  virtual | Supporting pupils with a hearing impairment | | Sensory Support Service | Module 1:   * What is deafness? * Impact of deafness on child’s experience of school * How hearing aids and radio systems can help * Challenges for the deaf child and what strategies can be used in the classroom   Module 2:   * How deafness affects language development and communication in children * Deaf friendly strategies to support the communication of the child in your class | | | Teachers/ TAs/ SENCOs |  | |
| Full day  In person | Visual Impairment | | Sensory Support Service |  | | | Teachers/ TAs/ SENCOs/ pastoral teams |  | |
| Full day  In person  £95.00 | Understanding and Supporting the Sensory Processing Differences of Children on the Autism Spectrum | | CCT: Louisa McGivney | To support staff in gaining a better understanding and insight into some of the sensory differences experienced by children and young people on the Autism Spectrum  To explore the eight sensory systems and how a child or young person might process, interpret, and organise this information  To provide support in developing a bank of strategies that support children and young people in managing their sensory needs and differences and how to implement and monitor a sensory diet. | | | Teachers/ TAs/ SENCOs/ pastoral teams | 4th March 2025 | |
| Bespoke | TACPAC | | CCT | TACPAC draws together touch and music to create a structured half hour of sensory communication between two people. TACPAC creates sensory alignment and helps people of any age who have sensory impairment, for example, visual impairment, developmental delay, complex learning difficulties, Sensory Processing Disorder (SPD) or limited or pre-verbal levels of communication. | | | TAs/ SENCOs | Bespoke session- arrange with link CCT specialist teacher | |
| Cost and times TBA on enquiry | Supporting self -care independence in the school setting. | | Sherbourne Fields Special School | A theoretical and practical session to develop your understanding of how children and young people develop their self- care independence skills, including those who have difficulty gaining personal independence skills.Understanding and supporting the development of independence skills around being able to use the toilet, undress and dress themselves, and eat a healthy meal. This session will provide you with suggestions and ideas to support all the children in your class. Information and practical resources to support specific students that are presenting with difficulties around toilet training and ‘picky’ eating. | | | Teachers and supporting adults working with children and families in mainstream and special primary and secondary schools. | [Sherbourne Fields Special School - Training Offer](https://www.sherbournefields.co.uk/page/?title=Training+Offer&pid=63) | |
| **Early Years** | | | | | | | | | |
| 1 hour  Virtual  £25 | Writing an Effective My Support Plan | | SEND EYFS Team: Annette Sloan |  | | | Early Years practitioners/ SENCOs |  | |
| 1 hour  Virtual  £25 | How to Request an EHC Assessment for Early Years Children | | SEND EYFS: Sharon cassidy |  | | | SENCOs |  | |
| 1 hour  Virtual  £25 | Early Identification | | SEND EYFS Team: Rob Dalton |  | | | Early Years practitioners/ SENCOs |  | |
| Half day intro and then termly  In person  free | Effective Transition and designing a Play Based Curriculum in Year 1 | | CCT (Hannah) | Planning the curriculum as a Year 1 teacher- doing something different to meet more complex needs  Adapting the continuous provision model into Year 1 to incorporate a play-based approach | | | Teachers in Year 1/ SENCos | 2024-2025 only- free of charge (traded annually from 25-26) | |
|  | WELLCOMM Speech and language Training | | EYFS team |  | | |  |  | |
| Half day  In person  No cost 2024-25 | Working with children with complex needs in EYFS | | SEND Early Years SEND: Nicky Smith | Practical approach  Intensive interaction and joint attention techniques  Planning learning opportunities to match needs  Developing routines  Using visual prompts | | | TAs in EYFS | (Summer 2024 only- free of charge- traded annually from 2024/25) | |
| 1 hour  Virtual  £25 | Changing Behaviours: Supporting Children with SEND to Self-regulate in the Foundation Stage | | SEND EYFS Team: Heather Betts and Kirsten |  | | | Early Years practitioners/ SENCOs |  | |
| 1 hour Virtual  £25 | Early language Development for Children with SEND | | SEND EYFS team: Nicky Smith |  | | | Early Years practitioners/ SENCOs |  | |
| 1 hour Virtual  £25 | Inclusion in the Early Years | | SEND EYFS: Rebecca Norwood |  | | | Early Years practitioners/ SENCOs |  | |
| 1 hour Virtual  £25 | School Readiness | | SEND EYFS team: Nicky Smith |  | | | Early Years practitioners/ SENCOs |  | |
| 1 hour Virtual  £25 | The Role of an early Years SENCo | | SEND EYFS team: Sally Longden and Debs Schindler |  | | | SENCOs |  | |
| 1 hour Virtual  £25 | Emotion Coaching in the Early Years | | Heather Betts  SEND EYFS |  | | | Early Years practitioners/  SENCOs |  | |
| 1 hour  Virtual  £25 | Autism in the Early Years | | Ann O’Connell  SEND EYFS |  | | | Early Years practitioners/  SENCOs |  | |
| 1 hour  Virtual  £25 | Downs Syndrome | | Ann O’Connell  SEND EYFS |  | | | Early Years practitioners/  SENCOs |  | |
| 1 hour  Virtual  £25 | Meeting Sensory Needs in Early Years | | OT  (SEND EYFS) |  | | | Early Years practitioners/  SENCOs |  | |
| 1 hour  Virtual  £25 | Hearing and Visual Impairment | | SEND EYFS/ Sensory Team: Jo Appleton |  | | | Early Years practitioners/  SENCOs |  | |
| **General SEND** | | | | | | | | | |
| **Format** | **Title** | | **Provider** | **Focus** | | | **Audience** | **Link** | |
| Half Day  In person | Adaptive Teaching Strategies- half day | | SEMHL |  | | | Teachers/ SENCo |  | |
| TBC | Writing IEPS | | Tiverton/ Sherbourne?  Specialist Teams? | Supporting staff to write relevant and appropriate targets  Using reports from professionals effectively  The IEP as a living document | | | Teachers/ SENCOs |  | |
| Bespoke session | The Teenage Brain | | SEMHL: Caroline Dyson | This 3-hour training session will teach you how the brain of the adolescent is uniquely different to other life stages. It will explore how changes in the brain influence how teenagers think, feel and behave. It will then go on to provide strategies on how to help support young people through this period of development, which is ideal for those who work within secondary education. | | | Teachers/ TAs/ SENCOs/ pastoral teams | Bespoke session- arrange with link SEMHL specialist teacher | |
| Half day intro and then termly  In person  free | Effective Transition and designing a Play Based Curriculum in Year 1 | | Hannah Magazachi | Planning the curriculum as a Year 1 teacher- doing something different to meet more complex needs  Adapting the continuous provision model into Year 1 to incorporate a play-based approach | | | Teachers in Year 1/ SENCos | 2024-2025 only- free of charge (traded annually from 25-26) | |
| 3pm at Mon 4th November 2024  90 mins  In person or virtual TBCA | Anti racism | | EPS – Emma Barber | The session ‘Introduction to Anti-Racism in Education’ will provide an opportunity to develop practitioners understanding of anti-racism within education and the impact of racial inequalities for children and young people and those with SEND. The session will cover definitions, language, and terminology along with research that explores ethnicity and attainment, exclusions and SEND for example. It will provide opportunities to reflect upon the implications for our roles within educational settings. The session will also aim to introduce practitioners to ideas for resources and strategies to support settings with developing their knowledge and awareness of this aspect of practice. Throughout the session there will also be opportunities for reflections and discussions. | | | Teachers and Leaders/ pastoral staff | 3pm at Mon 4th November 2024 | |
| Cost and times TBA on enquiry | Relationships and Sex Education (RSE) for all Pupils with SEND including those with ASC | | Sherbourne Fields Special School | Teaching RSE to children with SEND can be tricky. This training will help you to integrate a range of ideas to develop an accessible RSE curriculum for all students, considering sensory implications. We will talk through a bank of resources and ideas for use in the classroom and outline how you could support parents too, to make RSE relevant. | | | SENCOs, HT, DHT, AHT, Teacher’s, HLTA’s | [Sherbourne Fields Special School - Training Offer](https://www.sherbournefields.co.uk/page/?title=Training+Offer&pid=63) | |
| **Parents** | | | | | | | | | |
| Bespoke session 60 mins | Supporting parents’ resilience, confidence and wellbeing | | EPS- Marina | This training is aimed at parents/carers and can be delivered online or face-to-face.  The session explores what it means to be resilient, emotionally well and confident. Analogies (e.g., stress bucket), psychological theory (e.g., locus of control), strategies (e.g., cognitive behavioural therapy approaches), types of communication styles, links to helpful websites, and a mindfulness activity are included. | | | Parents/ Carers | Bespoke session- arrange with link EP | |
| 6 x 75 min sessions | Supporting your Child with Autism or Complex Communication Needs | | CCT: Louisa McGivney | Wk 1: Understanding your child and their autism  Wk 2: Supporting your child with self-care and independence  Wk 3: Supporting your child and their Sensory processing Difficulties  Wk 4: Supporting your child and their behaviours  Wk 5: Supporting your child with their learning (recorded session)  Wk 6: Supporting your child with transitions (recorded session) | | | Parents/ Carers | Rolled out consistently throughout the academic year on a 6-weekly basis.  Accompanied by drop-in advice surgeries. | |
| 26-minute video | Anxiety | | Coventry School Nursing Team | This session provides information on how to best support your child if they are struggling with anxiety. It gives a brief understanding of why the child is anxious and gives advice and practical strategies to help combat how they are feeling and to build emotional resilience. The session includes a relaxation story you can listen to with your child. | | | Parents/ Carers | <https://www.youtube.com/watch?v=gZiSutc6Ax4> | |
| 20-minute video | Challenges with Eating | | Coventry School Nursing Team | Challenges with eating can be a very normal part of childhood, however they can be very distressing for parents. In this session, we explore techniques and strategies to encourage your child to eat the right foods and promote their body to be healthy. The session includes other resources to help promote healthy eating with your child. | | | Parents/ Carers | Link: <https://youtu.be/lay0LGZRdpM> | |
| 23-minute video | Sleep | | Coventry School Nursing Team | This session focuses on providing techniques to improve your child’s ability to fall asleep. It focuses on bedtime and the lead up to it, plus information on how to help if they wake during the night. | | | Parents/ Carers | Link: <https://youtu.be/1LEReKIeGYY> | |
| 20-minute video | Toileting | | Coventry School Nursing Team | This session discusses all aspects of toileting including daytime wetting, nighttime wetting, soiling, toilet training and much more. The session is designed to lead you through the best ways to promote effective toileting with your child - techniques are simple and easy to implement, however vital in helping children overcome these struggles. | | | Parents/ Carers | Link: <https://youtu.be/rKoe_jTeSHA> | |
| 24-minute video | Behaviours | | Coventry School Nursing Team | When children misbehave it can be a source of considerable stress for parents. When this is constant it can make life very difficult. In this session, we provide coping strategies and techniques to help guide children towards better behaviour choices.We talk about how to implement them and answer some frequently asked questions to support you in managing your child’s behaviour. | | | Parents/ Carers | Link: <https://youtu.be/MRvcxt7Nx3I> | |