

**Services for Schools**



**T**argeted  
**E**ducation  
**S**upport  
**S**ervice

**Training Brochure  
2019 - 2020**

**To book on any course please do so by using the  
Services for Schools Portal**

**[be.wigan.gov.uk](http://be.wigan.gov.uk)**

**please send any queries by email to:  
[tesstrain@wigan.gov.uk](mailto:tesstrain@wigan.gov.uk)**

Welcome to our 2019-20 training brochure. TESS provide up-to-date, relevant and practical training to support all staff working within schools. We aim to keep the costs of our training low to enable as many people as possible to update their knowledge in a range of areas. All our trainers are experienced SENCOs, teachers and specialist practitioners who have a high level of in-depth knowledge related to the courses they offer.

TESS can also offer 'bespoke' training to individual schools or clusters. On page 3 there is a list of some of the INSETS we regularly deliver. If you feel that your setting would benefit from any of the INSETS listed, or you would like to discuss training for your school, please contact your school's TESS Link Teacher who will work with you to arrange appropriate session(s).

If you have any questions, please speak to your TESS Link Teacher, or alternatively, contact our main office on 01942 201914 and ask to speak with me.

We look forward to seeing you soon.

Kind Regards,

Sandra Sparrow  
Team Manager  
Targeted Education Support Service

**In order to keep charges for training to a minimum, we do not provide lunches on our full day courses. Please bring along a packed lunch. Hot and cold drinks will be provided.**

**Prior to your training you will receive a confirmation email detailing final arrangements. Most training courses will take place at:**

**Progress House, Westwood Park, Wigan WN3 4HH**

## Add On Packages

Attending a training course is often the beginning of the journey. Putting your training into practice in school can be daunting and TESS would like to offer schools support in this area to ensure that pupils and practitioners get the best out of our training courses.

There is an option of 'Add On' packages for each of our training courses. This allows you to purchase one, two or three follow up sessions in school to support your implementation of the strategies and techniques that you have learned during the training. Visits can be arranged through your TESS link teacher.

Training Add-on costs:

- One half day session - £75.00
- Two half day sessions - £140.00
- Three half day sessions - £200.00

## Examples of school based INSETS

ADHD Awareness	Amazing classrooms for all learners	Attachment Theory
Autism Awareness	Basic Maths Skills	Behaviour for Learning
Catch us Being Good – Positive Classroom Management	Circle of Friends	Co-ordination Difficulties
De-escalation Strategies	Dyslexia Awareness	Effective Phonics
Intervention Monitoring	Lunchtime Welfare Support	Management of Support Staff
Maths Multi-Sensory Learning	Maths Recovery Refresher	Overview of Sounds-Write
Overview of Talking Partners	Phonics Refresher	Planning Transition for Pupils with SEND
Post-Incident Learning	Precision Teaching	Reading Between the Lines
Reading for Meaning	R-Time	Running Records
SEMH in the Early Years	SEN, Behaviour and Anti-Bullying Policies	SEND Code of Practice and the Graduated Approach
Sensory Sensitivities in the Classroom	Social Stories	Speech and Language Difficulties in the Classroom
Talking Maths	Team Teach	

<a href="#">1:1 Positive Behaviour Support</a>
<a href="#">ADHD Friendly Schools</a>
<a href="#">ADHD – Understanding ADHD in the Classroom</a>
<a href="#">A Graduated Approach to S.E.M.H.</a>
<a href="#">Attachment Theory</a>
<a href="#">Autism Awareness</a>
<a href="#">Behaviour and Discipline Policy</a>
<a href="#">Boosting Reading Potential</a>
<a href="#">Calmer Classrooms</a>
<a href="#">Classroom Strategies to Develop Working Memory</a>
<a href="#">Comic Strip Conversations</a>
<a href="#">De-escalation Training</a>
<a href="#">Dyslexia Friendly Schools</a>
<a href="#">Dyslexia Friendly Strategies</a>
<a href="#">Early Number, Multiplication and Division Skills</a>
<a href="#">Expelling the Myth of the Naughty Child</a>
<a href="#">Fischer Family Trust Wave 3 Literacy Programme</a>
<a href="#">Fischer Family Trust Refresher</a>
<a href="#">Introduction to Dyscalculia/Maths Difficulties</a>
<a href="#">It's Good to Talk</a>
<a href="#">MAPA: Managing Actual or Potential Aggression in the Workplace</a>
<a href="#">Maths Recovery in the Classroom</a>
<a href="#">Maths Recovery Cluster Meetings</a>
<a href="#">Maths Recovery Intervention Programme</a>
<a href="#">Motor Co-ordination Awareness</a>
<a href="#">Multi-Sensory Maths Teaching and Learning</a>
<a href="#">Newly Appointed SENCO Training</a>
<a href="#">Positive Behaviour Management – Theory and Practice for Support Staff</a>
<a href="#">Promoting Positive Behaviour at Lunchtimes – Practical Strategies for Support Staff</a>
<a href="#">R Time</a>
<a href="#">Reading Between the Lines</a>
<a href="#">Secondary NQT Training</a>
<a href="#">SENCo Inclusion Cluster Meetings</a>
<a href="#">Sensory Sensitivities in the Classroom</a>
<a href="#">Social, Emotional and Behaviour Update Meetings (Primary &amp; Secondary)</a>
<a href="#">Sounds-Write</a>
<a href="#">Sounds-Write Follow Up</a>
<a href="#">Sounds-Write Refresher</a>
<a href="#">Supporting mainstream pupils with language difficulties</a>
<a href="#">Supporting Pupils with Additional Needs (Secondary)</a>
<a href="#">Supporting SEMH in Early Years</a>
<a href="#">Supporting Transition for Children with Complex Needs</a>
<a href="#">Supporting Y4 with Learning Times Tables</a>
<a href="#">Talking Partners @ Primary</a>
<a href="#">Talking Partners @ Secondary</a>
<a href="#">Team Teach – Foundation Course</a>
<a href="#">Theory &amp; Practice of Nurture Groups</a>
<a href="#">Trauma Informed Schools</a>

# 1:1 Positive Behaviour Support – Looking at Positive Behaviour for Positive Learning.

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 23<sup>rd</sup> June, 2020 9.00 am – 4.00 pm

## **Aims:**

- To develop an understanding of behaviour and its impact.
- To recognise ways in which you can support individuals to promote positive behaviour

## **Objectives:**

At the end of the course participants will have developed their knowledge of the reasons for behaviour and will feel more confident in supporting positive behaviour to enhance a child's learning, independence and their Social, Emotional and Mental Health. Participants will leave with a range of strategies to support positive relationships and environments for children/young people with individual needs.

## **Suggested target audience:**

Teaching Assistants and Learning Mentors who work 1:1 with children and young people.

**Maximum people per course: 20+**

**Venue: Progress House**

# ADHD Friendly Schools

**Duration:** 6 days

**Cost:** £450.00 for 1<sup>st</sup> person  
£225.00 for 2<sup>nd</sup> person from same setting

**Date(s):**

28 <sup>th</sup> October, 2019	9.00 am – 4.00 pm
2 <sup>nd</sup> December, 2019	9.00 am – 4.00 pm
27 <sup>th</sup> January, 2020	9.00 am – 4.00 pm
2 <sup>nd</sup> March, 2020	9.00 am – 4.00 pm
27 <sup>th</sup> April, 2020	9.00 am – 4.00 pm
29 <sup>th</sup> June, 2020	9.00 am – 4.00 pm

**Aims:**

- To give participants an opportunity to reflect on how being ADHD friendly enhances Quality First Teaching
- To support identification, differentiation for needs and awareness of intervention strategies not only for ADHD learners but for ALL Learners
- To understand how regular and daily exercise can enhance learning

**Objectives: At the end of the course participants will:**

- Be able to identify children who may be ADHD, differentiate according to needs and offer appropriate interventions
- Have experience of a wide range of resources that will enhance learning
- Recognise an ADHD friendly classroom and school environment

**Suggested target audience:**

Ideal for SENCOs, Teachers and HLTAs who want to expand their knowledge on ADHD.

**Maximum people per course:** 20+

**Venue:** Progress House

# Understanding ADHD in the Classroom

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 13<sup>th</sup> January, 2020                      9.00 am – 4.00 pm  
19<sup>th</sup> May, 2020                                      9.00 am – 4.00 pm

## **Aims:**

- To understand ADHD
- To consider strategies and interventions for whole class, small group and individual behaviour management which have a positive impact on learning
- To share good practice in classroom management
- To give examples of practical strategies for your classroom

## **Objectives: At the end of the course participants will:**

- Have practical strategies for effective management for pupils with ADHD
- Understand how we can help children with ADHD so to have maximum impact on their learning
- Understand how appropriate assessment allows teachers to plan activities to fit with children's needs

## **Suggested target audience:**

Teaching staff, SENCOs, Newly Qualified Teachers, Learning Mentors and TAs

## **Maximum people per course:**

**Venue:** Progress House

# A Graduated Approach to Social Emotional and Mental Health

**Duration:** 1 day (9:00 – 16:00)

**Cost:** £90.00

**Date(s):** 27<sup>th</sup> January 2020                      9.00 am – 4.00 pm

## **Aims:**

- To understand that all behaviour has an unmet need
- To consider strategies and interventions for whole class, small group and individual behaviour management which have a positive impact on learning
- To share good practice in classroom management
- To give examples of practical strategies including resources for your classroom

## **Objectives: At the end of the course participants will:**

- Have practical suggestions for effective classroom behaviour management
- Have an understanding of how we can improve our teaching to impact on children's learning of social, emotional and behavioural skills
- Understand how appropriate assessment allows teachers to plan activities to fit with children's needs

## **Suggested target audience:**

Teachers, SENCOs, Newly Qualified Teachers, Learning Mentors and Teaching Assistants

**Maximum people per course:** 20+

**Venue:** Progress House



# Attachment Theory

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 29<sup>th</sup> October, 2019                      9.00 am – 4.00 pm  
9<sup>th</sup> March, 2020                                      9.00 am – 4.00 pm

Attachment issues are prevalent in all our schools.

## **Aims:**

- To enhance staff skills on the theory of attachment and the differences between securely attached and insecurely attached children
- To gain strategies in managing and supporting these children in the classroom
- To create a network of professionals that share knowledge and support to each other by regular liaison

## **Objectives: At the end of the course participants will:**

- Be more confident working with children exhibiting attachment difficulties in the classroom
- Have an assessment tool which can monitor the pupil's development and progress
- Be able to share knowledge and good practice with other professionals in school

## **Suggested target audience:**

All staff from all settings

**Maximum people per course:** 20+

**Venue:** Progress House

# Autism Awareness

**Duration:** ½ day

**Cost:** £45.00

<b>Date(s):</b>	12 <sup>th</sup> November, 2019	9.00 am – 12.00 noon
	10 <sup>th</sup> February, 2020	9.00 am – 12.00 noon
	8 <sup>th</sup> June, 2020	9.00 am – 12.00 noon

## **Aims:**

- To develop awareness of Autism and how it may impact on individuals within an educational setting

## **Objectives: At the end of the course participants will:**

- Have a bank of ideas and strategies for supporting pupils in educational settings

## **Suggested target audience:**

SENCOs, Pastoral staff, Inclusion Managers, Teaching Assistants and Teachers working within Foundation Stage, KS1-3

**Maximum people per course:** 20+

**Venue:** Progress House

# Behaviour and Discipline Policy

**Duration:** 2 Hours

**Cost:** £20.00

**Date(s):** 12<sup>th</sup> November, 2019                      1.30 pm – 3.30 pm  
25<sup>th</sup> March, 2020                                      1.30 pm – 3.30 pm  
24<sup>th</sup> June, 2020                                        9.30 am – 11.30 am

## **Aims:**

- Look at what the DfE guidelines say.
- Examine an up-to-date draft policy which can then be taken back to your school for discussion with staff.
- Ongoing support from TESS as you develop and write your policy pre ratification with the Governors of your school.

## **Objectives: At the end of the course participants will:**

- Have a clear overview of DFE latest statutory / non-statutory guidelines with regard to schools' Behaviour and Discipline Policy

## **Suggested target audience:**

All staff involved in school Policy writing process [Primary]

**Maximum people per course:** 20+

**Venue:** Progress House

# Boosting Reading Potential

**Duration:** 2 days plus half day follow up

**Cost:** £180.00

**Date(s):** 0<sup>th</sup> April, 2020 9.00 am – 4.00 pm  
22<sup>nd</sup> May, 2020 9.00 am – 4.00 pm

Follow up session  
24<sup>th</sup> June, 2020 1.00 pm – 4.00 pm

## **Aims:**

- To be able to deliver the Boosting Reading Programme in school.
- To understand a range of reading strategies and how to teach pupils to develop these.
- To be able to closely monitor and assess children's reading to support teaching and to maximise progress.

## **Objectives: At the end of the course participants will:**

- Have the required knowledge and expertise to set up the Boosting Reading Programme in school.
- Be able to closely analyse individual children's reading and highlight strategies for more effective teaching.
- Have a deeper understanding of reading development and possible difficulties.

## **Suggested target audience:**

SENCOs, one Teacher per school (who will act as coordinator in school) and Teaching Assistants

**Maximum people per course:** 20+

**Venue:** Progress House

# Calmer Classrooms

**Duration:** ½ day

**Cost:** £45.00

**Date(s):** 4<sup>th</sup> May, 2020                      1.00 pm to 4.00 pm

## **Aims:**

- To be aware of how feeling anxious can impact on learning and conduct.
- To gain insight into how interventions can help pupils self-regulate.

## **Objectives: At the end of the course participants will:**

- Gain knowledge of “low level” interventions to regulate emotional responses
- Be aware of a range of strategies and resources that are available in school

## **Suggested target audience:**

Suitable for all staff working with pupils across both primary and secondary

**Maximum people per course:** 20+

**Venue:** Progress House

# Classroom Strategies to Develop Working Memory

**Duration:** ½ day (am)

**Cost:** £45.00

**Date(s):** 8<sup>th</sup> October, 2019      9.00 am – 12.00 noon  
22<sup>nd</sup> April, 2020      9.00 am – 12.00 noon

## **Aims:**

To enable participants to:

- Support pupils with working memory difficulties
- Help pupils have a better understanding of how they learn and develop strategies to support their memory and improve learning outcomes

## **Objectives: At the end of the course participants will:**

- Have some understand of the roles of Long Term Memory, Short Term Memory and Working Memory in the learning process.
- Be aware of the impact that working memory deficits can have on academic success and self-esteem.
- Know how to recognise when a student has working memory difficulties and assessments available for measuring working memory.
- Know how to present information and tasks in the classroom to reduce the load on the working memory and optimise working memory function.
- Have an awareness of effective, transferable strategies that students can use to support their working memory.

## **Suggested target audience:**

Teachers, HLTAs or Level 3 Teaching Assistants in primary settings

**Maximum people per course:** 20+

**Venue:** Progress House

# Comic Strip Conversations

**Duration:** ½ day

**Cost:** £45.00

**Date(s):** 4<sup>th</sup> May, 2020 9.00 am – 12.00 Noon

## **Aims:**

- To gain awareness of how to develop pupils understanding of different social situations by using visual representations of abstract aspects of social communication

## **Objectives: At the end of the course participants will:**

- Understand how some social misunderstandings can impact on pupils
- Understand how to use visual representations to facilitate pupils understanding of social settings

## **Suggested target audience:**

Support staff, pastoral staff, SENCOs and teachers working in Key Stages 1 – 3

**Maximum people per course:** 20+

**Venue:** Progress House

Comic strips do not have to be drawn so artistic skills should not be a barrier to accessing this course.

# De-escalation Training

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 15<sup>th</sup> October, 2019                      9.00 am – 4.00pm  
5<sup>th</sup> May, 2020    9.00 am – 4.00pm

## **Aims:**

- To develop awareness and strategies to deal with challenging situations in the classroom.

## **Objectives: At the end of the course participants will:**

- Participants will learn how to deal with a range of challenging situations using positive behaviour management techniques.

## **Suggested target audience:**

Primary and secondary staff, especially Newly Qualified Teachers

**Maximum people per course:** 20+

**Venue:** Progress House



# Developing Number Knowledge – Assessment, Teaching and Intervention with 7-11 year olds

**Duration:** 4 days

**Cost:** £350

**Date(s):** Day 1 & 2 5<sup>th</sup> & 6<sup>th</sup> December, 2019 9.00 am – 4.00pm  
Day 3 & 4 15<sup>th</sup> & 16<sup>th</sup> January, 2020 9.00 am – 4.00pm

## **Aims:**

- To develop the role of teachers to be reflective practitioners
- To give pedagogical tools for intervention in the number learning of low attaining 7-11 year olds.

## **Objectives: At the end of the course participants will:**

- Have developed their professional learning
- Have some practical strategies to support mathematics in the classroom
- Have a bank of effective assessments and instructional activities for supporting pupils.

## **Suggested target audience:**

Teachers and teaching assistants KS2 and KS3

**Maximum people per course:** 20+

**Venue:** Wigan Life Centre South, College Avenue, Wigan WN1 1NJ

**Parking available a upto a 5 minute walk away at:**

Pay and Display SIP	Harrogate Street	£2.50 per day
Pay and Display Wigan Council	Sovereign Road	£1.50 per day

# Dyslexia Friendly Schools

**Duration:** 6 days

**Cost:** £450.00 for 1<sup>st</sup> person  
£225.00 for 2<sup>nd</sup> person from same setting

**Date(s):**

15 <sup>th</sup> January, 2020	9.00 am – 4.00pm
29 <sup>th</sup> January, 2020	9.00 am – 4.00pm
12 <sup>th</sup> February, 2020	9.00 am – 4.00pm
4 <sup>th</sup> March, 2020	9.00 am – 4.00pm
18 <sup>th</sup> March, 2020	9.00 am – 4.00pm
1 <sup>st</sup> April, 2020	9.00 am – 4.00pm

## **Aims:**

- To give participants an opportunity to reflect on how being dyslexia friendly enhances Quality First Teaching
- To support identification, differentiation according to needs and raise awareness of intervention strategies not only for dyslexic learners but for ALL Learners

## **Objectives: At the end of the course participants will:**

- Be able to identify children who may be on the dyslexic continuum and differentiate according to needs and offer appropriate interventions
- Have experience of a wide range of resources that will enhance learning
- Recognise a dyslexic friendly classroom

**Attendance on the course allows the participants to consider working towards Dyslexia Friendly Status Award for their school**

## **Suggested target audience:**

Ideal for SENCOs, Teachers and HLTAs and Level 3 Teaching Assistants who want to expand their knowledge on dyslexia.

**Maximum people per course:** 20+      **Venue:** Progress House

# Dyslexia Friendly Strategies

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 11<sup>th</sup> November, 2019                      9.00 am – 4.00pm

## **Aims:**

- To equip school staff with knowledge of how they can adapt their teaching, their classroom and their resources to ensure dyslexia friendly strategies are benefitting **all** their learners.
- To understand how using dyslexia friendly strategies enhances Quality First Teaching.

## **Objectives: At the end of the course participants will:**

- Deepen their understanding of dyslexia indicators
- Begin to understand how dyslexia can affect learning
- Know how to create a dyslexia friendly classroom
- Be able to produce resources that can be accessed by all learners
- Have a range of strategies to ensure their teaching is dyslexia friendly

## **Suggested target audience:**

Newly Qualified Teachers, Teachers, HLTAs or Level 3 Teaching Assistants who want to enhance their understanding of dyslexia.

**Maximum people per course:** 20+

**Venue:**        **Progress House**

# Early Number Skills, Multiplication and Division

**Duration:** 1 day

**Cost:** £90.00

**Date:** 2<sup>nd</sup> June, 2020 9.00 am – 4.00 pm

## **Aims:**

- To understand why pupils find difficulty counting, understanding early addition and subtraction and place value
- To have a range of ideas and teaching strategies to support early number knowledge
- To understand why pupils find difficulty with multiplication and division skills
- To have a range of ideas and teaching strategies to support struggling pupils

## **Objectives: At the end of the course participants will:**

- Be aware of some of the difficulties pupils encounter when learning about number
- Have a range of practical games, activities and strategies to support pupils

## **Suggested target audience:**

Teaching Assistants in KS1 and early KS2

**Maximum people per course:** 20+

**Venue:** Progress House

# Expelling the Myth of the Naughty Child

**Duration:** 1 Day

**Cost:** £90.00

**Date(s):** 11<sup>th</sup> December, 2019                      9.00 am – 4.00 pm

## **Aims:**

This course aims to unpick some of the underlying causes for behaviours that challenge us in the classroom and identify strategies to address individual pupil's needs.

## **Objectives:**

We will look at evidencing a graduated approach to supporting children with SEMH, reflecting on how specific difficulties such as Dyslexia, ADHD, Attachment or ASC can affect children's behaviour in the classroom.

## **Suggested target audience:**

Ideal for SENCOs, Teachers and HLTAs who want to expand their knowledge on ADHD.

**Maximum people per course:** 20+

**Venue:** Progress House

# Fischer Family Trust Wave 3 Literacy Programme

**Duration:** 3 days + ½ day follow up

**Cost:** £450.00 for two people  
£280.00 for one person

**Date(s):** 6<sup>th</sup> March, 2020 9.00 am – 4.00pm  
13<sup>th</sup> March, 2020 9.00 am – 4.00pm  
20<sup>th</sup> March, 2020 9.00 am – 4.00pm  
½ day follow up (TBA during training)

## **Aims:**

- To enable participants to teach an intervention programme for Year One children using a specific targeted approach, intended for children who are not making progress within whole class or small group provision
- To enable the child to become more independent in reading and writing
- To acquire a deeper understanding of children's early literacy needs

## **Objectives: At the end of the course participants will:**

- Be able to assess and analyse children's literacy skills using a range of diagnostic assessments
- Understand key teaching strategies to develop independent skills in literacy
- Be able to use the course structure to promote the child's consolidation of skills, flexibility, pace and independence
- Be confident in assessing, planning, delivering and evaluating the Wave 3 literacy programme

## **Suggested target audience:**

Level 3 Teaching Assistants or HLTA working in the Year One setting together with Year One Class Teacher. Critical to the success of the intervention is the partnership between a Teaching Assistant delivering the programme and the Class Teacher mentoring the Teaching Assistant. Both need to attend the training.

**Maximum people per course: 20+**

**... continued over**

# Fischer Family Trust Wave 3 Literacy Programme

...continued

## Please note:

- Prior to the training a member of the school's Senior Leadership Team is asked to attend a meeting to gain an overview of the programme. We emphasise the need to prioritise time and resources for staff to carry out the sessions; and examine data which provides evidence of impact over the 22 week programme.
- There is no charge for this meeting. It has proved effective in ensuring that the programme has the optimum impact.
- The training will consist of three days followed by a period of time where trainees can practice the programme in school, with support from the trainers in the form of planned visits.
- The training will include an additional 2 meetings (i) a follow-up meeting to allow participants to share evidence and learn from each other's experiences and (ii) a lesson observation visit to support staff in school and clarify any teaching points.

**Venue:** Progress House

# Fischer Family Trust Refresher

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 3<sup>rd</sup> April, 2020                      9.00 am – 4.00pm

## **Aims:**

- To enable participants to review elements from the Intervention programme
- Discuss experience of teaching a child using the Wave 3 programme.
- To discuss successes and challenges in order to further refine skills and strategies to make the programme effective

## **Objectives: At the end of the course participants will:**

- Address any queries or issues relating to children's work
- Clarify points from taking running records
- Discuss key points in moving children up to next book level
- Feel more confident in delivering the programme
- Arrange a date for Trainers to visit them in school to provide further support through observing a session

## **Suggested target audience:**

Previously trained Teaching Assistants who want to review or refresh their skills

**Maximum people per course:** 20+

**Venue:** Progress House



# Introduction to Dyscalculia/Maths Difficulties

**Duration:** Half day

**Cost:** £45.00

**Date(s):** 10<sup>th</sup> March, 2020 1.00 pm – 4.00 pm

## **Aims:**

- To provide knowledge on up-to-date research in order to better understand maths difficulties/dyscalculia.

## **Objectives: At the end of the course participants will:**

- Have some practical strategies to overcome some of these difficulties and support mathematics in your classroom.
- Have a bank of effective teaching ideas, activities and strategies for supporting pupils who have who have maths difficulties/dyscalculia.

## **Suggested target audience:**

Teachers and teaching assistants.

**Maximum people per course:** 20+

**Venue:** Progress House

# It's Good to Talk

## Training for Teaching Assistants to run an intervention to promote effective language and communication skills for children in Year 1

**Duration:** 2 days

**Cost:** £180

**Dates:** 11<sup>th</sup> & 18<sup>th</sup> May, 2020                      9.00 am – 4.00 pm

### **Aims:**

- To examine the acquisition of language and communication skills within the Y1 curriculum
- To provide a structured programme of language activities to be used to develop skills – for children who entered Y1 a little below the average range (based on EYFS good levels of development in language)
- To train Teaching Assistants to lead this intervention to support their pupils

This is not intended for children with significant language difficulties who would be more likely to benefit from 1-1 language support with recommendations from a specialist speech therapist.

### **Objectives: At the end of the course participants will:**

- Understand the significance of language as a foundation for learning
- Be able to use the intervention activities with a small group of children to enhance and develop their language skills
- Be confident to run this intervention each year, to provide a stronger language focus for Year One pupils who were below the good level of development in EYFS

**A resource pack of activities relating to each of the 5 aspects of the training will be included as part of the training materials.**

### **Suggested target audience:**

Teaching Assistants, Special Needs and Disability Co-ordinators

**Maximum people per course:** 20

**Venue:** Progress House

# MAPA: Managing Actual or Potential Aggression in the workplace

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 31<sup>st</sup> March, 2020 9.00 am – 4.00pm  
22<sup>nd</sup> June, 2020 9.00 am – 4.00pm

## **Aims:**

- To enhance staff skills and knowledge of recognising potential aggression
- To enhance staff skills and confidence in being able to reduce tension after an incident has occurred
- To deliver continued professional development for staff with an accredited qualification
- To create a network of professionals that share knowledge and support to each other by regular liaison

## **Objectives: At the end of the course participants will:**

- Have created a network of colleagues from varying backgrounds and settings
- Have shared support and strategies in their own settings that positively impact on the skills of others
- Have gained confidence and a pack of tools that can help them in their workplace
- Have greater skills in managing actual or potential aggression in the workplace

## **Suggested target audience:**

All staff from all settings

**Maximum people per course:** 20+

**Venue:** Progress House

# Maths Recovery in the Classroom

This 2 day Maths Recovery course allows teachers and teaching assistants the opportunity to see how Maths Recovery can be used in the classroom with small groups and the whole class. Included in the cost is a copy of the new edition of 'Teaching Number in the Classroom with 4-8 year olds'.

**Duration:** 2 days

**Cost:** £180.00

**Date(s):** 18<sup>th</sup> & 19<sup>th</sup> November, 2019                      9.00 am – 4.00pm

## **Aims:**

To provide knowledge of how to assess and teach pupils who are struggling with early mathematical concepts

## **Objectives: At the end of the course participants will:**

- Understand how pupils acquire early mathematical knowledge
- Be confident in assessing pupils and identifying gaps in mathematical knowledge
- Have a bank of effective teaching ideas and strategies for engaging pupils and making learning relevant.
- Know how to implement it in a classroom setting.

## **Suggested target audience:**

Teachers and teaching assistants from KS1 and KS2 classrooms

**Maximum people per course:** 20+

**Venue:** Progress House

# Maths Recovery Meeting

These meetings are for those previously trained in Maths Recovery and delivering the programme in their settings

**Duration:** ½ day

**Cost:** £45.00

**Date:** 1<sup>st</sup> May, 2020 9.00 am – 12.00 noon

## **Aims:**

- To give updates and information related to the Maths Recovery Programme.
- To support staff to develop their skills and run an effective intervention in their settings.
- To enable staff to network with other practitioners and share good practice.

## **Objectives: At the end of the course participants will:**

- Have updated National and International information related to Maths Recovery.
- Increase their knowledge & understanding of Maths Recovery and how to implement it in their school.

## **Suggested target audience:**

Previously trained Teachers and/or Teaching Assistants

**Maximum people per course:** 20+

**Venue:** Progress House

# Maths Recovery Intervention Programme

Please note a Teacher and Teaching Assistant must attend together if there is not already a Teacher in school trained in Maths Recovery. Teaching Assistants must be either Level 3 or HLTA. The course can lead to accreditation by the Maths Recovery Council of UK and Ireland.

**Duration:** 10 days

**Cost:** £500.00

<b>Date(s):</b>	12 <sup>th</sup> & 13 <sup>th</sup> February, 2020	9.00 am – 4.00pm
	18 <sup>th</sup> & 19 <sup>th</sup> March, 2020	9.00 am – 4.00pm
	22 <sup>nd</sup> & 23 <sup>rd</sup> April, 2020	9.00 am – 4.00pm
	6 <sup>th</sup> & 7 <sup>th</sup> May, 2020	9.00 am – 4.00pm

2 additional days to be arranged during the training programme

## Aims:

- To provide knowledge of how to assess and teach pupils who are struggling with early mathematical concepts
- To give staff confidence to implement an effective and measurable intervention for mathematics.

## Objectives: At the end of the course participants will:

- Understand how pupils acquire early mathematical knowledge
- Be confident in assessing pupils and identifying gaps in mathematical knowledge
- Have a bank of effective teaching ideas and strategies for engaging pupils with SEND and making learning relevant.
- Understand how to implement a measurable intervention using Maths.

## Suggested target audience:

SENCOs, Teachers and Teaching Assistants working in Years 1, 2 and 3. Also relevant to other Key Stages for pupils with SEND.

**Maximum people per course:** 20+

**Venue:** TBC

# Motor Co-Ordination Awareness

**Duration:** ½ day

**Cost:** £45.00

**Date:** 20<sup>th</sup> May, 2020                      9.00 am – 12.00 noon

## **Aims:**

To raise awareness of children's difficulties with:

- Balance and co-ordination
- Handwriting and dexterity
- Sequencing and organisational skills
- Visual, auditory and perceptual skills

## **Objectives: At the end of the course participants will:**

At the end of the session participants will have a broader understanding of how motor co-ordination difficulties can affect children. They will be able to select, from a range of published resources and appropriate intervention strategies, in order to support children who experience motor skills difficulties.

## **Suggested target audience:**

Teachers and/or Teaching Assistants in KS1

**Maximum people per course:** 20+

**Venue:** Progress House

# Multisensory Maths Teaching & Learning

**Duration:** ½ day

**Cost:** £45.00

**Date:** 20<sup>th</sup> November, 2019                      9.00 am – 12.00 noon  
5<sup>th</sup> June, 2020                                      9.00 am – 12.00 noon

## **Aims:**

- To raise awareness of how manipulative materials can be used to teach mathematical concepts.

## **Objectives: At the end of the course participants will:**

- Be able to use multisensory resources such as Numicon, Cuisenaire etc. to support mathematical thinking across KS2.
- Understand how to use the resources in whole class teaching, group work or with individual pupils.
- Using these resources in investigations & problem solving.

## **Suggested target audience:**

Teachers and/or Teaching Assistants in KS1 & 2

**Maximum people per course:** 20+

**Venue:** Progress House



# Newly Appointed SENCO Training

**Duration:** 1 day plus twilight follow up.

**Cost:** £90.00

**Date(s)** 16<sup>th</sup> October, 2019 9.00 am – 4.00pm

## **Aims:**

- To look at the role of the SENCO
- To look at how to make the graduated approach to work in your settings
- To be aware of how Wigan Council support the local offer

## **Objectives: At the end of the course participants will:**

- Have a clear understanding of their role and responsibilities as SENCO
- Take away a personalised Action Plan for their setting
- Have a range of strategies and tools to support the SENCO role

## **Suggested target audience:**

Newly appointed SENCOs or those about to take up a position of SENCO in a Wigan mainstream school.

**Maximum people per course:** 20+

**Venue:** Progress House

# Positive Behaviour Management – Theory and Practice for Support Staff

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 29<sup>th</sup> November, 2019                      9.00 am – 4.00pm  
3<sup>rd</sup> June, 2020    9.00 am – 4.00pm

## **Aims:**

- To provide participants with strategies and resources to help support children and young people in their settings

## **Objectives: At the end of the course participants will:**

- Recognise how to respond appropriately to children with challenging behaviour
- Feel confident implementing strategies to children and young people with complex needs
- Understand some of the theories behind challenging behaviour

## **Suggested target audience:**

Pastoral staff, Inclusion staff, Teaching Assistants in Primary settings, Learning mentors

**Maximum people per course:** 20+

**Venue:** Progress House

# Promoting Positive Behaviour at Lunchtimes – Practical Strategies for Support Staff

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 15<sup>th</sup> November, 2019                      9.00 am – 4.00pm  
10<sup>th</sup> January, 2020                                9.00 am – 4.00pm  
12<sup>th</sup> May, 2020                                      9.00 am – 4.00pm

(can be flexible if held in schools, see below) \*

## **Aims:**

- To provide participants with strategies and resources to help promote positive behaviour on the playground

## **Objectives: At the end of the course participants will:**

- Recognise the importance of consistent behaviour management techniques
- Learn how to develop positive relationships with pupils
- Gain ideas about using rewards and incentives to motivate pupils to behave better

## **Suggested target audience:**

Lunchtime Welfare Assistants, Pastoral staff, Teaching Assistants and Learning Mentors in Primary settings

**Maximum people per course:** 20+

**Venue:** Progress House \*

\*Can also be arranged in school as an INSET (full day or two half days)

£175 - twenty staff maximum

# R Time

**R Time** is a structured programme for primary schools that develops positive relationships between children. It does this by creating an environment that supports and enhances good manners, respect, attainment, and citizenship.

**Duration:** ½ day

**Cost:** £45.00

**Date(s):** 31<sup>st</sup> January, 2020                      12.00 noon – 4.00 pm

## **Aims:**

- To have an overview of the R time resources
- To understand how to deliver R time in your school
- To develop an understanding of how to create the best environment for R time to flourish

## **Objectives: At the end of the course participants will:**

- Be confident to deliver R time sessions
- Be able to facilitate the whole school delivery of R time

## **Suggested target audience:**

All KS1 and KS2 Staff including Learning Support Assistants, Learning Mentors and SENCOs

**Maximum people per course:** 20+

**Venue:** Progress House

# Reading between the lines

**Duration:** ½ day

**Cost:** £45.00

**Date(s):** 9<sup>th</sup> December, 2019                      9.00 am – 12.00 noon  
11<sup>th</sup> February, 2020                              9.00 am – 12.00 noon

## **Aims:**

- To explore strategies to support reading comprehension

## **Objectives: At the end of the course participants will:**

- Understand what inference and deduction are
- Know why inference and deduction are important
- Know how to help pupils develop their inference and deduction skills
- Understand how to use relevant resources

## **Suggested target audience:**

Teachers, HLTAs or Level 3 Teaching Assistants in Primary settings

**Maximum people per course:** 20+

**Venue:** Progress House

# Secondary NQT – Supporting Behaviour in the Mainstream Classroom

**Duration:** ½ day

**Cost:** £45.00

N.B. this course is free of charge to 'Buy Back' Secondary schools  
(1 place for annual ½ day weekly buy back, 2 places for 1 day weekly buy back)

**Date(s):** 13 December, 2019                      9.30 am – 12.00 pm

## **Aims:**

- To support NQTs in managing behaviour in the classroom
- To consider strategies and interventions for whole class, small group and individual behaviour management which have a positive impact on learning
- To share good practice in classroom management
- To give examples of practical strategies for your classroom

## **Objectives: At the end of the course participants will:**

- Have practical suggestions for effective classroom behaviour management
- Have an understanding of how we can improve our teaching to impact on children's learning of social, emotional and behavioural skills

**Suggested target audience:** Secondary NQTs

**Maximum people per course:** 20+

**Venue:** Progress House

# SENCO Inclusion Cluster Meetings

These cluster meetings are open to all SENCOs across Wigan. They are repeated three times each term for primary SENCOs and once a term for secondary SENCOs. SENCOs can choose to attend one each term. A SENCO Inclusion Conference will be held in the Summer Term.

**Cost:** £10

N.B. Cluster meetings are free of charge to 'Buy Back' Secondary schools (1 place for annual ½ day weekly buy back, 2 places for 1 day weekly buy back)

**Dates:**

## Primary

### Autumn Term

30 <sup>th</sup> October, 2019	9.00 am – 12.00 noon
30 <sup>th</sup> October, 2019	1.00 pm – 4.00 pm
1 <sup>st</sup> November, 2019	9.00 am – 12.00 noon

### Spring Term

26 <sup>th</sup> February, 2020	9.00 am – 12.00 noon
26 <sup>th</sup> February, 2020	1.00 pm – 4.00 pm
28 <sup>th</sup> February, 2020	9.00 am – 12.00 noon

## Secondary

### Autumn Term

1 <sup>st</sup> November, 2019	1.00 pm – 4.00 pm
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### Spring Term

28 <sup>th</sup> February, 2020	1.00 pm – 4.00 pm
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**Aims:**

- To give SENCOs up to date information and knowledge related to SEND and their roles in school.
- To provide opportunities to network and share good practice.

**Objectives: At the end of the each cluster meeting participants will:**

- Have gained information, training and updates on a range of relevant topics related to SEND and Wigan's protocols and processes.
- Have had opportunities to share good practice, ask questions, network with colleagues and staff from outside agencies.

**Date for 2019 SENCO Inclusion conference – t.b.c.**

# Sensory Sensitivities in the Classroom

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 13<sup>th</sup> November, 2019                      9.00 am – 4.00pm  
9<sup>th</sup> June, 2020    9.00 am – 4.00pm

## **Aims:**

- To increase knowledge and understanding of Sensory Integration
- To consider the effect Sensory Processing Disorder has on individual pupils
- To identify key strategies to support children and young people with sensory sensitivities

## **Objectives: At the end of the course participants will:**

- Be more confident in supporting children with Sensory Sensitivities.
- Have a bank of ideas and strategies to support children with sensory Sensitivities.
- Be able to share knowledge and good practice with other professionals in school

## **Suggested target audience:**

Suitable for all staff working across Foundation Stage and primary.

**Maximum people per course: 20+**

**Venue: Progress House**



# Social, Emotional and Behaviour Update Meetings (Primary & Secondary)

**Duration:** ½ day per half-term

**Cost:** £10.00 per meeting

<b>Date(s):</b>	11 <sup>th</sup> October, 2019	9.00 am – 12.00 noon
	6 <sup>th</sup> December, 2019	9.00 am – 12.00 noon
	7 <sup>th</sup> February, 2020	9.00 am – 12.00 noon
	27 <sup>th</sup> March, 2020	9.00 am – 12.00 noon
	15 <sup>th</sup> May, 2020	9.00 am – 12.00 noon
	26 <sup>th</sup> June, 2020	9.00 am – 12.00 noon

## **Aims:**

- To offer regular support to staff working with pupils whose social, emotional and/or mental health is causing concern
- To offer continued professional development in this area

## **Objectives: At the end of each cluster meeting participants will:**

- Have up to date information regarding social, emotional and mental health
- Have had opportunity to liaise with and share good practice amongst staff from similar settings
- Have been able to update their own CPD through regular training pertinent to their needs.
- Feel confident to use the resources discussed at each session

## **Suggested target audience:**

All staff supporting their school delivery of the graduated approach for social, emotional and mental health especially Learning Mentors and staff working in Nurture Groups.

**Maximum people per course:** 20+

**Venue:** Progress House

# Sounds-Write

Sounds-Write is a Quality First phonics programme, which is fully evidence and research-based. The 4-day course been described by OFSTED as “outstandingly thorough” training. It provides a comprehensive system with which to teach reading, spelling and writing. Sounds-Write is a highly structured, multi-sensory synthetic phonic programme which can be taught with the minimum of resources. It provides fast and effective teaching and learning for pupils, both as Quality First whole class teaching, group or individual teaching, at all levels and ability.

**Duration:** 4 days (Please note that attendance at all four days is mandatory)

**Cost:** £510.00

If Sounds Write is part of whole school staff development in the teaching of phonics, a reduction of £100 per trainee can be applied – please contact to discuss.

**Date(s):** 30<sup>th</sup> September to 3<sup>rd</sup> October, 2019 8:45 am – 4:00pm

20<sup>th</sup> to 23<sup>rd</sup> January, 2020 8:45 am – 4:00pm

15<sup>th</sup> to 18<sup>th</sup> June, 2020 8:45 am – 4:00pm

## Aims:

- To enable participants to teach Sounds-Write with rigour and confidence, using an apprenticeship model and a mediated learning approach

## Objectives: At the end of the course participants will:

- Understand the theory of how we learn to read and spell.
- Understand the underlying principles of the programme.
- Be confident in using simple, diagnostic assessment, planning and delivery of the programme.
- Be confident in understanding and using mediated learning for the best outcomes.

## Suggested target audience:

Teaching Assistants (Level 3 / HLTA), SENCOs, Teachers, Learning Mentors. We would respectfully ask for a minimum C grade at GCSE level English.

**Maximum people per course:** 20+

**Venue:** Progress House

# Sounds-Write Follow Up

**Duration:** ½ day

**Cost:** £45.00

**Date(s):** 19<sup>th</sup> June, 2020 9.00 am – 12.00 noon

## **Aims:**

- To provide an opportunity to review current practice in school.

## **Objectives: At the end of the course participants will:**

- To meet other Sounds-Write professional and share good practice.
- To discuss any areas of difficulty and consider solutions.
- To have the opportunity to re-visit lessons and best practice in Sounds-Write.
- To consider the logistics of teaching a Sounds Write programme in small groups, one to one or whole class.

## **Suggested target audience:**

Any staff who have completed the 4 day Sounds-Write Training

**NB: Please bring your Sounds-Write File with you**

**Maximum people per course:** 20+

**Venue:** Progress House

# Sounds-Write Refresher

**Duration:** 1 day

**Cost:** £90.00

**Date(s):** 4<sup>th</sup> October, 2019

9.00 am – 4.00 pm

## **Aims:**

- To support previously trained participants to teach Sounds-Write, a highly structured, multi-sensory, synthetic phonic programme.

## **Objectives: At the end of the course participants will:**

- Have updated their skills in the principles and practice of the Sounds-Write programme.
- Be confident in delivering the Sounds-Write programme with rigour and conviction.
- Be confident in using simple, diagnostic assessment, planning and delivery of the programme.
- Be confident in understanding and using mediated learning for the best outcomes.

## **Suggested target audience:**

Previously trained Teaching Assistants, SENCOs, Teachers and Learning Mentors.

**NB: Please bring your Sounds-Write File with you**

**Maximum people per course:** 20+

**Venue:** Progress House

# Supporting Early Number Skills

**Duration:** ½ day

**Cost:** £45.00

**Date:** 2<sup>nd</sup> June, 2020 9.00 am – 12.00 noon

## **Aims:**

- To understand why pupils find difficulty counting, understanding early addition and subtraction and place value
- To have a range of ideas and teaching strategies to support early number knowledge

## **Objectives: At the end of the course participants will:**

- Be aware of some of the difficulties pupils encounter when learning about number
- Have a range of practical games, activities and strategies to support pupils

## **Suggested target audience:**

Teaching Assistants in KS1 and early KS2

**Maximum people per course:** 20+

**Venue:** Progress House

# Supporting mainstream pupils with language difficulties

**Duration:** ½ day

**Cost:** £45.00

**Date(s):** 5<sup>th</sup> February, 2020 1.00 pm to 4.00 pm

## **Aims:**

- To have a greater understanding of why language skills are important
- To understand the difference between expressive and receptive language difficulties and where difficulties might be
- To begin to understand how language develops and the implications for pupils who have language difficulties

## **Objectives: At the end of the course participants will:**

- Understand the significance of language as a foundation for learning
- Be able to recognise some expressive and receptive language difficulties
- Understand and be able to support language difficulties within the classroom
- Be able to modify teaching methods to ensure that all pupils can access the curriculum

**Suggested target audience:** Class Teachers

**Maximum people per course:** 20+

**Venue:** Progress House

# Supporting Pupils with additional needs (Secondary)

**Duration:** ½ day

**Cost:** £45.00

N.B. this course is free of charge to 'Buy Back' Secondary schools  
(1 place for annual ½ day weekly buy back, 2 places for 1 day weekly buy back)

**Date(s):** 18<sup>th</sup> September, 2019                      9.00 am – 12.00 noon  
1<sup>st</sup> June, 2020    9.00 am – 12.00 noon

## **Aims:**

- To equip Teaching Assistants with practical ways of supporting learning
- To look at how students learn
- To examine a variety of sources and understand how they can inform our work with young people

## **Objectives: At the end of the course participants will:**

- Understand how students learn
- Have an appreciation of the types of data to advise their work
- Have looked at the skills necessary to develop good relationships with students
- Be equipped with a variety of ways to support students learning

## **Suggested target audience:**

Teaching Assistants who are new to post from Secondary Settings

**Maximum people per course:** 20+

**Venue:** Progress House

# Supporting SEMH in Early Years

**Duration:** Full day

**Cost:** £90.00

**Date(s):** 25<sup>th</sup> November, 2019                      9.00 am – 4.00 pm

## **Aims:**

- To consider the importance of Social, emotional and Mental Health in the Early Years.
- To provide strategies to support children with SEMH needs in the Early Years.
- To share resources to support children's SEMH in the Early Years.

## **Objectives: At the end of the course participants will:**

- Have an understanding of how staff can support children's SEMH within the Early Years.
- Have knowledge of the relevant assessment tools to monitor pupils' development and progress.
- Be able to share knowledge and good practice with other professionals in school.

## **Suggested target audience:**

Primary SENCOs, Pastoral Staff, and staff working within the foundation stage.

**Maximum people per course:** 20+

**Venue:** Progress House



# Supporting Transition for children with complex needs

**Duration:** Full day

**Cost:** £90.00

**Date(s):** 6<sup>th</sup> May, 2020 9.00 am – 4.00 pm

## **Aims:**

- To consider the importance of a planned transition for children with complex needs.
- To provide strategies to support children through transition.
- To share resources to support transition.

## **Objectives: At the end of the course participants will:**

- Have an understanding of the positive impact of a carefully planned and coordinated transition for children with complex needs.
- Have a bank of practical resources to support transition.
- Have a completed action plan for next steps in developing transition within their setting.

## **Suggested target audience:**

Primary SENCOs, Pastoral staff and staff supporting children on a 1:1.

**Maximum people per course:** 20+

**Venue:** Progress House

# Supporting Year 4 with Learning Times Tables

**Duration:** Half day

**Cost:** £45.00

**Date(s):** 10<sup>th</sup> March, 2020 9.00 am – 12.00 Noon

## **Aims:**

- To provide knowledge and activities to support pupils in the acquisition of Times Tables facts in preparation for the Y4 Times Tables Test.

## **Objectives: At the end of the course participants will:**

- Understand some of the difficulties pupils encounter when learning about multiplication.
- Have a bank of effective teaching ideas, activities and strategies for supporting pupils who struggle to retain times tables facts.

## **Suggested target audience:**

Teachers and teaching assistants from Y3/Y4

**Maximum people per course:** 20+

**Venue:** Progress House

# Talking Partners @ Primary

Talking Partners @Primary is a targeted, time-limited intervention (10weeks) designed to improve the way that children communicate across the curriculum, enabling them to become independent, skillful speakers and listeners. It is delivered three times weekly in a group of 3 pupils for 25mins. During a 10wk programme, pupils typically make 18mths progress in their productive, oral language. It also has many applications in the classroom, ensuring that skills are generalised.

**Duration:** 2 days

**Cost:** £350 (2 people from setting)  
£250 (1 person)

<b>Date(s):</b>	26 <sup>th</sup> November, 2019	9.00 am – 4.00 pm
	27 <sup>th</sup> November, 2019	9.00 am – 4.00 pm
	16 <sup>th</sup> March, 2020	9.00 am – 4.00 pm
	17 <sup>th</sup> March, 2020	9.00 am – 4.00 pm

## **Aims:**

- To enable participants to teach an Intervention Programme in order to improve pupils' speaking and listening skills, ensuring accelerated progress and improvement in communication across the curriculum and beyond.

## **Objectives: At the end of the course participants will:**

- Understand the importance of speaking and listening across the curriculum and the links with literacy
- Understand key teaching strategies
- Experience the range of activities and observe a number of modelled sessions
- Be confident in assessing, planning, delivering and evaluating the Talking Partners programme

## **Suggested target audience:**

Teaching Assistants (Level 3 / HLTA), SENCOs, Teachers and Learning Mentors

...continued over

# Talking Partners @ Primary

## Please Note:

- That it is preferable for school to train a “Talking Partner” alongside a Co-Ordinator (usually a Teacher, Literacy Co-Ordinator or SENCO).
- A member of the school’s Senior Leadership Team is invited for the morning of Day 2, free of charge, in order to gain an understanding of the programme, its benefits and what it entails for the Partner. This is a most effective way of ensuring that the programme has the optimum impact.
- The training will consist of two days followed by a period of time where trainees can practice the programme in school, with support from the trainers in the form of planned visits.

Maximum people per course: 20+

Venue: Progress House

# Talking Partners @ Secondary

**Duration:** 2 days and ½ day follow up sessions

**Cost:** £350 (2 people from setting)  
£250 (1 person)

N.B. this course is free of charge to 'Buy Back' Secondary schools  
(1 place for annual ½ day weekly buy back, 2 places for 1 day weekly buy back)

<b>Date(s):</b>	4 <sup>th</sup> & 5 <sup>th</sup> November, 2019	9.00 am – 4.00 pm
	25 <sup>th</sup> March, 2020 follow up ½ day	9.00 am – 12.00 pm
	23 <sup>rd</sup> & 24 <sup>th</sup> March, 2020	9.00 am – 4.00 pm
	1 <sup>st</sup> July, 2020 follow up ½ day	9.00 am – 12.00 pm

## **Aims:**

- To enable participants to deliver an Intervention programme in order to improve pupils' speaking and listening skills.
- To support pupils' accelerated progress and improvement in communication across the curriculum and beyond.

## **Objectives: At the end of the course participants will:**

- Understand the importance of speaking and listening across the curriculum
- Understand the key teaching strategies
- Experience the range of activities and observe a number of modelled sessions
- Be confident in assessing, planning, delivering and evaluating the Talking Partners programme

## **Suggested target audience:**

Teaching Assistants (Level 3 / HLTA), SENCOs, Teachers, Learning Mentors

**Maximum people per course:** 20+

**Venue:** Progress House

...continued over

# Talking Partners @ Secondary

## Please Note:

- That it is preferable for school to train a “Talking Partner” alongside a Co-Ordinator (usually a Teacher, Literacy Co-Ordinator or SENCO).
- A member of the school’s Senior Leadership Team is invited for the morning of Day 2, free of charge, in order to gain an understanding of the programme, its benefits and what it entails for the Partner. This is a most effective way of ensuring that the programme has the optimum impact.
- The training will consist of two days followed by a period of time where trainees can practice the programme in school, with support from the trainers in the form of planned visits.

# Team Teach – Foundation Course

**Duration:** 1 day (9:00 – 16:00)

**Cost:** £100.00

<b>Date(s):</b>	10 <sup>th</sup> December, 2019	9.00 am – 4.00 pm
	25 <sup>th</sup> February, 2020	9.00 am – 4.00 pm
	13 <sup>th</sup> May, 2020	9.00 am – 4.00 pm

## **Aims:**

- To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies.
- To reduce the amount of serious incidents by emphasising the importance of positive behaviour management strategies.
- To increase the awareness of recording and reporting all incidents involving restrictive physical interventions.

## **Objectives: At the end of the course participants will:**

- Have knowledge of relevant legal standards and expectations related to use of reasonable force.
- Have knowledge of aggression and conflict, being able to recognise some typical signs and causes.
- Have knowledge of the importance of using de-escalation strategies where possible.

## **Suggested target audience:**

All School Staff

**Maximum people per course:** 20+

**Venue:** Progress House

# Theory & Practice of Nurture Groups

**Duration:** 3 days (9:00 – 16:00)

**Cost:** £500.00

**Date(s):** 3<sup>rd</sup> February, 2020  
4<sup>th</sup> February, 2020  
24<sup>th</sup> April, 2020

## Aims:

- The practicalities of setting up and running a nurture group – early years, primary and secondary
- Up-to-date research in attachment theory and neuroscience
- Child development and learning
- Developing an in-depth understanding of the Boxall Profile and using it to refer to children and young people, set targets and put in place practical strategies to support a smooth transition back into class
- Developing the curriculum for a Nurture Room
- Developing a whole-school nurturing approach
- Monitoring and evaluation through a structured, evidence-based, planned approach

## Resource pack will include:

- Updated course materials
- A copy of the Boxall Profile
- A copy of the Beyond the Boxall strategies
- Delegates have the opportunity to submit an assignment at NGN certificate level

## Suggested target audience:

School staff who wish to set up and run a nurture group. It is also suitable for practitioners who want to adopt a more nurturing approach while working with children who have SEMH difficulties.

**Maximum people per course:** 20+

**Venue:** Progress House



# Trauma Informed Schools

**Duration:** Full day

**Cost:** £90.00

**Date(s):** Wednesday 9<sup>th</sup> October, 2019 9.30 am – 4.00pm

“Increasing your awareness about the trauma a person has experienced and the impact it has on them can help you when they become anxious or disruptive.

As you sharpen your understanding of their experience, your relationship will strengthen, and that rapport can make your interventions more successful.”

Crisis Prevention Institute 2017

## **Aims:**

- Develop awareness about key trauma related concepts.
- Gain an understanding of trauma’s effects on behaviour.
- Learn how Adverse Childhood Experiences can impact on social and emotional development

## **Objectives: At the end of the course participants will:**

- Gain strategies for preventing re-traumatization.
- Have a greater understanding of De-Escalation strategies.

## **Suggested target audience:**

SENCOs, Pastoral staff, Inclusion Managers, Teaching Assistants and Teachers working within Foundation Stage, KS1-4

**Maximum people per course:** 20+

**Venue:** Progress House