



E-Training Programme

Spring 2021

Free training for staff working in mainstream schools and settings
in Waltham Forest.

- vision impairment • hearing impairment
- autism • learning difficulties
- cognitive disabilities, including dyslexia

Book your place at www.sendsuccess.org.uk/events

SENDSuccess is the name for the Outreach Service in Waltham Forest

Our specialist areas of support are:

- Vision Impairment
- Hearing Impairment
- Autism
- Learning and Cognitive disabilities, including SpLD (Dyslexia)

We work with Waltham Forest to help mainstream colleagues to meet the needs of pupils with SEND and one of the most effective ways we can do this is through training.

Due to Covid-19, all of our central training will be delivered virtually until further notice. In this booklet you can find information about the courses that we are running this term. Courses are free for all staff working in maintained mainstream nursery settings, primary and secondary schools within Waltham Forest.

The sessions below are colour-coded by subject area

Hearing Impairment, Vision Impairment, Autism, Learning Difficulties, General,

Bookings will close 2 days before the training. When you place a booking, you will receive a calendar invitation with the link to join the training, which must be accepted in order to guarantee your place on the course.

Online training and resources -

Sign up for our free online training modules available at:

www.sendsuccess.org.uk/schools/training/

There is also a range of informative resources and webinars to help you in supporting your pupils with SEND at: www.sendsuccess.org.uk/schools/resources/

For more information and to book a place on any of the courses listed please visit our website:

www.sendsuccess.org.uk/events



enquiries@sendsuccess.org.uk



@SENDSuccessnews

SPRING 2021

<p>Tuesday 5th January</p> <p>1.00 - 3.00pm</p>	<p>Teaching Emotions to Pupils with Autism</p>	<p>Find out why pupils with autism have difficulty understanding feelings and learn some practical strategies to help them improve their skills in this area</p> <p><i>Suitable for primary and secondary staff supporting pupils with autism</i></p>
<p>Managing SEN Behaviour</p> <p>This course will help you to think about behaviours of concern which you may come across when working with pupils with SEND, how to approach this as a professional and work in a positive way with your pupils to enable them to develop self-regulation skills and emotional awareness</p> <p><i>Suitable for primary and secondary staff supporting SEN pupils</i></p>		
<p>Wednesday 6th January</p> <p>4.00 - 6.00 pm</p>	<p>Part 1</p>	<p>An introduction to behaviours of concern</p> <p>This first session will develop our understanding of behaviour as communication - the key to supporting our pupils with SEND</p> <p><i>Suitable for teachers and teaching assistants</i></p>
<p>Wednesday 13th January</p> <p>4.00 - 6.00pm</p>	<p>Part 2</p>	<p>Developing emotional awareness and encouraging calming strategies when working with pupils with SEND</p> <p>This course will teach you why pupils with SEND (and in particular, a diagnosis of autism) may often have difficulties understanding feelings. You will learn some practical strategies to help them improve their skills in this area.</p> <p><i>Suitable for teachers and teaching assistants</i></p>
<p>Monday 11th January</p> <p>3.30 - 5.30 pm</p>	<p>AET Making Sense of Autism</p>	<p>Basic autism awareness training for all staff within school-age education settings. This training will give you a better understanding and awareness of autism and the way it affects pupils in school.</p> <p><i>For all staff including teaching assistants, transport staff, lunchtime staff, senior management, governors and administrators</i></p>

<p>Tuesday 12th January</p> <p>3.30 pm - 4.30pm</p>	<p>Deaf Awareness Part 1</p>	<p>This training has been split into 2 sessions, please make sure when you book that you sign up for both Part 1 and Part 2. The training will cover:</p> <ul style="list-style-type: none"> • Levels and types of hearing loss • Hearing devices • Legislation • School responsibilities • Teaching strategies • Adjustments for Covid-19
<p>Tuesday 19th January</p> <p>3.30 - 4.30pm</p>	<p>Deaf Awareness Part 2</p>	<p><i>This training is especially important for those members of staff working directly with a hearing-impaired student, but will also be relevant for all staff working in schools</i></p>
<p>Thursday 14th January</p> <p>3.00 - 5.00 pm</p>	<p>SENCo Forum</p>	<p>Half termly meeting for SENCos to network and keep in touch with national and local SEN issues.</p> <p>AGENDA DISTRIBUTED TO SENC0's PRIOR TO MEETING</p>
<p>Thursday 21st January</p> <p>3.00 - 5.00 pm</p>	<p>Writing social narratives and comic strip conversations</p>	<p>This training will include an introduction of both strategies, when and how to use them.</p> <p>The training will also demonstrate why these approaches help autistic pupils.</p> <p>The course will give you an opportunity to write a story that you can use in school.</p> <p><i>For all staff working with pupils with autism in primary and secondary schools</i></p>

<p>Monday 25th January</p> <p>1.00 - 4.00 pm</p>	<p>AET Extending and Enhancing Good Autism Practice</p>	<p>This course is suitable for you if you would like to develop your practice further when working with pupils with a diagnosis of autism</p> <p>This course will enable delegates to deepen their understanding of autism and the implications for practice.</p> <p>This training will:</p> <ul style="list-style-type: none"> • Explore theories of autism and consider the implications for practice. • Provide practical strategies to support practitioners as they develop their knowledge, skills and understanding of effective autism practice. • Enable practitioners to reflect on their practice and share their enhanced knowledge more widely across their organisation <p><i>For teachers, teaching assistants and SENDCOs who have already done the AET Good Autism Practice training</i></p>
<p>Tuesday 26th January</p> <p>4.00 to 6.00 pm</p>	<p>AET Leading Good Autism Practice - Part 1</p>	<p>We are delivering this in an e-training format over 4 sessions. Please make sure you sign up for all sessions in order to complete the course.</p>
<p>Tuesday 2nd February</p> <p>4.00 to 6.00 pm</p>	<p>AET Leading Good Autism Practice - part 2</p>	<p>The training will:</p> <ul style="list-style-type: none"> • Enhance delegates' knowledge and understanding of good autism practice • Help delegates to question, evaluate and develop autism practice within their setting
<p>Tuesday 9th February</p> <p>4.00 to 6.00 pm</p>	<p>AET Leading Good Autism Practice - Part 3</p>	<ul style="list-style-type: none"> • Provide delegates with the tools to audit staff skills and identify training needs • Develop skills and knowledge so that delegates can support their organisation to meet/exceed the requirements of external reviewers such as Ofsted and be compliant with legislative requirements.
<p>Tuesday 23rd February</p> <p>4.00 to 6.00 pm</p>	<p>AET Leading Good Autism Practice - Part 4</p>	<ul style="list-style-type: none"> • This session will bring lead practitioners from a range of organisations together to discuss, share and develop practice and understanding.

		<i>For staff who have a leadership role that includes responsibility for developing provision for pupils on the autism spectrum within a school setting</i>
Wednesday 27th January 3.15 pm - 4.45pm	ADHD in the Primary Classroom: Strategies to support attention and learning.	<p>“He keeps calling out”, “He won’t sit still”, “How do I get him started on his work?”</p> <p>In this first session we will look at answering these and many other questions and concerns you may have about a young person with ADHD and explore how to set them up to succeed in your classroom.</p> <p><i>Suitable for staff supporting children with ADHD In Primary settings.</i></p>
Thursday 28th January 3.45 - 5.15 pm	Core strategies for teaching dyslexic pupils	<p>This session will introduce you to effective strategies for delivering literacy interventions. It will include:</p> <ul style="list-style-type: none"> • core principles of effective literacy intervention • Introduction to Precision teaching and how it can be used to teach Literacy • Spelling intervention - core techniques • Instructional reading - how to develop reading skills through guided reading <p>This workshop is a step by step, introductory session that will enable practitioners to begin using a range of techniques more confidently during Literacy intervention.</p> <p><i>Suitable for staff supporting pupils with memory retention difficulties and SpLD</i></p>

<p>Monday 1st February</p> <p>3.30 - 5.00 pm</p>	<p>AET Progression Framework</p>	<p>This training provides an overview of the AET Autism Progression Framework 2.0 which is available free from the AET website. Participants will develop:</p> <ul style="list-style-type: none"> • Understanding of how the progression framework relates to the broader educational context • Familiarity with the content and key features of the progression framework • Skills in identifying learning goals and measuring progress for children and young people on the autism spectrum in areas specific to their individual needs <p><i>This session is suitable for practitioners working with autistic children and young people in mainstream or specialist early years, schools or post 16 settings.</i></p>
<p>Thursday 4th February</p> <p>4.00 - 5.30 pm</p>	<p>Using special interests to motivate pupils with Autism - The Power Card Strategy</p>	<p>The Power Card strategy was originally developed by Elisa Gagnon in the 1980s.</p> <p>It is a research-based, flexible approach, which uses a child's special interests to support them to make sense of social situations, understand the meaning of language and teach new academic and behavioural skills.</p> <p>In this session, you will learn about the strategy and write your own Power Card for a child you work with.</p> <p><i>Suitable for all practitioners working with pupils with autism</i></p>

<p>Tuesday 8th February</p> <p>3.30 - 4.30 pm</p>	<p>Mental Health and Hearing Impairment</p>	<p>This course will enable delegates to gain a deeper understanding of how a hearing impairment can impact an individual's mental health.</p> <p>The training will aim to:</p> <ul style="list-style-type: none"> • Help delegates to understand the additional difficulties a student with a hearing impairment may face. • Give consideration as to how these difficulties may directly impact their Mental Health and well-being. • Discuss strategies to support these issues. • Look at the additional impact Covid 19 has had on Mental Health and Well-being. <p><i>This course is suitable for anyone working with students with a Hearing Impairment.</i></p>
<p>Tuesday 9th February</p> <p>3.45 pm - 5.15pm</p>	<p>Supporting the learning of students with ADHD - Secondary</p>	<p>Learn how to support students with ADHD in the secondary phase. The training will help you understand how to support students in the following ways:</p> <ul style="list-style-type: none"> • Strategies to aid weak Executive Function skills • How to support students maintain attention and focus in the classroom <p>How to help with emotional regulation and impulse control</p>
<p>Thursday 11th February</p> <p>3.15 pm - 4.45pm</p>	<p>ADHD in the Primary Classroom - Strategies to support behaviour.</p>	<p>'The better the system, the less you'll have to do!'</p> <p>This second session will focus on the strategies, structures and practical tools you can implement to facilitate positive relationships and behaviours in a child with ADHD.</p> <p><i>Suitable for staff supporting children with ADHD in Primary settings.</i></p>
<p>Monday 22nd February</p> <p>1.00 - 4.00 pm</p>	<p>AET Complex Needs and Participation - Part 1</p>	<p>For staff in specialist settings who support pupils on the autism spectrum who have complex needs. This may mean a pupil with additional learning needs and/or pupils who may be pre-verbal, but could also mean those pupils who have a</p>

<p>Monday 8th March</p> <p>1.00 - 4.00 pm</p>	<p>AET Complex Needs and Participation - Part 2</p>	<p>'complex' diagnosis in that autism presents of one of many other needs or co-occurring conditions.</p> <p><i>Suitable for staff supporting pupils with complex needs</i></p> <p><i>To get the AET certificate you must attend both sessions</i></p>
<p>Tuesday 23rd February</p> <p>10.00am -12.00 pm Break for lunch</p> <p>1.00 pm - 3.00 pm</p>	<p>Writing a Behaviour support plan</p>	<p>Participants will develop their understanding of why pupils with autism may have unusual and at times challenging behaviours and learn practical strategies for preventing and managing unwanted behaviours.</p> <p>Participants will write a BSP for a pupil they support during this workshop</p> <p><i>Suitable for staff working with pupils with autism who have behaviours that challenge</i></p>
<p>Tuesday 23rd February</p> <p>3.30 - 4.30 pm</p>	<p>Mental Health and Hearing Impairment</p>	<p>This course will enable delegates to gain a deeper understanding of how a hearing impairment can impact an individual's mental health.</p> <p>The training will aim to:</p> <ul style="list-style-type: none"> • Help delegates to understand the additional difficulties a student with a hearing impairment may face. • Give consideration as to how these difficulties may directly impact their Mental Health and well-being. • Discuss strategies to support these issues. • Look at the additional impact Covid 19 has had on Mental Health and Well-being. <p><i>This course is suitable for anyone working with students with a Hearing Impairment.</i></p>
<p>Tuesday 23rd February</p> <p>3.30 - 4.30 pm</p>	<p>VI Awareness and how to support a VI student - Part 1 (Support in the classroom)</p>	<p>Find out about the impact of visual impairment and how to improve outcomes for children with VI in KS 1&2.</p>

		<p>This is a 2 -part course. Please make sure you book a place for both sessions</p> <p><i>Suitable for all teachers and teaching assistants</i></p>
<p>Tuesday 2nd March</p> <p>3.30 - 4.30 pm</p>	<p>VI Awareness and how to support a VI student - Part 2 (IT and Mobility Support)</p>	
<p>Thursday 25th February</p> <p>4.00 - 6.00 pm</p>	<p>Autism and Anxiety</p>	<p>This course will focus on:</p> <ul style="list-style-type: none"> • Anxiety and the impact on autistic students • Protective factors to help with anxiety • Strategies for the physical environment • Behaviour analysis to identify anxiety related behaviours • Calming strategies <p><i>SENCOs, SEN teachers, specialist autism provision teachers PRU teachers HLTAs, experienced</i></p>
<p>Inclusion Essentials - Training for new staff</p> <p>We would like to offer you a series of training sessions over this academic year which aim to provide you with a SEND Toolkit of Inclusion Essentials.</p> <p>The programme sessions build up a foundation of practical skills which aim to equip all new staff with a crucial understanding in how to make inclusion work for the children and young people with SEND that they work with.</p>		

<p>Thursday 4th March</p> <p>3.30 pm - 4.30 pm</p>	<p>Inclusion Essentials: Numeracy Support for students with SEND</p>	<p>How can we support our learners who struggle to retain basic number facts or have a poor sense of number? What about those children who have difficulty with mental maths, estimating or seem anxious when tackling word problems?</p> <p>This training will focus on how to make Maths more visual, collaborative and engaging so that children are able to build their mental flexibility, problem-solving skills, number sense and confidence in Maths through a range of multi-sensory approaches.</p> <p><i>Suitable for staff supporting students with Maths learning difficulties and Dyscalculia in Primary and Secondary settings.</i></p>
<p>Friday 5th March</p> <p>3.45 pm - 5.15pm</p>	<p>Supporting the learning of students with ADHD - Secondary</p>	<p>Learn how to support students with ADHD in the secondary phase. The training will help you understand how to support students in the following ways:</p> <ul style="list-style-type: none"> • Strategies to aid weak Executive Function skills • How to support students maintain attention and focus in the classroom • How to help with emotional regulation and impulse control
<p>Wednesday 10th March</p> <p>3.00 pm - 5.00 pm</p>	<p>Managing the sensory profile for autistic learners</p>	<p>This course will give an overview of each sensory area and the impact this will have on the child in the school setting. The training will include informal assessment tools and how to interpret this information to adjust the school setting.</p> <p><i>Suitable for primary and secondary staff supporting pupils with autism</i></p>
<p>Thursday 11th March</p> <p>4.00 pm - 6.00 pm</p>	<p>AET Making Sense of Autism</p>	<p>Basic autism awareness training for all staff within school-age education settings. This training will give you a better understanding and awareness of autism and the way it affects pupils in school.</p> <p><i>For all staff including teaching assistants, transport staff, lunchtime staff, senior management, governors and administrators</i></p>

<p>Monday 15th March</p> <p>3.00 - 4.00 pm</p>	<p>Visuals for autistic pupils</p>	<p>This short course will help you to understand the reasons why visual cues are so important for pupils with autism and introduce you to a range of visuals which can be used to support them.</p> <p><i>Suitable for all teachers and teaching assistants</i></p>
<p>Tuesday 16th March</p> <p>3.45 pm - 5.15pm</p>	<p>Intervention strategies for Dyslexic pupils to support Literacy and SEMH</p>	<p>Learn the core principles and strategies for effective literacy intervention, including how to support the self-esteem and self-concept of students with dyslexia.</p>
<p>Tuesday 16th March</p> <p>3.30 pm - 5.00pm</p>	<p>An introduction to PDA</p>	<p>What is PDA and how does it fit into the autism spectrum? Useful classroom strategies for pupils with a diagnosis of PDA</p> <p><i>Suitable for all staff working with pupils with autism/PDA</i></p>
<p>Thursday 25th March</p> <p>3.00 pm - 4.30pm</p>	<p>Building Behaviour Patterns to support learning in children with Down's Syndrome</p>	<p>When a child with Down's Syndrome has communication difficulties, they will often express themselves through their behaviour - these behaviours can interfere with their learning and negatively impact self-esteem.</p> <p>In this session we will:</p> <ul style="list-style-type: none"> • look at some of the typical behaviours you may encounter • explore how to help the child express their needs more successfully through communication tools and systems • understand the importance of positive relationships • explore calming and self-regulation strategies • have the opportunity to look at the processes involved in writing a successful behaviour support plan. <p><i>Suitable for staff working with pupils with Down's Syndrome in Primary and Secondary settings.</i></p>

<p>Friday 26th March</p> <p>3.00 pm - 4.30pm</p>	<p>Identifying and supporting girls with ADHD</p>	<p>This training will develop your understanding of how to identify the signs of ADHD in girls, which can present differently to boys and support girls with ADHD.</p> <p>Girls with ADHD are more likely to experience low self-esteem and anxiety than boys with ADHD. In this training session, you will learn how to help girls with ADHD to develop healthy coping mechanisms and to manage time and the demands of school with less anxiety.</p>
<p>Monday 29th March</p> <p>3.30- 5.30 pm</p>	<p>AET Making Sense of Autism</p>	<p>Basic autism awareness training for all staff within school-age education settings. This training will give you a better understanding and awareness of autism and the way it affects pupils in school.</p> <p><i>For all staff including teaching assistants, transport staff, lunchtime staff, senior management, governors and administrators</i></p>
<p>Wednesday 31st March</p> <p>3.30 pm - 4.30pm</p>	<p>Supporting children with Cerebral Palsy in the Primary Classroom</p>	<p>Cerebral Palsy is the most common cause of physical disability in childhood and children with Cerebral palsy have a very wide range of needs that can impact on learning in many different ways. In this session you will look at how to minimise the impact of this disability and make your classroom more inclusive for children with CP by:</p> <ul style="list-style-type: none"> ○ developing a greater understanding what Cerebral Palsy is including causes and types, ○ exploring a range of approaches to support the development of skills in the areas of communication, fine motor, gross motor and attention. ○ understanding good wheelchair mobility practice. <p><i>Suitable for staff working with pupils with Cerebral Palsy in Primary and Secondary settings.</i></p>