

SEND and Inclusion Centralised Training Offer for Schools and Settings



*Together we support and empower children and young people with SEND to live well,
learn well, and lead happy and fulfilling lives.*

Academic year 2023-2024

Our Vision Statement

Together we support and empower children and young people with SEND to live well, learn well, and lead happy and fulfilling lives.

We are thrilled to share with you our 2023-24 Centralised Training offer to schools and settings in Milton Keynes. We have worked hard with our stakeholders and carefully considered feedback from school leaders to create an offer which fits purpose and is appropriate to the needs of our children and young people in Milton Keynes.

Our co-production values aim to be a 'golden thread' running through all SEND Strategy activities and are integral to our partnership working across education, health and care. Therefore, we have ensured that our offer includes sessions from our SALT, Educational Psychologists and Healthcare colleagues.

Sessions will be offered either face to face or via TEAMS; the course will also outline if this is a webinar-based session (information giving) or an interactive session (opportunities for discussion).

Courses are organised into the priority areas outlined in the Local Area SEND Strategy and covers the following five areas:

- Communication and Interaction, including Autism
- Emotional and Social Wellbeing and Mental Health
- Complex Needs
- Inclusion
- Transitions

This is the first draft of the document and courses will continue to be added at different points in the year. Updated editions of the document will be shared via the Local Offer pages, as well as directly with SENCOs via email and during half termly SENCO Quadrant Team meetings.

We also strongly encourage SENCOs to attend the regular SENCO Quadrant Meetings to receive the latest updates from the MKC SEND Team, supporting external agencies, local organisations supporting SEND, and national initiatives and policy.

Wider MKC colleagues are able to attend sessions where relevant to their work and where numbers can accommodate the request.

How to enrol on a course

Please apply for the training courses via email: SENDtraining@milton-keynes.gov.uk stating the course, the date, who will be attending and their email address. **If a number of different staff members are attending from the same school/setting it is VITAL that you send the separate email addresses of all attendees.**

Applications for training MUST be sent at least 48 hours before the start of the training.

For sessions delivered via MS Teams, email invites will be sent to participants with a MS Teams link, at least the day before each session.

If you have any queries, please email:

SENDtraining@milton-keynes.gov.uk

Cancellations

In the event that you are no longer able to attend a course, you must email SENDsupport@milton-keynes.gov.uk at least 48 hours in advance.

For subsidised external courses where payment has been taken, we will be unable to give refunds for cancellations made less than five working days before the event.

For external courses where there has not been a charge, cancellations less than five days before the event or no shows on the day will be charged a discretionary £50 fee.

Course Evaluation

We ask everyone to complete an evaluation form at the end of training sessions either in paper form or using a link shared via the **MS Team invite**. Following completion of the evaluation, course certificates and any relevant resources will be sent out.

We take your feedback about training very seriously and your remarks will guide us when planning future training.

CPD Programme in schools

SENDCO's and Leaders to consider how the resources below can be used to create a CPD programme which can be planned throughout your year and be implemented into your INSET days/team meetings.

Dyslexia: [The Dyslexia-SpLD Trust - Home](#)

Free whole school SEND CPD: [Whole School SEND Home Page | Whole School SEND](#)

Occupational Therapy resources: [Milton Keynes Children and Young People's Occupational Therapy Team :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](#)

SALT resources: [Milton Keynes Children's Speech and Language Therapy Services :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](#)

MK SEND Video Resources: [Parent and carer programmes | Milton Keynes City Council \(mksendlocaloffer.co.uk\)](#)

Parent/Carer Programmes

Please see the Parent/Carer Programme Booklet for information about the range of courses and workshops available to parents.

Further workshops and question and answer sessions are delivered throughout the year in collaboration with SENDIAS, PACA and Carers MK.

Parents can find out more information and book onto these sessions by:

Email SENDSupport@milton-keynes.gov.uk

MK SEND Local Offer [Milton Keynes City Council \(mksendlocaloffer.co.uk\)](#)

MK SEND Local Offer Facebook www.facebook.com/MKSEND

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Communication and Interaction- including Autism

| Course title | Date and time | Delivery method | Delivered by: | Suitable for: |
|--|---|---|---|--------------------|
| <p>Understanding and effectively supporting ASC in Primary schools</p> <p>Click here for course details</p> | <p>Wednesday 20th March 2024</p> <p>3:30 – 5:00</p> | MS Teams | Inclusion Specialist Teaching Team | Primary |
| <p>Understanding and effectively supporting ASC in Secondary schools</p> <p>Click here for course details</p> | <p>Wednesday 27th March 2024</p> <p>3:30 – 5:00</p> | MS Teams | Inclusion Specialist Teaching Team | Secondary |
| <p>Understanding and effectively supporting ASC in the Early Years</p> <p>Click here for course details</p> | <p>*NB it is strongly recommended that you attend all three sessions</p> <p>Spring</p> <p>Session 1 11.03.24 9.30-11am</p> <p>Session2 18.03.24 9.30-11am</p> <p>Session 3 25.03.24 9.30-11am</p> | <p>MS Teams</p> <p>Face to face Civic offices 1.01</p> <p>Face to face Civic offices 1.01</p> | <p>Inclusion Specialist Teaching Team</p> <p>Early Years Speech and Language Therapy Team</p> | Early Years |

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|---|---|------------------------|--|---|
| | | | | |
| <p>Autism in Girls: Understanding and supporting girls with Autism Spectrum Condition and Social Communication difficulties</p> <p>Click here for course details</p> | <p>Spring</p> <p>02.02.24 3:30-5:00pm</p> <p>Summer</p> <p>12.06.24 3:30-5:00pm</p> | <p>MS Teams</p> | <p>Senior Educational Psychologist (autism specialist)</p> | <p>Primary</p> <p>Secondary</p> |

Emotional and Social Wellbeing and Mental Health

| Course title | Date and time | Delivery method | Delivered by: | Suitable for: |
|--|---|--|--|---|
| <p>Emotionally Based School Avoidance: Putting MK guidance into practice in your school context</p> | <p>Spring</p> <p>18.01.24 1-3pm</p> <p>21.03.24 12.45-3.30pm</p> <p>Summer</p> <p>02.05.24 12.45-3.30pm</p> | <p>Face to face</p> <p>Civic Offices</p> | <p>Educational Psychology Service and Inclusion Specialist Teaching Team</p> | <p>Secondary – 07.12.23/21.03.24</p> <p>Primary – 18.01.24/02.05.24</p> |

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|--|---|--------------|------------------------------------|------------------|
| Click here for course details | | | | |
| <p>How to prevent and de-escalate behaviours that challenge</p> <p>Click here for course details</p> | <p>Spring 13.03.24 3.30-5pm</p> | MS Teams | Inclusion Specialist Teaching Team | Primary |
| <p>Emotional regulation using 'Zones' – practical approaches to support children using Zones of Regulation (for Primary)</p> <p>Click here for course details</p> | <p>Spring 04.03.24 3.30- 5pm</p> | Face to face | Inclusion Specialist Teaching Team | Primary |
| <p>Emotional regulation using 'Zones' – practical approaches to support children using Zones of Regulation (for Secondary)</p> <p>Click here for course details</p> | <p>Spring 18.03.24 3.30-5pm</p> | Face to face | Inclusion Specialist Teaching Team | Secondary |

Complex needs

| Course title | Date and time | Delivery method | Delivered by: | Suitable for: |
|--|---|-------------------------------|--|--|
| <p>Sensory differences in children with SEND in the Early years</p> <p>Click here for course details</p> | <p>Spring 26.02.24 12.30- 2.30pm</p> | Face to face | Inclusion Specialist Teaching Team | <p>Early Years Foundation stage</p> |
| <p>Creating positive opportunities to support children's sensory Needs</p> <p>Click here for course details</p> | <p>Spring 07.03.23 1.30- 3.30pm</p> | Face to Face Room 1.04 | <p>Deputy Team Leader - Senior Inclusion & Intervention</p> <p>OT from Walnuts</p> | Primary and Secondary |

Inclusion

| Course title | Date and time | Delivery method | Delivered by: | Suitable for: |
|--|------------------------------|--|-------------------------------------|---|
| <p>Annual Reviews and Statutory processes</p> | <p>6th March 2024</p> | Face to face Civic- Room: 101 Civic | EHCP Practice Leader and Assessment | <p>Primary Secondary</p> |

| | | | | |
|--|---|----------|---|--|
| Click here for course details | 1-2pm | | Practice Leader | |
| EHC Assessment process Click here for course details | Spring 20th March 2024 1pm - 2pm | MS Teams | EHCP Practice Leader and Assessment Practice Leader | Early Years Primary Secondary |
| Effective use of precision teaching Click here for course details | Spring Part 1 of 2: 07.03.24 1-3pm Part 2 of 2: 28.03.24 1-3pm | MS Teams | Educational Psychology Service | Primary Secondary |
| Writing Outcomes Click here for course details | Spring: 31st January 10am – 11.30am | MS Teams | Assessment Practice Leader | Primary Secondary |
| An overview of Clicker 8 as an inclusive classroom tool to support learning across the curriculum | Spring | MS Teams | Crick Soft Representative | Primary Secondary |

| | | | | |
|--|----------------------|-----------------|--------------------------------------|-------------------------|
| Click here for course details | | | | |
| <p>An overview of Docs Plus as an inclusive classroom learning tool to support learning across the curriculum and in exams – for Secondary Schools</p> <p>Click here for course details</p> | <p>Spring</p> | <p>MS Teams</p> | <p>Crick Software representative</p> | <p>Secondary</p> |

Communication and Interaction- including Autism

Understanding and Effectively Supporting Autism Spectrum Conditions (ASC) in Primary schools.

Course summary:

The sessions will focus on communication and interaction, using structure to support learning for individuals with ASC in Primary school settings

Trainers:

Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

- An overview of Autism
- ASC/Social Communication Needs (SCN) differences
- Strategies to support children with ASC/SCN
- Positives and strengths of ASC

Course dates and time: Wednesday 20th March 2024 3:30 – 5:00

Venue: Remote training via Microsoft Teams

Who should attend? This training is useful for SLT, behaviour leads, mental health leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting

Communication and Interaction- including Autism

Understanding and Effectively Supporting Autism Spectrum Conditions (ASC) in Secondary schools.

Course summary:

The sessions will focus on communication and interaction, using structure to support learning for individuals with ASC in Secondary school settings

Trainers:

Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

- An overview of Autism
- Focussing on specific areas to support young people with ASC in secondary school
- Sensory
- Behaviours that challenge
- Puberty
- Relationships

Course dates and time: Wednesday 27th March 2024 3:30 – 5:00

Venue: Remote training via Microsoft Teams

Who should attend? This training is useful for all school practitioners, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Communication and Interaction- including Autism

Understanding and Effectively Supporting ASC in the Early Years.

Course summary:

An introduction to Autism and how it may present in primary aged children, including strategies and resources to support anxiety, routines, communication and interaction.

Trainers:

Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

Session 1:

- Become familiar with ASC and how this can present in young children
- Become familiar with the Hanen communication stages for young children with ASC
- Plan and set appropriate short-term outcomes using 'Communication Stages.'

Session 2:

- Consider how you can plan for play and learning skills at the different communication stages, including use of visual structure.

Session 3:

- Consider the impact of sensory preferences and how you might support these.

Course dates and time: Spring term

Session 1:

Monday 11 March 2024 at 9 – 11am

Venue: Remote training via Microsoft Teams

Session 2:

Monday 18 March 2024 at 9.30-11am **Venue:** Civic offices 1.01

Session 3:

Monday 25 March 2024 2023 at 9.30-11am **Venue:** Civic offices 1.01

Who should attend? This training is useful for all school practitioners, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting

Communication and Interaction- including Autism

Understanding and Supporting Girls with Autism Spectrum Conditions (ASC) and Social Communication Difficulties.

Course summary:

Until recently, it was thought that autism was more common in boys than girls. However, it is now recognised that girls tend to exhibit the traits of autism in a less traditionally obvious way. Often their presentation has been described as “more subtle” than in boys. However, it seems that many autistic females copy others and use “masking” to try to hide their differences and “fit in”. This constant effort to be more like others can be exhausting, as well as leading girls to feel unsupported, frequently resulting in mental health difficulties.

Trainers: Senior Educational Psychologist

Course content: This training session aims to give insight into common experiences of autistic girls and provide staff with practical strategies to address the difficulties they face.

Course dates and time:

Spring: 2nd February 3:30-5:00

Summer: 12th June 3:30-5:00

Venue: MS Teams

Who should attend? This training is useful for all school practitioners, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Emotional and Social Wellbeing and Mental Health

Emotionally Based School Avoidance (EBSA): Putting MK guidance into practice in your school context.

Course summary:

Emotionally Based School Avoidance (EBSA) is a term used to describe a group of children and young people who experience significant challenges in attending school due to emotional factors, often related to feelings of fear and anxiety.

We have updated this workshop to include current thinking in the field and new practical support ideas. This workshop aims to support school leaders and school staff to implement evidence and practice-based strategies to support a return to school and stabilise school attendance.

We will emphasise key approaches to supporting children and young people experiencing EBSA. To strengthen Milton Keynes' response to the impact of EBSA, these approaches are also shared in the workshop offered to parents and carers.

You will work collaboratively with other attendees to practise using some of the materials available and to develop your thinking and knowledge of action planning to support children and young people experiencing EBSA.

Prior to the workshop, you may find it helpful familiarise yourself with the MK [EBSA Guidance for Schools Part 1](#) and the practical support working document: [EBSA Guidance for Schools Part 2](#) as we will be referring to these documents during the session.

Trainers: Educational Psychology Service

Course dates and time:

| Autumn Term | Spring Term | | Summer Term |
|---|---|--|---|
| Thursday 7 th December 2023 1-3pm Secondary Schools | Thursday 18 th January 2024 1-3pm Primary schools | Thursday 21 st March 2024 12.45-3.15pm Secondary schools | Thursday 2 nd May 2024 12.45-3.15pm Primary schools |
| Civic offices 1.21 Max attendees 10 | Civic offices 1.22 Max attendees 10 | Civic offices 1.04 Max attendees 12 | Civic offices 1.04 Max attendees 12 |

Who should attend? Due to the nature of the session, at least two members of staff need to attend per school. Members of staff who are in a position to make strategic decisions about processes should attend as well as members of staff from the same school who are working more directly with children, young people and families to support them with their experiences of EBSA and with the process of reintegration. Up to 2 attendees per school.

Emotional and Social Wellbeing and Mental Health

How to prevent and de-escalate behaviours that challenge

Course summary:

Using a positive behaviour approach, we will focus on

- Functions of behaviour
- Proactive and preventative strategies to reduce the occurrence of behaviours that concern/challenge.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team

Course dates and time:

Spring: Wednesday 13th March 3.30- 5pm

Venue: MS Teams

Who should attend? Primary School practitioners. This training is useful for mental health leads, behaviour leads, teachers, SENCOs, teaching assistants and learning mentors working within a mainstream setting

Emotional and Social Wellbeing and Mental Health

Emotional regulation using Zones - for Primary schools

Emotional Regulation – Developing use of Zones (Primary)

Course summary: This training session follows on from the introductory session in the Autumn term. The training aims to provide staff with practical ways to continue to embed emotional regulation skills and the use of Zones, exploring ways to develop understanding and build on first steps when delivering the Zones of Regulation programme.

Trainers: Members of the SEND Team - Inclusion and Assessment

Course content:

- To recap the four Zones and how they are introduced to pupils
- To consider practical resources to support delivery of the Zones in primary schools
- To recognise the impact of work on emotional regulation through case studies
- To consider SMART outcomes linked to emotional regulation and the use of Zones
- To identify ways to develop the programme at primary level.

Course date and time:

Primary Session

Spring: 4th March 2024

3.30- 5pm

Venue: Howe Park Primary School

Who should attend?

This training is for SENDCOs, class teachers, staff working in pastoral or wellbeing roles or Teaching Assistants supporting children with SEND.

Bookings

Email: SENDtraining@milton-keynes.gov.uk

Please state the course, the date, who will be attending and their email address.

If a number of different staff members are attending from the same school/setting it is VITAL that you send the separate email addresses of all attendees.

Emotional and Social Wellbeing and Mental Health

Emotional regulation using Zones - for Secondary schools

Emotional Regulation – Developing use of Zones (Secondary)

Course summary: This training session follows on from the introductory session in the Autumn term. The training aims to provide staff with practical ways to continue to embed emotional regulation skills and the use of Zones, exploring ways to develop understanding and build on first steps when delivering the Zones of Regulation programme.

Trainers: Members of the SEND Team - Inclusion and Assessment

Course content:

- To recap the four Zones and how they are introduced to pupils
- To consider practical resources to support delivery of the Zones in secondary schools
- To recognise the impact of work on emotional regulation through case studies
- To consider SMART outcomes linked to emotional regulation and the use of Zones
- To identify ways to develop the programme at secondary level.

Course date and time:

Secondary Session

Spring: 18th March 2024

3.30-5pm

Venue: TBC

Who should attend?

This training is for SENDCOs, class teachers, staff working in pastoral or wellbeing roles or Teaching Assistants supporting children with SEND.

Bookings

Email: SENDtraining@milton-keynes.gov.uk

Please state the course, the date, who will be attending and their email address.

If a number of different staff members are attending from the same school/setting it is VITAL that you send the separate email addresses of all attended.

Complex needs

Sensory differences in children with SEND in the Early years

Course summary:

Sensory differences can have a significant impact on children with SEND needs, including ASC, ADHD, and developmental co-ordination difficulties. This can affect their ability to communicate, play and interact along with behaviour changes especially when overwhelmed.

The course will give a greater understanding of the sensory issues that can be experienced by children and how reasonable adjustments can be made, along with understanding the difference between sensory breaks and activity breaks and practical strategies to support children in early years.

Trainers: Inclusion Specialist Teaching Team

Course content:

- Awareness of sensory differences and how this might present itself in children and developing emotional regulation
- Practical activities to support children's needs including sensory resources and activity breaks
- How and when you may use sensory or activity breaks
- Consider how sensory needs can be incorporated into the curriculum including sensory stories
- Share ideas with colleagues

Please come dressed in comfortable clothing to join in activities (not compulsory)

Course dates and time:

Spring: 26th February 12.30- 2.30pm

Venue: Civic Offices room 1.02

Who should attend? EY setting practitioners and EYFS practitioner

Complex Needs

Creating positive opportunities to support children's sensory needs

Course summary:

- The course helps practitioners to consider the sensory challenges on children with SEN and understanding their needs.
- Proactive approaches will be shared to support pupils and to know what interventions are available to support.
- It will also provide a valuable opportunity to share good practice and ideas with others.

Trainer: Deputy Team Leader - Senior Inclusion & Intervention and OT from Walnuts

Course dates and time:

Spring: 7th March 2024
1.30- 3.30pm

Venue: Civic Room 1.04

Who should attend? Primary and Secondary School practitioners. This training is useful for teachers, SENCos, teaching assistants, mental health leads, behaviour leads, and learning mentors working within a mainstream setting.

Inclusion

Annual Reviews and Statutory processes

Course summary:

Supporting school staff to understand their roles and responsibilities as part of the Annual Review processes

Trainers: EHCP Practice Leader and Assessment Practice Leader

Course content:

- Statutory expectations
- MK processes
- Understanding your role and responsibilities
- Q&A

Course dates and time: Spring

6th March 2024 1-2pm

Venue: Civic Room 1.01 (Limited to 12 attendees)

Who should attend? This training is useful for teachers, Inclusion Managers and SENDCos, Senior managers in schools

Inclusion

EHC Assessment process

Course summary:

The majority of Children and Young People with SEND will be supported within their mainstream school through the graduated approach, quality first teaching, targeted and personalised support.

Some children with more complex or long term needs that are impacting on their ability to access learning and develop independence may require an Education, Health and Care plan (EHCP)

This session will explain the paperwork required to support a request to assess and what happens at each point of the 20 week process. The session will also aim to dispel some of the myths around assessments

Trainers: EHCP Practice Leader and Assessment Practice Leader

Course content:

- Graduated approach to supporting children and young people with additional needs
- Understanding MK SEND processes; including SEND Support Plan, SEND Inclusion Forum, making EHC needs assessment requests, the 20-week statutory process.
- High Needs Top Up Funding
- Change of Placement

Course dates and time:

20th March 2024 1pm – 2pm

Venue: Remote training via Microsoft Teams

Who should attend? Staff working in EY settings, primary and secondary schools and colleges and FE; including SENDCos, SENAs, Inclusion Managers, members of the Senior Management Team, Head Teachers, LA colleagues who work regularly with schools and settings

Inclusion

Effective use of Precision Teaching/ Monitoring

Course summary:

Precision Teaching (Monitoring) is a structured, systematic way of planning, monitoring, and evaluating progress. It supports and develops the accuracy and fluency of reading, spelling, and Maths skills.

Which pupils will it benefit?

- Pupils who know something one day and not the next day, or the week after.
- Pupils who are struggling to make progress in reading words, spelling, and basic Maths skills.

Course Content:

Session 1:

- An overview of Precision Teaching (monitoring)
- Theory underpinning Precision Teaching
- How to monitor the process so that it is effective
- Take part in practical activities involved in Precision Teaching

Session 2:

- Sharing ideas for teaching input
- Different uses of Precision Teaching e.g., maths
- Graph interpretation
- Common errors when running Precision Teaching

Trainers: Educational Psychologist

Course dates and time:

Spring:

- Thursday 7th March 2024 at 1pm – 3pm
- Thursday 28th March 2024 at 1pm-3pm

Please note both sessions need to be attended.

Venue: Remote training via Microsoft Teams

Who should attend?

This training is useful for SENCOs, teachers, LSAs planning to run Precision Teaching interventions who are working in mainstream Primary and Secondary School. It is best to come in pairs so that practical activities can be completed.

Inclusion

Writing Outcomes

Course summary:

The SEND code of Practice (2014) refers to an outcome as follows;

“An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.” (Section 9.66)

Outcomes are the opportunity for everyone involved in the child’s support to plan realistic steps that are needed to enable the child or young person to achieve longer term goals and aspirations.

The session will focus on what makes a good outcome, we will look at how to write a person centred outcome which is Specific, Measurable, Achievable, Realistic, Time bound (SMART) that is designed around the young persons needs as opposed to linked to the provision available.

The session will be suitable for young people at SEND support stage as well as EHC, as it will support writing outcomes that can be used within a SEND support plan and also at point of review of the plan.

Trainers: Assessment Practice Leader

Course dates and time: 31st January 10-11.30am

Venue: MS TEAMS

Inclusion

Tribunals and Mediation

Course summary:

The majority of parents and carers are happy with the EHC plans in place and schools that their child attends however there are times when families are in dispute with the LA. This session aims to cover a schools position within the formal mediation process and what to expect if a child in your school is involved in a tribunal process. The paperwork and evidence required from a school will be explained along with a sharing of some of the findings from recent tribunals. This session is not an opportunity to discuss an individual case but to provide a general overview of what to expect.

Trainers: EHCP Practice Leader and Assessment Practice Leader

Course dates and time: 15th January 3-4pm

Venue: Remote training via Microsoft Teams - Webinar

Inclusion

Clicker 8 (Primary) and Docs Plus (Secondary) as an inclusive classroom tool to support the learning across the curriculum.

Training Summary:

- Cricksoft.com offer dedicated training and resources.
- They offer bespoke training session for your school about using the software (See below for details)

- There are free tutorials online by visiting:
Clicker: [Clicker Basics | Crick Software](#)
Docs Plus: [DocsPlus training | Crick Software](#)

- There are **Free Webinars available:**
- Clicker: [Clicker - Free webinars | Crick Software](#)
Docs Plus: [DocsPlus - Free webinars | Crick Software](#)

- There are **Free Consultations:**
- Clicker: [Free Clicker consultation | Crick Software](#)
- Doc Plus - [Free DocsPlus consultation | Crick Software](#)

What the bespoke training offers:

- Customised sessions – duration and content are tailored to your school’s needs
- Best practice demonstrations for using our software in Literacy and across the curriculum.
- Exploration of our ready-made **LearningGrids** resources
- Opportunities to create relevant resources that you can use with your pupils immediately.
- Plenty of time for questions
- Session recording for your future reference / refresher training

To discuss the content and pricing of a bespoke training, you can [book a customer care meeting](#) or give them a call on [01604 671691](#).

