

# 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](mailto: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](mailto: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](mailto: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](mailto: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](http://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><b>Autism in Girls: Understanding and supporting girls with Autism Spectrum Condition and Social Communication difficulties</b></p> <p><a href="#">Click here for course details</a></p>	<p><b>Summer</b></p> <p>12.06.24 3:30-5:00pm</p>	<p><b>MS Teams</b></p>	<p>Senior Educational Psychologist (autism specialist)</p>	<p><b>Primary</b></p> <p><b>Secondary</b></p>

## Emotional and Social Wellbeing and Mental Health

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p><b>Emotionally Based School Avoidance: Putting MK guidance into practice in your school context</b></p> <p><a href="#">Click here for course details</a></p>	<p><b>Summer</b></p> <p>02.05.24 12.45-3.15pm</p>	<p>Face to face</p> <p>Civic Offices</p>	<p>Educational Psychology Service and Inclusion Specialist Teaching Team</p>	<p><b>Primary</b></p>

<p><b>Introduction to PDA: understanding and supporting demand avoidant students</b></p> <p><a href="#">Click here for course details</a></p>	<p><b>Summer</b></p> <p>26/6/24</p> <p>3:30-5:00 pm</p>	<p><b>MS Teams</b></p>	<p>Educational Psychologist</p>	<p><b>Primary</b></p> <p><b>Secondary</b></p>
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## Complex needs

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p><b>Creating positive opportunities to support children's sensory Needs</b></p> <p><a href="#">Click here for course details</a></p>	<p>Summer</p> <p>13.06.24</p> <p>1pm-3pm</p>	<p>Face to Face</p> <p>Civic – Room to be confirmed</p>	<p>Deputy Team Leader - Senior Inclusion &amp; Intervention</p> <p>OT from Walnuts</p>	<p><b>Primary and Secondary</b></p>

## Inclusion

<b>Course title</b>	<b>Date and time</b>	<b>Delivery method</b>	<b>Delivered by:</b>	<b>Suitable for:</b>
<b>Writing Outcomes</b>  <a href="#">Click here for course details</a>	<b>Summer:</b> <b>22.05.24</b> <b>3.30-4.30pm</b>	MS Teams	Assessment Practice Leader	<b>Primary</b>  <b>Secondary</b>

## Transitions

<b>Supporting the transition of children with complex needs into Foundation Stage</b>  <a href="#">Click here for course details</a>	20.06.24 12.30 – 2pm	Face to face  Civic Room 1.01	<b>Specialist Teachers</b>	<b>Primary</b>
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## 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:**

Summer: 12<sup>th</sup> 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:

Summer Term
Thursday 2 <sup>nd</sup> May 2024
12.45-3.15pm
Primary schools
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

### **Introduction to PDA: understanding and supporting demand avoidant students**

#### **Course summary:**

This training is an introduction for school staff who have come across the term PDA but want to know more. Perhaps you have worked with a child who has been described as having a PDF profile, or perhaps you're questioning whether PDA is an appropriate description for a young person in your care. Perhaps you already know something about PDA but still have lots of questions: What does PDA stand for? (Pathological Demand Avoidance? Pervasive Demand Avoidance? Pervasive Drive for Autonomy?) Is it part of the autism spectrum, or a separate condition? Is it a real, diagnosable condition? This training will cover these questions and more, explaining the key features of a PDA profile, discussing the issue of identifying PDA, and helping you understand how PDA can feel, before going on to describe helpful approaches to support and care for children and young people who display characteristics that fit the PDA profile.

**Trainer:** Samantha Upchurch – Educational Psychologist

#### **Course dates and time:**

**Summer:** 26<sup>th</sup> June 3:30-5pm

**Venue:** MS Teams

**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.

## 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:

**Summer:** 13<sup>th</sup> June 1-3pm

**Venue:** Civic - Room TBC

**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**

### **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:** Specialist Teaching Team

**Course dates and time:** 22<sup>nd</sup> May 3.30-4.30pm

**Venue:** MS TEAMS

## Transition

### Supporting the transition of children with complex needs into the Foundation Stage

**Course summary:** This session will consider how you can support the transition of children with complex needs entering your Foundation stage for the first time in September 2024.

**Trainers:** Members of the SEND Specialist Teaching Team

**Course content:**

The training will look at the following:

- Adaptations to environment
- Strategies to support language and communication.
- Developing engagement and attention skills
- Consideration of how to interpret and positively support behaviour.

**Course date and time:**

Thursday 20<sup>th</sup> June 2024, 12.30-14.00

**Venue:**

Room 1.01

Civic Offices

Milton Keynes City Council

**Who should attend?** Primary school practitioners supporting children with complex needs in the Foundation Stage. This training is useful for SENCOs, Foundation Stage Leads, class teachers, TAs and learning mentors.