

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 SENDtraining@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><u>Click here for course details</u></p>	<p>28th November 3:30pm – 4:30pm</p>	<p>MS Teams</p>	<p>Inclusion Specialist Teaching Team</p>	<p>Primary</p>
<p>Understanding and effectively supporting ASC in Secondary schools</p> <p><u>Click here for course details</u></p>	<p>6th December 3:30- 4:30pm</p>	<p>MS Teams</p>	<p>Inclusion Specialist Teaching Team</p>	<p>Secondary</p>

<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>Autumn</p> <p>Session 1 13.10.23 9.30-11am</p> <p>Session 2 20.10.23 9.30-11am</p> <p>Session 3 03.11.23 9.30-11am</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</p> <p>Face to face</p> <p>MS Teams</p> <p>Face to face</p> <p>Face to face</p>	<p>Inclusion Specialist Teaching Team</p> <p>Early Years Speech and Language Therapy Team</p>	<p>Early Years</p>
<p>Supporting the needs of children at the earliest stages of communication</p>	<p>*NB You will need to attend both session 1 and session 2</p>		<p>Speech and Language Therapy Service.</p>	<p>Early Years</p>

<p>Click here for course details</p>	<p>Autumn</p> <p>Session 1 Tues 19.09.2023 or Wed 20.09.2023 3:30-4:30pm</p> <p>AND</p> <p>Session 2 Early interaction skills: Tues 14.11.2023 3:30-4:30pm OR Using tools (AAC): Wed 15.11.2023 3:30-4:30pm</p>	<p>MS Teams</p> <p>MS Teams</p>		
<p>Early Years Communication Training</p> <p>Click here for course details</p>	<p>Please note attendees must attend both sessions to complete the training</p> <p>Autumn</p> <p>Group A</p> <p>Session 1 Tues 03.10.23 9:30-12</p> <p>AND</p> <p>Session 2 Tues 17.10.23 9:30-12</p>	<p>MS Teams</p>	<p>Speech and language therapy service</p>	<p>Early Years</p>

	Group B Session 1 Tues 14.11.23 9:30-12 AND Session 2 Tues 28.11.23 9:30-12			
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Emotional and Social Wellbeing and Mental Health

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
Emotionally Based School Avoidance: Putting MK guidance into practice in your school context Click here for course details	Autumn 07.12.23 1-3pm Spring 18.01.24 1-3pm 21.03.24 1-3pm Summer 02.05.24 1-3pm	Face to face Civic Offices	Educational Psychology Service and Inclusion Specialist Teaching Team	Secondary – 07.12.23/21.03.24 Primary – 18.01.24/02.05.24
Using language to positively support behaviour	Autumn 18.10.23 3.30-5pm	MS Teams	Inclusion Specialist Teaching Team	Primary Secondary

Click here for course details				
<p>How to prevent and de-escalate behaviours that challenge</p> <p>Click here for course details</p>	<p>Autumn 22.11.23 3.30-5pm</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>Autumn 09.10.23 3:30 – 5:00pm</p>	Face to face Civic Offices	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>Autumn 06.11.23 3:30 – 5:00pm</p>	Face to face Civic Offices	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>Autumn 02.11.23 9.30-11.30</p>	Face to face	Inclusion Specialist Teaching Team	<p>Early Years Foundation stage</p>

Inclusion

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p>EHC Assessment process</p> <p>Click here for course details</p>	<p>20th October 9-10am 20th March 1pm - 2pm</p>	MS Teams	EHCP Practice Leader and Assessment Practice Leader	<p>Early Years Primary Secondary</p>
<p>Role of the Early Years SENCo – a course for Early Years SENCO's</p>	<p>*NB you will need to attend all three sessions</p>	MS Teams	Inclusion Specialist Teaching Team	Early Years

<p>Click here for course details</p>	<p>Autumn - Session 1:</p> <p>17th November 9am -10:30am</p> <p>Session 2:</p> <p>24th November 9am – 10:30am</p> <p>Session 3:</p> <p>1st December 9am -10:30am</p>			
<p>Effective use of precision teaching</p> <p>Click here for course details</p>	<p>*NB you will need to attend both sessions</p> <p>Autumn 16.11.23 3.30-4.45pm</p> <p>And 14.12.23 3.30 – 4.45pm</p> <p>Spring 07.03.24 1-3pm</p>	MS Teams	Inclusion Specialist Teaching Team	Primary Secondary

<p>Effective support for children with Downs Syndrome</p> <p>Click here for course details</p>	<p>Autumn 13.11.23 9.30-12.00</p>	<p>Face to face Civic Offices</p>	<p>Inclusion Specialist Teaching Team</p>	<p>Early Years Primary Secondary</p>
<p>Writing Outcomes</p> <p>Click here for course details</p>	<p>1st November 2pm – 3:30pm</p> <p>31st January 10am – 11.30am</p>	<p>Face to face Civic Offices</p>	<p>EHCP Practice Leader and Assessment Practice Leader</p>	<p>Primary Secondary</p>
<p>New to SEND – Whole school awareness</p> <p>Click here for course details</p>	<p>11th October 9:30 - 11am</p>	<p>Face to face Civic offices</p>	<p>Inclusion Specialist Teaching Team</p>	<p>Primary Secondary</p>
<p>Tribunals and Mediation</p> <p>Click here for course details</p>	<p>15th January 3pm - 4pm</p>	<p>MS Teams - webinar</p>	<p>EHCP Practice Leader and Assessment Practice Leader</p>	<p>Primary Secondary</p>
<p>How to support learners with working memory difficulties across the curriculum</p>	<p>Autumn 20.11.23 1.00-3pm</p>	<p>Face to face Civic Offices</p>	<p>Inclusion Specialist Teaching Team</p>	

<u>Click here for course details</u>				
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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:

Tuesday 28th November 3.30-4.30pm

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 6th December 3.30-4.30

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: Autumn term

Session 1:

Friday 13 October 2023 at 9 – 10.30am

Venue: Remote training via Microsoft Teams

Session 2:

Friday 20 October 2023 at 9.30-11am **Venue:** Face to Face, Civic Offices room 1.02

Session 3:

Friday 03 November 2023 at 9.30-11am **Venue:** Face to Face, Civic Offices room 1.02

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:** Face to Face

Session 3:

Monday 25 March 2024 2023 at 9.30-11am **Venue:** Face to Face

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: Educational Psychology Service

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:

Autumn TBC

Spring TBC

Summer TBC

Venue:

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

Supporting the needs of children at the earliest stages of communication.

Course summary

Increasingly schools are learning to support children who are at the earliest stages of communication development. They may use or repeat occasional words or use a combination of methods to express themselves e.g., vocalising, looking, facial expression, reaching, gesture, leading, signing, vocalising, using objects. These children may not yet have developed a consistent way to communicate effectively. This may lead to frustration and anxiety.

This course runs over 2 sessions and is designed to equip the learner to have confidence in supporting the communication of skills of children at early stages of communication.

Trainers- This training is delivered by members of the Speech and Language Therapy Service.

Content

Stage 1 session

- What is early communication?
- How does the child already communicate, with whom and why?
- What might be the next steps?
- Understanding your role as the child's communication partner
- Key strategies to support communication • Increasing reasons and opportunities for communication
- Implementing a key strategy with the child you are supporting

Stage 2 sessions: - (attend one of the following two....)

2a: "Supporting children who are early communicators: Early interaction skills" – this session is for those working with children who are still learning about sharing a space or activity with another person. It will cover strategies you can use at pre-intentional or early intentional communication levels, such as intensive interaction, people games and making simple choices between objects.

OR

2b: "Supporting children who are early communicators: Using tools (AAC)" – this session is for those working with children who are starting to make choices, make requests or comment. They will be beginning to recognise visuals and communication tools (e.g. photos, choice boards, now/next, communication boards).

Course dates: NB you will need to attend both session 1 and 2

Stage 1 sessions: Tues 19.09.2023 or Wed 20.09.2023 3:30-4:30pm

Stage 2 sessions (either, depending on need of child you are working with):

- Early interaction skills: Tuesday 14.11.2023 3:30-4:30pm

OR

- Using tools (AAC): Wed 15.11.2023 3:30-4:30pm

Venue: Remote via Microsoft Teams

Who should attend? Training pairs of a Teaching assistant + either teacher or SENCO supporting a child at the earliest stages of communication, as described above.

Where else could you find information about early communication?

More about...	Information available online in MK Schools SLT Team section of www.mkchilslit.co.uk
Early communication	Video (strategy videos for early communication)
Intensive interaction approaches	Information sheet (advice and resources) Video (strategy videos for early communication)
People games	Information sheet (advice and resources) Video (strategy videos for early communication)
Ready steady go games	Information sheet (advice and resources)
Making choices	Information sheet (advice and resources) Video (strategy videos for early communication)
Objects of reference	Video (strategy videos for early communication)
Early play skills	Information sheet (advice and resources) Video (strategy videos for early communication)
Requesting	Video (strategy videos for early communication)
Requesting more, help	Information sheets (advice and resources)
Action words	Information sheet (advice and resources)
Communication boards – Object-action	Information sheet (advice and resources) Video (strategy videos for early communication)
Communication boards – Stage 1	Information sheet (advice and resources) Video (strategy videos for early communication)
Communication boards – Stage 2	Information sheet (advice and resources)

Communication and Interaction- including Autism

Early Years Communication Training

Course summary

Session 1 Typical speech, language and communication development

Session 2 Positive approaches to support communication

By the end of Session 1 session, participants will:

- Have an awareness of the current context relating to Speech, Language and Communication Needs (SLCN).
- Have knowledge of speech, language and communication developmental milestones in children aged 0-5 years.
- Profile a child's speech, language and communication development.
- Have an understanding of universal, targeted and specialist levels of provision.

By the end of Session 2, participants will:

- Have an awareness of strategies to support all children's communication development at the universal and targeted level.
- Consider the role of the environment in supporting speech, language and communication.
- Develop understanding and awareness of resources and considerations for running successful language groups.

Trainers- This training is delivered by members of the Speech and Language Therapy Service.

Course dates: NB you will need to attend both session 1 and 2

Group A

Session 1 - Tuesday 3rd October 9:30-12

Session 2 - Tuesday 17th October 9:30-12

Group B

Session 1 - Tuesday 14th November 9:30-12

Session 2 - Tuesday 28th November 9:30-12

IMPORTANT - BOOKING INFORMATION:

To book a place on our online Early Years Communication Training please contact:

EMMA HORTON – Speech and Language Administration Assistant

via email: emma.horton1@nhs.net

Please supply the attendee's name, setting and email so we can confirm a place and send the relevant training information and links via email.

Contact Number: 01908 725299 for more information

(Please note due to limited space and high demand we can only take a maximum of two staff members from each setting for the training dates above)

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 Mach 2024 1-3pm Secondary schools	Thursday 2 nd May 2024 1-3pm 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

Using language to positively support behaviour

Course summary:

- Using a positive behaviour support approach, we will focus on:
- A reflective look at language used in school
- Language which may escalate behaviours that concern/challenge
- Language which will help deescalate behaviours that concern/challenge
- The impact on behaviours that concern/challenge of reducing the use of language

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

Course dates and time:

Autumn Wednesday 18th October 3.30-5pm

Venue: MS Teams

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

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:

Autumn Wednesday 22nd November 3.30-5pm

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

1. An introduction to the use of Zones in primary schools

2. Developing emotional regulation skills – embedding and expanding use of Zones in primary schools

Course summary:

This training aims to provide staff with an understanding of emotional regulation and practical ways to support young people through use of the Zones of Regulation.

The course is run over **two sessions**, the first in the Autumn term and a second session in the Spring term. Colleagues are asked to attend **both** sessions.

Please note that trainees will need to have attended the initial introductory session before attending the second session.

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

Course content (over two sessions):

- To have an understanding of what is meant by emotional regulation
- To recognise the approach used in the Zones of Regulation
- To become familiar with the four emotional zones
- To gain knowledge of practical application of the Zones
- To consider practical ways in which the Zones could be adopted to support students at a whole school, group, or individual level
- To consider practical resources to support delivery of the Zones
- To consider SMART outcomes linked to emotional regulation and the use of Zones
- To identify ways to develop the programme.

Course dates and time:

Autumn Monday 9th October 2023 at 3.30-5pm

Spring TBC

Venue: Civic Offices room 1.02

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

Emotional and Social Wellbeing and Mental Health

Emotional regulation using Zones - for Secondary schools

1. An introduction to the use of Zones in secondary schools

2. Developing emotional regulation skills – embedding and expanding use of Zones in secondary schools

Course summary:

This training aims to provide staff with an understanding of emotional regulation and practical ways to support young people through use of the Zones of Regulation.

The course is run over **two sessions**, the first in the Autumn term and a second session in the Spring term. Colleagues are asked to attend **both** sessions.

Please note that trainees will need to have attended the initial introductory session before attending the second session.

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

Course content (over two sessions):

- To have an understanding of what is meant by emotional regulation
- To recognise the approach used in the Zones of Regulation
- To become familiar with the four emotional zones
- To gain knowledge of practical application of the Zones
- To consider practical ways in which the Zones could be adopted to support students at a whole school, group, or individual level
- To consider practical resources to support delivery of the Zones
- To consider SMART outcomes linked to emotional regulation and the use of Zones
- To identify ways to develop the programme.

Course dates and time:

Autumn Monday 6th November 2023 3.30-5pm

Spring TBC

Venue: Civic Offices room 1.02

Who should attend? This training is useful for SENDCOs, class teachers, staff working in pastoral or wellbeing roles or Teaching Assistants supporting children with SEND

Emotional and Social Wellbeing and Mental Health

Engagement in learning a PBS approach

Course summary:

Using a positive behaviour approach, we will focus on

- What secondary school students say they like/dislike about the learning in their school.
- Why students may disengage with the learning in school.
- What behaviours are displayed when a CYP disengages with learning.

Proactive, preventative strategies to support students to engage with learning

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

Course dates and time: Video

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:

Autumn: Thursday 2nd November 2023 9.30-11.30

Venue: Civic Offices room 1.02

Who should attend? EY setting practitioners and EYFS practitioner

Complex needs

Physical and medical support

Course summary & Content: Further details to be added in the Autumn term.

Trainers: Inclusion Specialist Teaching Team

Course dates and time: TBC

Venue: TBC

Who should attend? SENCOS, Teachers, Teaching Assistants from primary or secondary schools.

Complex needs

Using Structure and the Engagement Model to Support Purposeful Learning

Course summary & Content:

This training will be delivered by a member of the EHC Specialist Teaching Team and a member of the Walnuts School. It will focus on how you can use engagement to enable children and young people with ASC/ social communication needs to access learning using structured approaches.

Trainers: EHC Specialist Teaching Team and the Walnuts School

Course dates and time: TBC

Venue: TBC - Face to Face

Who should attend? SENCOS, Teachers, Teaching Assistants from primary or secondary schools

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: TBC

Venue: Remote training via Microsoft Teams

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: TBC

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

The Role of the Early Years SENCo – a course for new Early Years SENCos and those wishing to refresh their knowledge

Course Summary:

This three-session course will support practitioners to consider how they can identify SEND, assess needs, and plan for interventions in the early years. It will also support practitioners in their understanding of SEND processes in Milton Keynes.

Trainers:

Inclusion Specialist Teaching Team

Course content:

- What is inclusion?
- The graduated approach
- Assessing progress- new EYFS Framework
- Writing short term outcomes successfully
- Planning and implementing provision
- EHC processes, including use of SEN Support Plans

Course dates and time: TBC

Venue: Remote training via Microsoft Teams

Who should attend?

This training is useful for new SENDCos working in non-maintained early years settings, and for those colleagues who are interested in taking on the role in the future.

Inclusion

Effective use of Precision Teaching

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.
- For pupils who like learning rote facts where fluency and accuracy are essential for progress.

Course Content:

Session 1:

- An overview of Precision Teaching (monitoring)
- To know when it can be used to help support learning key skills
- How to deliver Precision Teaching in a structured systematic way
- How to monitor the process so that it is effective

Session 2:

- In this session, SENCOs, teachers and staff will have this opportunity to share their experiences with each other and ask questions. This is once they have had the opportunity to start and monitor the effectiveness of using the Precision Teaching method.

Trainers: Inclusion Specialist Teaching Team

Course dates and time:

Autumn:

- Session 1: Thursday 16th Nov 3.30- 4.45pm
- Session 2: Thurs 14th Dec 3.30- 4.45pm

Spring:

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

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 Schools

Inclusion

Effective Support for children with Downs Syndrome

Course summary:

Aims to increase understanding of supporting children and young people with Downs Syndrome in schools and settings.

Trainers: Inclusion Specialist Teaching Team

Course content:

- Revisiting and updating what we know about Down Syndrome
- Considering strengths to build upon and challenges to overcome
- How we might support the development of language and communication
- How we can effectively support learning
- How we might consider behaviour and support it proactively

Course dates and time:

Autumn: Monday 13th November 2023 at 9.30-11.30

Venue: Ms TEAMS

Who should attend? Staff in schools and settings supporting children and young people with Downs Syndrome

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: EHCP Practice Leader and Assessment Practice Leader

Course dates and time: TBC

Venue: Civic Offices room TBC

Inclusion

The Graduated approach – Developing your schools universal offer

Course summary: Further details to be added in the Autumn term.

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

Course content: TBC

Course dates and time:

Autumn TBC

Venue: TBC

Who should attend?

This training is useful for school leaders and SENDCos working in a primary or secondary school.

Inclusion

Capturing pupil voice

Course summary: Further details to be added in the Autumn term.

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

Course content: TBC

Course dates and time: TBC

Venue: TBC

Who should attend?

This training is useful for teaching assistants, teachers and SENDCos working in a primary or Secondary mainstream setting.

Inclusion

New to SEND – Whole school awareness

Course summary:

Have you recently employed new staff? Are their staff in your school or setting who are new to SEND? If so, then this course is perfect for them!

The course will begin by looking at essential legislation, inclusive practice for all and offer practical advice for supporting children and young people with SEND. We will look into what working with a SEND CYP entails and how you can further develop your knowledge and understanding. There will be opportunities for discussion and reflection in this session.

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

Course dates and time: 11th October 9:30am to 11am

Venue: Civic Offices

Who should attend?

This training is useful for teaching assistants, teachers and SENDCos working in a primary or Secondary mainstream setting.

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: TBC

Venue: Remote training via Microsoft Teams - Webinar

Inclusion

How to support learners with working memory difficulties across the curriculum

Course summary:

In this session we will discuss the structure of working memory, its crucial role in learning and strategies to reduce barriers and to increase effectiveness.

Trainers: Inclusion Specialist Teaching Team

Course content:

- Our memory system and where working memory fits in.
- The role of working memory in learning.
- Typical working memory capacity in different age groups.
- How to recognise possible working memory difficulties.
- Common barriers to the effectiveness of working memory in schools.
- Strategies to minimise barriers.
- Strategies to increase the effectiveness of working memory to enable things to get done.
- Strategies to support effective storage in and retrieval from long term memory to enable learning to take place.
- Helping learners to help themselves.
- Resources.

Course dates and time:

Autumn- Monday 20th November 1-3pm

Venue: MS TEAMS

Who should attend?

This training is useful for teaching assistants, teachers and SENDCos working in primary and secondary settings.

Inclusion

Dyslexia

Course summary: Further details to be added in the Autumn term.

Trainers: Educational Psychology Service and Inclusion Specialist Teaching Team

Course content:

TBC

Course dates and time: TBC

Venue: TBC

Who should attend?

This training is useful for teaching assistants, teachers and SENDCos working in Primary and Secondary settings.

Inclusion

Successful interventions (Evidence based interventions)

Course summary: Further details to be added in the Autumn term.

Trainers: Educational Psychology Service

Course content: TBC

Course dates and time: TBC

Venue: TBC

Who should attend?

This training is useful for teaching assistants, teachers and SENDCos working in Primary and Secondary settings.

Inclusion

Post 16/18

Course summary: Further details to be added in the Autumn term.

Trainers: TBC

Course content: TBC

Course dates and time: TBC

Venue: TBC

Inclusion

Diagnostic Pathway

Course summary: Further details to be added in the Autumn term.

Trainers: TBC

Course content: TBC

Course dates and time: TBC

Venue: TBC

Inclusion

An overview of Docs Plus as an inclusive classroom tool to support learning across the curriculum and in exams – for Secondary Schools.

Course summary:

Jo Owens from Crick Software will be giving an overview of how 'Docs Plus' can be used as a supportive ICT software program in secondary schools.

Trainers: Members of the SEND Team- Inclusion Specialist Teaching Team and Crick software support representative

Course content:

- General overview of Docs Plus
- Explanation about the different learning grids – differentiation
- How to access and use learning grids across the curriculum
- Use of voice notes
- Use of planning boards
- How pdf reader can support reading
- Use in exams

Course dates and time: TBC

Venue: Remote training via Microsoft Teams

Who should attend?

This training is useful for teaching assistants, teachers and SENDCos working in a Secondary mainstream setting. However, those working in Primary School are also warmly welcome to attend to find out how this software is used in Secondary.

Transitions

Welcome to Year 1! How to make a successful transition for children with SEND

Course content:

- Consider the challenges for children with SEND when they move into Yr 1
- Become familiar with how continuous provision might be offered in Year 1
- Ideas for personalised provision
- Become more familiar with how structured learning might be delivered, for small groups and individuals.
- How to adapt your planning and teaching to support the children's needs

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

Course dates and time: Summer term TBC

Venue: Civic Offices room TBC

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

