

## **SEND 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 2024-2025

## 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 **2024-25** 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 four areas of need and inclusion:

- Social Communication and Interaction
- Cognition and Learning
- Emotional and Social Wellbeing and Mental Health
- Physical and Sensory
- Inclusion

This is the **Second 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.

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.

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

## [How to enroll on a course](#)

Please use the **new booking system** to book and manage training sessions. This is located on the Centralised Training page on the Local Offer.

Use the '**How to book and manage the Centralised Training offer**' for a more detailed step by step guide. Located on the Centralised Training page on the Local Offer.

### **Quick Guide:**

To access the new booking system, you will need to register and create an account with MK Council.

- Visit the **MyCouncil** Website <https://mycouncil.milton-keynes.gov.uk/>

If you already have an account with MK Council, you will need to log in and then:

1. Load the Enrolment Form with one of the options below.
  - a. Click on the link [https://mycouncil.milton-keynes.gov.uk/service/Centralised\\_Training\\_Enrolment](https://mycouncil.milton-keynes.gov.uk/service/Centralised_Training_Enrolment)
  - b. Copy and paste the link **[https://mycouncil.milton-keynes.gov.uk/service/Centralised\\_Training\\_\\_\\_Enrolment](https://mycouncil.milton-keynes.gov.uk/service/Centralised_Training___Enrolment)** into the url address bar.
2. If you are already logged in to the MyCouncil site, the Enrolment Form will load.

### Centralised Training - Search Courses

Course Selection



#### Centralised Training for Professionals

The Milton Keynes SEND Team have produced a Centralised Training Programme for schools and settings across Milton Keynes. This year the offer has been refreshed to include a range of new topics. This is in recognition of the changing landscape of need both locally and nationally, and to help schools and settings to continue to broaden their knowledge and skills to support the inclusion of children and young people with a range of SEND needs. Sessions will be delivered by a range of Specialist Teachers, Educational Psychologists, special school colleagues, and local health partners (including Speech and Language Therapy Services), as well as some external providers.

Priority area \*

Cognition and Learning
Communication and Interaction
Social Emotional and Mental Health (SEMH)
Physical and Sensory
Inclusion

## [Email confirmation of training](#)

You will be sent an email confirmation of the session(S) you have booked, and you will have the option to cancel following the link on the email booking. **Please note that only the staff member who has booked the training will be able to manage the bookings.**

Other staff you have booked onto the training will also receive an email confirmation, but they will not be able to manage their booking.

## [How to manage your bookings](#)

Log onto your MK council account as above to manage your bookings (As above).

Go the 'Requests' on the tab:



Please refer to the '**How to book and manage the Centralised Training offer**' for a step by step guide.

You can still email: [SENDtraining@milton-keynes.gov.uk](mailto:SENDtraining@milton-keynes.gov.uk) for queries.

### Course Evaluation

We ask everyone to complete an evaluation form at the end of training sessions using a link shared via the **MS Team invite**. Following completion of the evaluation 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 \(mksendlocaloffer.co.uk\)](http://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:
<b>Understanding and effectively supporting Autism in Primary schools</b>  <a href="#">Click here for course details</a>	<b>Session 1:</b>  10/10/24 3:30 – 4:30  <b>Session 2:</b>  24/10/24 3:30 – 4:30  <b>Session 3:</b>  21/11/24	<b>Session 1:</b>  On Microsoft Teams  <b>Session 2:</b>  Face to Face, Location to be confirmed  <b>Session 3:</b>	Specialist Teaching Team	Primary teachers and teaching assistants

	3:30 – 4:30  <b><u>MUST ATTEND ALL SESSIONS</u></b>	Face to Face, Location to be confirmed		
<b>Understanding and effectively supporting Autism in Secondary schools</b>  <a href="#">Click here for course details</a>	<b>MUST ATTEND ALL SESSIONS</b> <b>Session 1:</b> 17.10.24 3:30 – 4:30 <b>Session 2:</b> 07.11.24 3:30 – 4:30 <b>Session 3:</b> 28.11.24 3:30 – 4:30	<b>Session 1:</b> MS Teams  <b>Session 2:</b> Face to Face – Watling Academy  <b>Session 3:</b> Face to Face- Watling Academy Secondary	Specialist Teaching Team	Secondary teachers and teaching assistants
<b>Understanding and effectively supporting Autism in the Early Years</b>  <a href="#">Click here for course details</a>	*NB it is strongly recommended that you attend all three sessions  <b>Autumn</b> <b>Session 1:</b> Teams 11.11.24 09.30- 11am <b>Session 2 :</b> in person 18.11.24 09.30- 11am <b>Session 3:</b> in person 25.11.24 09.20- 11am	MS Teams Face to Face	Specialist Teaching Team  Early Years Speech and Language Therapy Team	Early Years

<b>Introduction to PDA: understanding and supporting demand avoidant students</b>  <a href="#">Click here for course details</a>	<b>Spring:</b> 5/2/2025 3:30-5:00  <b>Summer:</b> 22/5/2025 3:30-5:00	MS TEAMS	Educational Psychology Service	Primary and Secondary
<b>Understanding the communication environment - The WHOLE Approach Working Holistically On Language through Environment</b>  <a href="#">Click here for course details</a>	Half-day session delivered on school site, in context, at a mutually convenient time.	Face to Face	CNWL-MK Speech and Language Therapy Schools' Team	Primary  For F2 and/or children just starting to communicate
<b>Developing the communication environment - The WHOLE Approach Working Holistically On Language through Environment</b>	Half-day session delivered on school site, in context, at a mutually convenient time.	Face to Face	CNWL-MK Speech and Language Therapy Schools' Team	Primary  For F2 and/or children just starting to communicate



<a href="#">Click here for course details</a>				
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### **Cognition and Learning**

<b>Course title</b>	<b>Date and time</b>	<b>Delivery method</b>	<b>Delivered by:</b>	<b>Suitable for:</b>
<b>Effective Use Precision Teaching/ Monitoring</b>  <a href="#">Click here for course details</a>	Session 1: Thursday 24 <sup>th</sup> April 1pm-3pm (in person, Civic Offices) Session 2: Thursday 22 <sup>nd</sup> May 1pm-3pm (via Teams)	Face to face Civic Rm:1.02  Online via Microsoft Teams	Educational Psychology Service	Primary and Secondary
<b>Supporting Numeracy: What teaching assistants can do to enable effective learning.</b>  <a href="#">Click here for course details</a>	03.04.25  1.15pm-3pm	Face to Face  Civic Rm:1.25	Educational Psychology Service	Primary and Secondary
<b>Executive Functioning: What</b>	30.04.2025  1-3.30pm	Face to Face  Civic Offices	Educational Psychology Service and	All ages

<p><b>teachers need to know</b></p> <p><a href="#">Click here for course details</a></p>		RM: 1.01	Specialist Teacher	
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### Emotional and Social Wellbeing and Mental Health

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p><b>Attachment and resilience</b></p> <p><a href="#">Click here for course details</a></p>	<p><b>Summer</b></p> <p><b>Provisional date:</b> 12/06/2025 9.30am- 12</p>	<p>Face to face</p> <p>Civic Rm: 1.26</p>	<p>Educational Psychology Service and Specialist Teaching Team</p>	<p>Primary and Secondary</p>
<p><b>Adolescent Brain</b></p> <p><a href="#">Click here for course details</a></p>	<p><b>Summer</b></p> <p><b>Provisional date:</b> 08/05/2025 9.30am - 12</p>	<p>Face to face</p> <p>Civic Rm:1.26</p>	<p>Educational Psychology Service</p>	<p>Secondary School</p>
<p><b>Emotional Regulation Using Zones and Positive Behaviour Support Approaches</b></p> <p><a href="#">Click here for course details</a></p>	<p><b>Autumn</b></p> <p>14<sup>th</sup> October 3.30-5.00</p>	<p>Face to face</p> <p>Venue: tbc</p>	<p>Specialist Teaching Team</p>	<p>Primary and Secondary</p>

### Physical and Sensory

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p><b>Creating positive opportunities to support children's sensory needs for primary and secondary pupils.</b></p> <p><a href="#">Click here for course details</a></p>	<p><b>Autumn:</b> Thursday 5<sup>th</sup> December 2024 1pm-3pm</p> <p><b>Spring:</b> Thursday 27<sup>th</sup> March 2025- 1pm –3pm</p> <p><b>Summer:</b> Thursday 3<sup>rd</sup> July 2025 1pm- 3pm</p>	<p>Face to Face</p> <p>Civic Room 1.25</p>	<p>Specialist Teaching Team and OT</p>	<p>Primary Secondary</p>

### Inclusion

Course title	Date and time	Delivery method	Delivered by:	Suitable for:

<b>Role of the Early Years SENCo – a course for Early Years SENCO's</b>  <a href="#">Click here for course details</a>	<p><b>*NB you will need to attend all three sessions Autumn 2024</b></p> <p><b>Session 1:</b> 12/11/24 9-10.30am</p> <p><b>Session 2:</b> 19/11/24 9-10.30am</p> <p><b>Session 3:</b> 26/11/24 9-10.30am</p>	MS Teams	Specialist Teaching Team	Early Years
<b>Gathering the voice of the child</b>	<p><b>Spring</b></p> <p><b>Thursday 6<sup>th</sup> March 3-5pm</b></p>	Face to Face (venue to be confirmed)	Educational Psychology Service & Specialist Teaching Team	Primary and Secondary
<b>Ordinarily Available Provision for schools and Early Years</b>	<p><b>Summer</b></p> <p>Monday April 28<sup>th</sup> 15.30-16.30</p> <p>Weds May 14<sup>th</sup> 15.30- 16.30</p> <p>Mon June 16<sup>th</sup> 15.30- 16.30</p> <p>Weds July 16<sup>th</sup> 15.30- 16.30</p>	MS TEAMS	Specialist Teaching Team Managers	Early years, Primary and Secondary

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## Communication and Interaction

### **Understanding and Effectively Supporting Autism in Primary schools.**

#### **Course summary:**

Understanding and effectively supporting autism in primary schools

1. A theoretic overview of autism (on Teams)
2. Discussion about individual children and strategies to support (face to face)
3. Review use of, and impact, of strategies (face to face)

#### **Trainers:**

Members of the SEND Team- Specialist Teaching Team

#### **Course content:**

##### Session 1 (via Teams) - A theoretic overview of autism (on Teams) to include:

- Social communication and interaction difficulties
- Restricted, repetitive patterns of behaviour, interests or activities
- Demand avoidance and anxiety.
- Complex needs to include non-verbal, sensory needs, toileting difficulties, obsessions.
- Deciding on case study

##### Session 2 (face to face) – Strategies to support children with autism.

Interactive tasks based on:

- Individual case studies – child's strengths and weaknesses.

- Strategies to support case study child, including looking at resources, the school/classroom environment and sharing ideas.
- Agree action plan/strategies to use in school before next session.

### Session 3 (face to face) - Review use of, and impact, of strategies

Interactive tasks based on:

- Individual case studies – review of action plan/strategies, next steps
- Strategies to support case study child, including looking at resources, the school/classroom environment and sharing ideas.
- Setting outcomes
- Questions and answer session

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

***(Please note that participants must attend all 3 sessions.)***

Session 1 – Thursday 10<sup>th</sup> October 2024 - 3:30 – 4:30

Session 2 - Thursday 24<sup>th</sup> October 2024 3:30 – 4:30

Session 3 – Thursday 21<sup>st</sup> November 2024 3:30 – 4:30

### **Venues:**

Session 1 – **On Teams** (Thursday 10<sup>th</sup> October 2024)

Session 2 -**In person location TBC** (Thursday 24<sup>th</sup> October 2024)

Session 3 – **In person location TBC** (Thursday 21<sup>st</sup> November 2024)

### **Who should attend?**

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

## Communication and Interaction

### **Understanding and Effectively Supporting Autism in Secondary schools.**

#### **Course summary:**

Understanding and effectively supporting autism in secondary schools

1. A theoretic overview of autism (on Teams)
2. Discussion about individual children and strategies to support (face to face)
3. Review use of, and impact, of strategies (face to face)

#### **Trainers:**

Members of the SEND Team- Specialist Teaching Team

#### **Course content:**

##### Session 1 (via Teams) - A theoretic overview of autism (on Teams) to include:

- Social communication and interaction difficulties
- Restricted, repetitive patterns of behaviour, interests or activities
- Demand avoidance and anxiety.
- Complex needs to include non-verbal, sensory needs, toileting difficulties, obsessions.
- Deciding on case study

### Session 2 (face to face) – Strategies to support children with autism.

Interactive tasks based on:

- Individual case studies – child’s strengths and weaknesses.
- Strategies to support case study child, including looking at resources, the school/classroom environment and sharing ideas.
- Agree action plan/strategies to use in school before next session.

### Session 3 (face to face) - Review use of, and impact, of strategies

Interactive tasks based on:

- Individual case studies – review of action plan/strategies, next steps
- Strategies to support case study child, including looking at resources, the school/classroom environment and sharing ideas.
- Setting outcomes
- Questions and answer session

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

***Please note that participants must attend all 3 sessions.***

Session 1 – Thursday 17<sup>th</sup> October 2024 - 3:30 – 4:30

Session 2 – Thursday 7<sup>th</sup> November 2024 - 3:30 – 4:30

Session 3 – Thursday 28<sup>th</sup> November 2024 - 3:30 – 4:30

### **Venues:**

Session 1 – **On Teams** (Thursday 17<sup>th</sup> October 2024)

Session 2 -**In person at Watling Academy Secondary** (Thursday 7<sup>th</sup> November 2024)

Session 3 – **In person at Watling Academy Secondary** (Thursday 28<sup>th</sup> November 2024)

### **Who should attend?**

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



## Communication and Interaction

### **Understanding and Effectively Supporting Autism in the Early Years.**

#### **Course summary:**

An introduction to Autism and how it may present in children aged 2-5 years, including strategies and resources to support communication and interaction, developing early learning skills and positive behaviour management.

#### **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.
- Consider the reason behind behaviour- and how we might address these proactively.

#### **Course dates and time: Autumn term**

**Session 1:** 11<sup>th</sup> November 2024 at 9.30- 11am- TEAMS

**Session 2:** 18<sup>th</sup> November 2024 at 9.30- 11am – Face to Face

**Session 3:** 25<sup>th</sup> November 2024 at 9.30- 11am – 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.

## **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 PDA 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.

**Trainers:** Educational Psychologist

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

**Spring:** Wednesday 5th Feb at 3.30pm

**Summer:** Thursday 22nd May at 3:30 to 5:00 PM

**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.

**UNDERSTANDING THE COMMUNICATION ENVIRONMENT - The WHOLE Approach Working Holistically On Language through Environment FOR F2 AND/OR CHILDREN JUST STARTING TO COMMUNICATE**

**Target audience:** School Senior Leadership Team, SENCOs, teachers and TAs working with children in F2 and 'Nurture/Rainbow'-type rooms, preferably as part of whole-school development.

**Delivered by:** Members of the CNWL-MK Speech and Language Therapy Schools' Team.

Half-day session delivered on school site, in context, at a mutually-convenient time.

**Booking:** Contact the Speech and Language Therapy Service Admin Team at [cnwtr.sltmkservice@nhs.net](mailto:cnwtr.sltmkservice@nhs.net) to be added to the waiting list for the **Collaborative Evaluation**. This will be arranged at a mutually convenient time.

The CNWL-MK Speech and Language Therapy Service to Schools is working to provide the most effective offer to schools, using an evidence-based approach which supports children with their communication throughout the setting.

**We want to work with you to ensure:**

- that all children and young people are supported with their speech, language and communication needs (SLCN) throughout their day
- that school staff are confident to provide an enhanced communication environment to support language learning for all children and young people, especially those with SLCN.

In order to do this, we are offering support to schools to carry out a  
**Collaborative Evaluation of the Communication Environment.**

This session aims to support school staff to explore how they are supporting children within a setting/classroom with their language and communication.

**How?**

We will use the WHOLE Approach (**Working Holistically On Language through Environment**) to spend time with you looking at how you are supporting speech, language and communication in three areas:

- the physical environment and learning context
- the opportunities that are present in the classroom to support language and communication development
- the language learning interactions (the way adults talk/communicate *with* the children)

**How will this help my school?**

- The goal is that you have an environment where the children are engaged and making progress with their learning...
- ...and that staff feel confident in using communication supportive strategies.

**What does this look like for me?**

- We will meet with you and a member of your senior leadership team to discuss the details of the **Collaborative Evaluation of the Communication Environment** and to identify a member of staff who will jointly carry out the evaluation alongside the therapist.
- Following the joint evaluation, we will work together to identify 3 actions to implement in your setting. We will then return to see how you are getting on (approximately 6 months after the first evaluation).
- The initial evaluation takes about 1 hour of joint observation (SaLT and member(s) of the Senior Leadership Team) followed by an hour discussion with member(s) of Senior Leadership Team, Teacher/Room Leader and SENCO.
- If you need support to develop skills in order to implement the identified actions, there are further training offers in the following areas:
  - Language Learning Environments (the physical environment and learning context)
  - Language Learning Opportunities (making use of opportunities that are present in the classroom to support language and communication development)
  - Language Learning Interactions (the way adults talk/communicate *with* the children)

**What next?** Contact the Speech and Language Therapy Service Admin Team at [cnw-tr.sltmkservice@nhs.net](mailto:cnw-tr.sltmkservice@nhs.net) to be added to the waiting list for the **Collaborative Evaluation**. This will be arranged at a mutually convenient time.

## Communication and Interaction

### **DEVELOPING THE COMMUNICATION ENVIRONMENT - The WHOLE Approach Working Holistically On Language through Environment FOR F2 AND/OR CHILDREN JUST STARTING TO COMMUNICATE**

**Target audience:** School Senior Leadership Team, SENCos, teachers and TAs working with children in F2 and 'Nurture/Rainbow'-type rooms, preferably as part of whole-school development.

**Delivered by:** Members of the CNWL-MK Speech and Language Therapy Schools' Team.

Half-day sessions delivered on school site, in context, at a mutually-convenient time.

#### **Pre-requisite learning:**

Prior to booking these sessions, the school will need to have undertaken a **Collaborative Evaluation of the Communication Environment** (see above) with staff from the Speech and Language Therapy Service. That evaluation will determine which of the following three training offers is appropriate.

#### **Language Learning Environments (the physical environment and learning context)**

This session will support participants to explore how to organise the classroom to facilitate speech, language and communication, including:

- Consideration of sensory needs, including designating areas for different purposes
- Labelling, using words/pictures/symbols
- How to make best use of equipment and resources
- How to make use of visual and other sensory cues within routine, to create a calm and predictable environment

#### **Language Learning Opportunities (making use of opportunities that are present in the classroom to support language and communication development)**

This session will support participants to explore how best to use opportunities available in the classroom to facilitate speech, language and communication, including:

- Recognising and creating language and communication opportunities in existing planning
- Facilitation of each child's way of communicating, in context
- Pitching the level of adult communication to enable children's progress with understanding
- Techniques for vocabulary-building
- Facilitating the 'pupil voice' in choosing activities and evaluating their own success

#### **Language Learning Interactions (the way adults talk/communicate *with* the children)**

This session will support participants to explore how best to interact with individual children to facilitate their speech, language and communication, including:

- How to offer regular, purposeful interaction using a range of strategies
- Creating and modelling to children the use of visual (communication) aids in 'real life'
- Engaging with the children in activities which are likely to motivate communication
- Modelling social expectations using consistent language at an appropriate level
- Being alert and responding to *all* of a child's attempts to communicate - verbal and non-verbal
- Using visuals alongside the written word

**What next?** Following the **Collaborative Evaluation**, the Speech and Language Therapist linked to your school will add you to the appropriate training waiting list. Training will be arranged at a mutually convenient time.

Advice, resources and videos available at

[Milton Keynes Schools Speech and Language Therapy Team :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](https://www.cnwl.nhs.uk)

## Cognition and Learning

### Effective use of Precision Teaching/Monitoring

#### **Course summary:**

Precision Teaching (also known as Precision 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 recognising sounds, reading words, spelling, and basic Maths skills.

#### **Course Content:**

Session 1:

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

Session 2:

- A shared review of Precision Teaching (monitoring) in practice
- Sharing ideas for teaching input
- Different uses of Precision Teaching e.g., maths
- Common errors when running Precision Teaching

**Trainers:** Educational Psychologist

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

- Wednesday 26<sup>th</sup> February 2024 at 1pm – 3pm (in person, Civic Offices. Room 1.02)
- Wednesday 26<sup>th</sup> March 2024 at 1pm-3pm (online via Microsoft Teams)

*Please note both sessions must be attended.*

#### **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 in order to complete planned activities. We ask for no more than one pair (two people) per school.*

## Cognition and Learning

### **Supporting Numeracy: What teaching assistants can do to enable effective learning.**

#### **Course summary:**

In this training we will explore the skills needed for children to become numerate. We will also look at the mediated learning skills adults can use and develop to enable children to become more independent and confident learners.

**Trainers:** Delivered by colleagues in the Educational Psychology Service

#### **Course content:**

This training will cover:

- How children develop numeracy skills
- The questions, phrases and interactions that adults can use to help children with their numeracy learning.

The session will involve elements of group activities and discussions.

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

Thursday 3rd April 2025

1.15pm to 3.00pm

**Venue:** Civic Offices Room: 1.25

#### **Who should attend?**

This course is useful for SENDCos and teaching/learning assistants in key stage 1 and 2 in a mainstream setting who work with children who are finding it difficult to make progress in numeracy.

## Cognition and Learning

### **Executive Functioning: What teachers need to know.**

This training will provide an overview to the concept of Executive Functioning (EF) as well as practical tools and ideas on how to support children and young people. It will involve elements of discussion, practical work and group activities.

#### **Course summary:**

Executive functioning skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

In this training we will explore:

- What Executive Functioning is, and the skills involved
- The relationship between EF skills and learning
- How to spot EF difficulties in children and young people
- How to support children and young people who have difficulties with EF skills.

**Trainers:** Delivered by colleagues in the Educational Psychology Service and Specialist Teaching Team

**Course date and time:** Wednesday 30<sup>th</sup> April 2025 1.00 -3.30pm.

**Venue:** The Civic Offices, 1 Saxon Gate East, MK9 3EJ. Room: 1.01

#### **Who should attend?**

Teachers in the SENCo role or those with a responsibility for improving the quality of teaching and learning across the school (for students/pupils in key stage 3 & 4 and years 5 & 6).



## Emotional and Social Wellbeing and Mental Health

### Attachment

#### **Course summary:**

This training is suitable for all those working (or living with) children and young people, with a particular emphasis on understanding and meeting the needs of children and young people who have experienced early life adversity.

#### **Course content:**

The training will cover:

- Early development and how stress and trauma impact on brain development
- To increase awareness of behaviours associated with attachment behaviours and the impact of trauma and adversity
- How attachment behaviours present in education settings and how to promote resilience

This is a workshop which will involve elements of group activities and discussions.

**Course dates and time: 12<sup>th</sup> June 2025 9.30am-12.30**

**Venue: CIVIC Room 1.26**

**Trainers:** Delivered by colleagues in the Educational Psychology Service

**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.

## Emotional and Social Wellbeing and Mental Health

### Adolescent Brain

#### **Course summary:**

This training is suitable for all those working (or living with!) children and young people as they move into and through secondary schools.

We will be considering:

- What is adolescence; what are the biological, psychological, social and intellectual changes that occur in this phase

What is the role of adults in order to:

- Encourage resilience and independence
- Support social and emotional development
- Promote and help develop cognitive skills

**Trainers:** Delivered by colleagues in the Educational Psychology Service

**Course content:** This is a workshop which will involve elements of group activities and discussions

**Course dates and time:** 8<sup>th</sup> May 2025 – 9.30am – 12.30

**Venue:** CIVIC Room 1.26

**Who should attend?** Secondary School practitioners. This training is useful for teachers, SENCos, teaching assistants, mental health leads, behaviour leads and learning mentors.

## Emotional and Social Wellbeing and Mental Health

### *Emotional Regulation Using Zones and Positive Behaviour Support Approaches*

#### **Course summary:**

**This training session is for primary and secondary colleagues and will include:**

- Context – importance of mental health and wellbeing support, linked to priority areas for SEND within Milton Keynes
- Overview of Zones of Regulation and Positive Behaviour Support
- Student Voice – the views and wishes of young people and how this links to their school experience
- Functions of Behaviour
- Proactive strategies to support regulation and wellbeing.

**Trainers: SEND Team – Specialist Teachers**

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

Monday 14<sup>th</sup> October 3.30-5.00

#### **Venue:**

St Marys Wavendon CE Primary School, Wafandun Lane, Eagle Farm  
South, Milton Keynes, MK17 7AA.

#### **Who should attend?**

SENCOs, Pastoral/Wellbeing Leads, teachers and support staff

## Physical and Sensory

### *Creating positive opportunities to support children's sensory needs for primary and secondary pupils.*

#### **Course summary and Content:**

This course considers the impact of sensory challenges on children with SEN and understanding their needs.

The course will discuss proactive approaches that can be put in place to support pupils and will also guide practitioners on knowing what interventions are available to support pupils.

The session will also encourage practitioners to share their good practice and ideas with

**Trainers:** EHC Specialist Teaching Team and the Walnuts School Occupational Therapist

#### **Dates and time:**

**Autumn:** Thursday 5<sup>th</sup> December 2024 1pm-3pm

**Spring:** Thursday 27<sup>th</sup> March 2025- 1pm –3pm

**Summer:** Thursday 3<sup>rd</sup> July 2025 1pm-3pm

#### **Venue:**

**Civic Offices Room 1.25** Milton Keynes City Council Civic /1 Saxon Gate East/ Central Milton Keynes  
MK9 3EJ

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

## **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:**

##### **Autumn:**

**Session 1:** 12/11/24 9-10.30am

**Session 2:** 19/11/24 9-10.30am

**Session 3:** 26/11/24 9-10.30am

**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

### Gathering the voice of the child

#### Course summary:

*"The term "voice of the child" refers to the real involvement of children in expressing their views, opinions, and experiences. It includes both verbal and nonverbal communication and goes beyond simply seeking their views to actively including them in decision-making processes." (NSPCC Learning)*

In an education context, gathering a child's views in a meaningful way enables us to provide the support that is most suited to their individual wishes and needs. It demonstrates our commitment to putting children at the heart of what we do and helps them to feel heard, understood and respected.

**Trainers:** Delivered by colleagues in the Educational Psychology Service and Specialist Teaching Team

#### Course content:

- To understand the importance and purpose of gathering the voice of the child (or young person).
- To consider the barriers to gathering the voice of children with additional, sometimes complex, special educational needs.
- To develop a toolkit of practical strategies for meaningfully gathering the voice of any child, regardless of age, stage, or ability.

**Course date and time:** Date: Thursday 6<sup>th</sup> March 2025 3 - 5pm

**Venue:** TBC

#### Who should attend?

This session is suitable for school/setting staff who work in the SENCo role, a pastoral or welfare role, or a key adult/learning support role.

We recommend that **two staff members per school** attend to support the activities within the session and for considering how to embed the strategies into practise in schools.

## **Inclusion**

### **Ordinarily Available Provision- Schools and Early Years**

#### **Course summary:**

These are online briefing sessions that introduce our new local area Ordinarily Available Provision document

#### **Course Content:**

- Familiarise yourself with the various sections of the OAP, and how we can use it in our local area.
- Consider what the next step could be for you to begin to introduce the use of the OAP document to your school/setting.
- Have key take aways from this session that you can share with members of staff in your school/setting.

#### **Trainers:**

Specialist Teaching Team Managers

#### **Dates and times (choose one):**

Monday March 17<sup>th</sup> 15.30- 16.30

Monday April 28<sup>th</sup> 15.30- 16.30

Weds May 14<sup>th</sup> 15.30- 16.30

Mon June 16<sup>th</sup> 15.30- 16.30

Weds July 16<sup>th</sup> 15.30- 16.30

#### **Who should attend?**

This briefing session is aimed at SenCos within both schools and early years settings, teaching and support staff