



Training guide 2021/22

SEND and inclusion training for
early years settings, schools,
colleges and families



HILLINGDON
LONDON

www.hillingdon.gov.uk

This guide sets out the training provided by the SEND and Inclusion Service which is available to early years settings, schools, colleges and families of children who attend an education setting within Hillingdon.

Details of course costs, times, dates (where applicable), location and how to register interest can be found under each course’s description. Please click within the contents to find the course which you are interested in booking.

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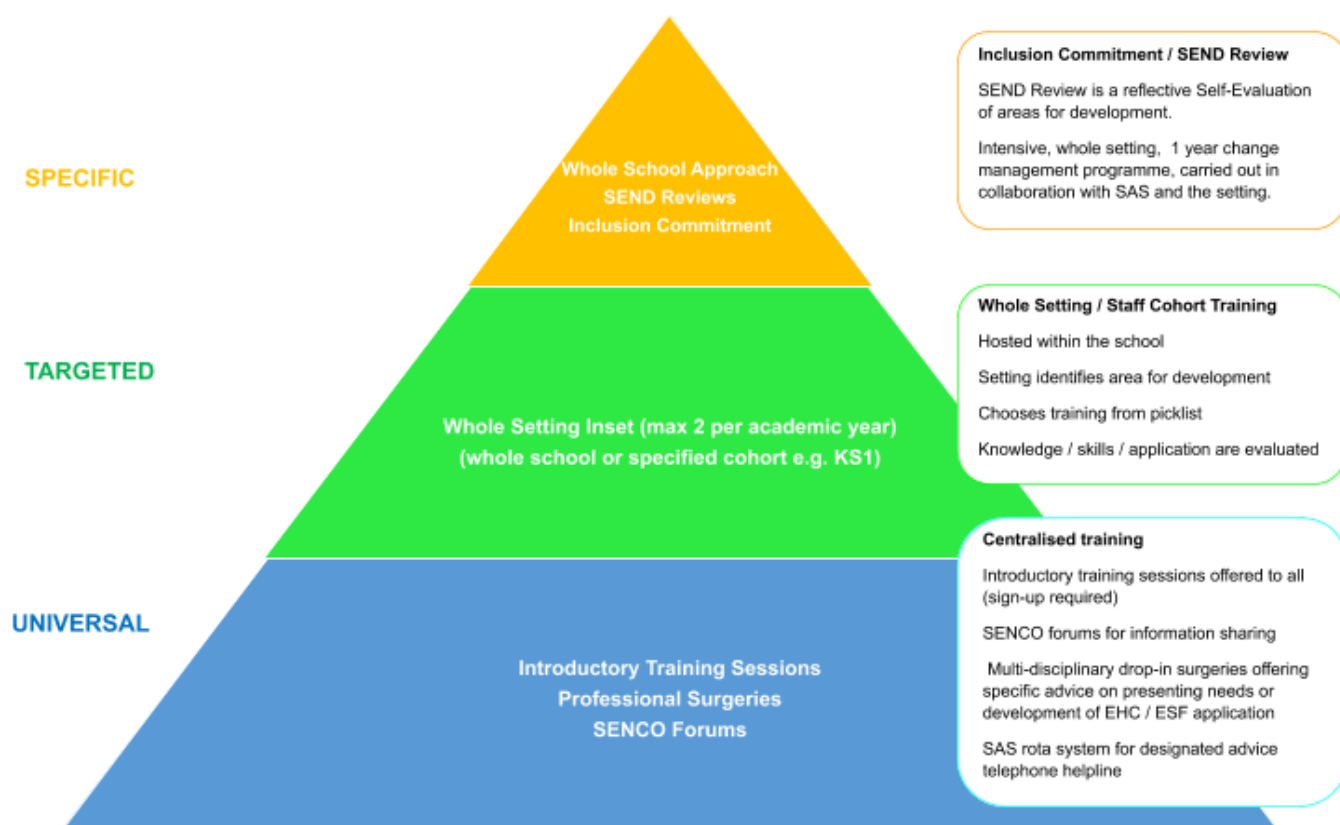
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SAS Training offer 2021/22

The SAS 2021/22 training offer consists of 3 levels of training as illustrated in the triangle below. This guide displays **UNIVERSAL** and **TARGETED** training courses.

If you are interested in **SPECIFIC**, holistic and a complete programme of training, please register your interest for the Inclusion Commitment by emailing Heenal Amin (Principal SEND Advisor) hamin@hillington.gov.uk.

SEND Advisory Service Training Triangle



The SAS team are offering settings 2 **TARGETED** training sessions for the academic year. Please look through the [targeted training list](#) and select the 2 courses that have been identified as an area of development as a whole setting or specified cohort e.g. KS1.

[Terms and conditions apply](#)

Terms and conditions of booking for Central/Universal training

The following terms and conditions relate to the courses listed in this guide and others provided by the SEND and Inclusion Service which arise during the academic year.

Making a booking

Bookings should be made at least two weeks in advance as trainers will make a decision on whether the course is viable to run at that time. If uptake is low, the course may be subject to cancellation. Similarly, courses that are popular may close for new bookings once capacity is reached and operate a waiting list.

Each service will provide their own method of confirmation- this may be an automatically generated email from the Google Form, confirmation from Learning Pool or communication via other means. If you have not received confirmation of your place on a course, please contact the relevant service via email as listed below.

Targeted Training Offer

Settings are being offered 2 targeted training sessions a year under the terms and conditions that:

- 1) The intent for application is demonstrated by the setting
- 2) The first training must be embedded before further training takes place
- 3) A collaborative learning walk takes place to further support application

Bookings **MUST** be made by **Friday 22nd October 2021** for the whole academic year.

The 2 targeted training sessions must be booked over 2 separate terms to enable a learning walk to take place.

Payment terms

Many courses are available without charge to attendees. However, some courses are chargeable to cover costs of accreditation, textbooks for attendees or because they are offered by a traded service. Payment must be made in advance of course attendance and refunds are not permitted in the case of non-attendance. These training sessions are heavily subsidised.

Cancellation or non-attendance

In the event that an attendee cannot attend the course, please notify the relevant department as soon as possible but at least 24 hours before the course is scheduled to start. Services can be reached on the numbers listed below. Settings, schools or individuals who do not attend courses and do not provide sufficient notice to allow others to take their place may be prevented from attending training in the future.

The Service may be required to cancel a training course. Attendees will be notified in advance of the training session using the contact details listed on the booking form.

Evaluations

All delegates will be requested to complete an evaluation form; the information provided will help to improve the training offer and future delivery of the training. We kindly request you to return these evaluation forms promptly so that we can measure the effectiveness of our training offer.

Contact details

To contact the relevant service regarding a course listed in the brochure, please see below:

- **SEND Key Working**
saskeywork@hillingdon.gov.uk
- **SEND Advisory Service (ASD, Language and Early Years)**
sasinclusion@hillingdon.gov.uk
- **Sensory (HI, VI and MSI)**
sassensory@hillingdon.gov.uk
- **Educational Psychology Service**
educationalpsychologyservice@hillingdon.gov.uk
- **SEND Statutory Service**
senadmin@hillingdon.gov.uk

Course updates and announcements

All course advertisements and updates can be found in the SEND and inclusion newsletter.

Targeted training 'Wish List'

The SEND Advisory Service are offering settings the opportunity to register their interest for in house training sessions. Please register your interest for up to 2 training sessions from the following list. The sessions must be booked over 2 separate terms to enable a learning walk to take place.

An advisor will be in contact with you to confirm dates and times. Please note, the training sessions are not guaranteed and will depend on advisor's capacity.

Bookings MUST be made by **Friday 22nd October 2021** for the whole academic year.

[Terms and conditions apply](#)

Targeted Training List:

Early Years

- WELLCOMM
- OAP & Inclusive Environments
- Sensory Differences
- Overview of ASD

Communication, Language and Literacy

- Understanding speech, language and communication needs (primary focus)
- The use of person-centred Visual Supports
- An introduction to Mind Maps

ASD and Social Communication

- Overview of ASD
- Sensory Dysfunction (ASD focus)
- Understanding Behaviour that Challenges
- Behaviours that Challenge- A Toolkit of Strategies
- Transition Planning
- OAP & Inclusive Environments

Social, Emotional and Mental Health

- Zones of Regulation
- Building Emotional regulation

To book a place onto targeted training please complete the form [here](#)
Please note that course descriptions are outlined within the brochure

Early Years

OAP and Inclusive Environments (Targeted only)

Course description

This training will provide delegates with an awareness and overview of Hillingdon's OAP document. It demonstrates the importance of inclusive practices and the use of visual supports within the classroom to support all children and expands on some of the key OAP strategies; not only to support children and young people with SEND but also to embed for the whole setting.

Course date, time and location

This is a short course

How to book

To register your interest in this course as a targeted training please select on the targeted training list.

Sensory Differences (Targeted only)

Course description

An awareness of sensory differences and how this can impact children's learning and behaviour in the setting.

Course date, time and location

This is a short course

How to book

To register your interest in this course as a targeted training please select on the targeted training list.

Overview of ASD in the Early Years

Course description

To develop a basic understanding of Autism in the Early Years. This course will be suitable for delegates to support children who are recently diagnosed or on the pathway to diagnosis and develop strategies to support.

Course date, time and location

Please click to register your interest in one of the following dates:

[Friday 26th November 2022 9.30-12.30pm](#)

[Wednesday 23rd February 2022 12.30-3.30pm](#)

[Friday 6th May 2022 9.30-12.30pm](#)

To register your interest in this course as a targeted training please select on the targeted training list.

Elklan Speech and Language Support for 0-3 years

Course description

This highly sought-after course equips staff to develop key communication skills in children proved to ensure later success in school. This practical training course will: Build your confidence and skills to support the communication and language development of ALL children aged 3 to 5 years but especially those with speech and language difficulties; give you practical advice and strategies to support parents and families with whom you work; provide settings with a highly skilled workforce to help narrow the gap and improve the life chances of young children and give you an externally verified and accredited level 2 or 3 award.

This course is also suitable for children learning English as an additional language and other special educational needs and has helped many staff in pre-school establishments, ECAT, Sure Start projects and private, voluntary and independent (PVI) settings maximise their children's communication potential and access the curriculum more effectively.

This course is intensive and will require commitment outside of training hours, to complete the logbook. Attendance to all sessions is also required.

Course Fees

Please note the fees for Accreditation and resources: £92.00. This is a heavily subsidised course.

Course date, time and location

Sessions: 13:30-16:00 for 10 weeks

Dates: 18/1/22 - 29/3/22 (including half term)

How to book

[Elklan Sign up Form](#)

Booking deadline: 12/11/21

My Support plan and referral training

Course description

The Early Years SEND Advisers from the SEND Advisory Service will be dedicating time to train nurseries in successfully completing referrals into SEND Advisory Service and completing specific sections of a My Support Plan. During the training we will support practitioners with the following:

- Completing the background Information; what has taken place over the last 12 months, what is working well for the child and their family and identifying what are the child's and family's priorities.
- Support in identifying children's Strengths and Special Educational Needs
- Identifying SMART outcomes for the Plan and Do aspect of the cycle,
- Planning interventions/strategies to achieve the outcome
- Completing the attached Provision Map for children whose support is placed above the Ordinary Available Provision.

Course date, time and location

Please click to register you interest in one of the following dates:

[Tuesday 16th November 2021 9.30-11.00am](#)

[Tuesday 25th January 2022 9.30-11.00am](#)

[Thursday 24th March 2022 1.00-2.30pm](#)

[Wednesday 7th April 2022 1.00-2.30pm](#)

[Wednesday 25th May 2022 9.30-11.00am](#)

Role of the Early Years Inclusion Coordinator

Course description

The essential training for Early Years Inclusion Coordinators working in **pre school settings** only. This training has been updated to reflect the new Send Advisory Service and covers current guidance to applying for referrals and funding.

This training takes place over four sessions and participants are required to attend all four:

WEEK 1: Legislation

- SEND Reforms, What is inclusion, Policies and procedures

WEEK 2: Early identification and intervention

- Observation, assessment and monitoring to inform our practice
- Children's Integrated Therapy Services referrals (how to refer/signpost)
- Universal and targeted Interventions available

WEEK 3: Working in partnership,

- My Support Plan: Assess
- Sharing difficult message with families
- Welcoming families with a child who has a SEND
- One page profile
- Hillingdon Ordinary Available Provision
- My support Plan: Plan
- Writing SMART targets/outcomes

WEEK 4: Do/Review/Provision maps

- My Support Plan: Do
- Small steps to achieving outcomes
- My Support Plan: Review
- Next steps
- Provision maps
- Send Advisory Service referral form/Threshold of support for referred children
- Applying for Early Support Funding ESF or EHCP

Course date, time and location

This course will run over four 3-hour sessions.

Date: 7th June 2022 to 28th June 2022

How to book

To book a place please [click here](#)

Please note the course is currently full for all other dates, in line with government guidelines and social distancing.

If this changes we shall release further spaces via SAS Newsletter.

Early Years Developmental Journal

Course description

Looking at how to effectively use the Early Years Developmental Journal to record, celebrate and support children's early development and to identify areas where extra help may be needed for children with additional needs. In addition, how the Developmental Journal can inform the success of a My Support Plan.

Course date, time and location

This course will last 1 Hour 30 mins

Please click to register your interest in one of the following dates:

[Thursday 7th October 2021 9.30-11.00am](#)

[Thursday 27th January 2022 1.00-2.30pm](#)

[Tuesday 26th April 2022 9.30-11.00am](#)

WellComm - Early Years Toolkit

Course description

WellComm is a complete speech and language toolkit for children from 6 months onwards. The toolkit helps identify any speech and language delay or difficulties. The training covers how to use the toolkit, score sheets, little book of rules and the big book of ideas.

To purchase the WellComm early years complete set for £499.00 please visit www.gl-assessment.co.uk

Course date, time and location

This course will run for 1.5 Hours, AM or PM.

How to book

This course is fully booked for 2021-2022 in line with current government guidelines regarding social distancing. Should these change we will release further spaces for the dates below via the SAS newsletter.

24th February 2022 – 2-3.30pm

9th May 2022 – 10-11.30am

Attention Hillingdon (for practitioners)

Course description

Attention Hillingdon is an exciting and innovative project which supports the development of attention and listening skills and promotes the development of social communication skills. This training enables practitioners to lead this programme in their settings or schools.

Course date, time and location

This face to face course will run over two full days, post covid 19.

Date: 14th & 15th June 2022

How to book

To register your interest, please [click here](#).

Communication, Language and Literacy

Signalong

Course description

This accredited course will equip learners with the skills they need to use Signalong. Signalong is a sign supported communication system for children with additional needs to support them in developing their speaking and understanding. This course is designed both for beginners and experienced signers. The foundation course consists of theory and practical based learning. We will cover symbolic understanding and generalisation.

Course date, time and location

Please note: attendance of a minimum of 15 hours is mandatory to complete the course.

- 15 hours 3 full days **February (after half term)**
- 15 hours 1 early evening a week 2 and half hours over 6 weeks 4:00pm till 6:30 pm **April (end)**
- 15 hours afternoon sessions 12:00pm till 4:00pm over 4 weeks **September (end)**

Course cost

This course is heavily subsidised.

You will be required to pay a fee of £5.10 for your certificate.

If you wish to purchase your own training manual please follow the link below <https://signalong.org.uk/shop/catalog/> if not these will be available during the session.

How to book

To register your interest [click here](#)

ICAN Talk Boost KS1

Course description

Talk Boost KS1 is a well known targeted intervention for four to seven year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of nine to 18 months after a 10 week intervention.

Please note, that whilst there is no charge to attend this training course, schools are required to purchase the resource kit directly from ICAN which is currently £500. This kit must be brought to the training day and is necessary to be able to run the intervention.

Please specify if you would like to attend this training virtually, more details will be provided.

Course date, time and location

Full day: 9am-4.30pm

Dates: 3rd, 4th 5th May 2022

How to book

To register your interest in this course, please [click here](#).

Understanding speech, language and communication needs in London Borough of Hillingdon (primary focus)

Course description

The course will cover what is typical development, how children with SLCN may present in the classroom and a range of strategies to implement in the classroom as and where appropriate.

Course date, time and location

2 hours

Venue: Virtual

Date (TBC – December)

How to book

To register your interest in this course, please [click here](#).

The use of person-centered visual supports

Course description

The course will aim to provide delegates with an understanding of what visual supports are, why they visual supports and the importance and practical ideas and examples of person centered visual supports which can be used and adapted for the classroom.

Course date, time and location

This course is run over 1.5 hours

Date: 24th February 2022

Time: 10-11.30am

Venue: TBC

How to book

To register your interest in this course, please [click here](#).

An introduction to Mind Maps

Course description

The course will introduce delegates to Mind Maps and how they are created and used in the learning environment. The key focus will be on, how delegates can use them effectively with learners who have Speech, language and communication difficulties.

Course date, time and location

This course will run for 1.5 hours

March 25th 2-3.30pm

How to book

To register your interest in this course, please [click here](#)

Enhancing communication through Intensive Interaction techniques

Course description

This course will allow delegates to have a working knowledge of the fundamentals of communication, to understand how to modify language to enhance communication, to understand the key components of 'Intensive Interaction' Techniques and how to baseline and measure progress within Intensive Interaction.

Course date, time and location

This course will run 2.5 hours

Date: 24th May 2022

Time: 9.30-12pm

Venue: TBC

How to book

To register your interest in this course, please [click here](#)

Elklan Speech and Language Support for 11-16 years

Course description

A practical hands on training course for staff working in secondary schools to provide new approaches and strategies to help them maximize the young people's speech, language and communication potential and effectively differentiate the curriculum. It gives practical advice and strategies which are also suitable for children with English as an additional language and other special educational needs as well as providing you with an externally verified and accredited level 2 or 3 award.

Please note the fees for Accreditation and resources: £92.00. This is a heavily subsidized course.

This course is intensive and will require commitment outside of training hours, to complete the logbook. Attendance to all sessions is also required.

Course date, time and location

10 sessions over 10 weeks (1 session a week)

1.30-4pm

Dates TBC

How to book

To register your interest [click here](#)

Elklan Speech and Language Support for 5-11 years

Course description

A practical hands-on training course for staff working in primary schools to provide new approaches and strategies to help them maximize the young people's speech, language and communication potential and effectively differentiate the curriculum. It gives practical advice and strategies which are also suitable for children with English as an additional language and other special educational needs as well as providing you with an externally verified and accredited level 2 or 3 award.

Please note the fees for Accreditation and resources: £92.00. This is a heavily subsidized course.

This course is intensive and will require commitment outside of training hours, to complete the logbook. Attendance to all sessions is also required.

Course date, time and location

10 sessions over 10 weeks (1 session a week)

1.30-4pm

Dates TBC

How to book

To register your interest [click here](#)

Elklan Communication Support for Verbal pupils with ASD

Course description

This course is specifically designed for staff working in primary and secondary schools to enable them to develop the communication skills of pupils with autism and so enhance their learning, social interaction and diminish behavior.

This programme reflects the changes in diagnostic criteria and includes a whole session on managing pupils with sensory conditions in the classroom. It provides a great overview into good communication practice with those with ASD and has plenty of 'hands on' activities which help to apply the learning and makes the course very interactive. It's a great 'one stop shop' from which further training programmes in specific techniques and programmes can be explored further. Through submitting a portfolio of evidence, you can achieve a Level 3 or Level 2 award in Knowledge and Practice to Support the Communication skills of ASD.

This course is intensive and will require commitment outside of training hours, to complete the logbook. Attendance to all sessions is also required.

Please note the fees for Accreditation and resources: £92.00. This is a heavily subsidized course.

Course date, time and location

Dates TBC

How to book

To register your interest in this course, please [click here](#).

ASD and Social Communication

Overview of ASD (targeted only)**Course description**

To develop a basic understanding of Autism. This one day short course will aim to provide delegates the ability to:

- 1) Understand the different elements of the autism diagnosis
- 2) Understand how girls with autism present differently to boys
- 3) Gain an insight into the theories of the autistic brain

Outcome

To gain a better understanding of Autism and understand how this can impact on learning and behaviour.

Course date, time, and location

This course is run over 2 hours.

How to book

To register your interest in this course as a targeted training please select on the targeted training list.

Pathological Demand Avoidance (PDA)

Course description

Pathological Demand Avoidance (PDA) is a complex Autism Spectrum Condition that is characterised by an anxiety driven need to be in control and avoid everyday demands. This course will develop understanding of PDA and the impact it has on learners, and how to reduce barriers to learning.

Outcome

- Define PDA and characteristics

- Summarise the impact PDA has on a person and the behavioural difficulties specific to people with PDA
- Understand the effects that PDA has on learning and how to reduce the impact of this through specific strategies

Course date, time and location

This course is run over 2 hours

Date: 2nd November 2021

Time: 9.30-11.30

Venue: Virtual – Microsoft Teams

How to book

To register your interest in this course, please [click here](#).

SCERTS - Whole Class Active Engagement and Progress Tracker**Course description**

To develop a basic understanding of the SCERTS Framework and the 5 areas of active engagement. The session will provide delegates with an understanding of the 5 areas of active engagement and a practical tool to use in the classroom to enhance active engagement by analysing the classroom environment and ensuring transactional supports are in place. The progress tracker will provide delegates with a practical tool to enable teachers to identify children's neuro-developmental and emotional level in key areas, and develop meaningful, achievable outcomes, facilitating the measurement of progress from starting point.

Course date, time and location

This course will be delivered over 3 hours

15th October 2021, 9.30-12.30pm

How to book

To register your interest in this course, please [click here](#).

OAP and Inclusive Environments

Course description

This training will provide delegates with an awareness and overview of Hillingdon's OAP document. It demonstrates the importance of inclusive practices and the use of visual supports within the classroom to support all children and expands on some of the key OAP strategies; not only to support children and young people with SEND but also to embed for the whole classroom

Course date, time and location

Sept 28th 2021 10am -11.30am (virtual)

July 5th 2022 10am- 11.30 am (TBC)

This course is run over 1.5 hours, venue TBC

How to book

To register your interest in this course, please [click here](#)

Transition Planning

Course description

Transitioning is a crucial time for children and young people with SEND. Whether it be transitioning within a classroom to the next lesson or from Primary to Secondary school, effective preparation is key.

This course explores the different types of transitions and aims to provide delegates with tools and strategies to support children and young people with successful transitions.

Course date, time and location

January 25th 2022

10am- 11.30am

This course is run over 1.5 hours, venue TBC

How to book

To register your interest in this course, please [click here](#)

Social, Emotional and Mental Health

Zones of Regulation Training

Course description

This course is designed to develop an understanding and confidence in using the Zones of Regulation approach. This framework teaches self-regulation by categorising all the different ways we feel into four concrete coloured zones. The aim is to employ this framework as one of your tools to support students to manage and become more aware of emotions and develop their independence and personal responsibility in emotional regulation. In turn this promotes school readiness through the student being able to recognise the emotional state in which they need to be in to be ready to learn.

Course date, time and location

This course will be delivered over a 1.5 hour session

Tuesday 22nd February 10am-11.30am.

Venue: tbc

How to book

To register your interest in this course, please [click here](#)

Building Emotional Regulation

Course Description

This course will provide an overview of understanding emotions and the physiological, social and sensory impact of emotions. It will highlight different tools to help identify different emotions and to support mutual and self-regulation.

The course will cover using feeling charts/ thermometers, 5-point scale and body mapping to identify emotions. It will also highlight different strategies that can be used to help a child regulate their emotions e.g. calming box, movements break, safe spaces.

Course date, time and location

This course will be delivered over a 3 hour session.

Wednesday 8th December 9.30am-12.30pm.

How to book

To register your interest in this course, please [click here](#)

SEND/ASD Workshops for Parents

Workshop for parents who have or support a child with SEND/Autism.

SEND/ASD Sleep Workshop

Course description

Strategies for supporting successful sleep for children with SEND/ASD
This course will look at understanding the underlying difficulties and differences for children with SEND/ASD that impacts on successful sleep.

Course date, time and location

Date: Thursday 17th March 2022

Time: 9:30-12:30pm

Monday 18th July 2022 10-1pm Location: Civic or Children's Centre (TBC)

How to book

To register your interest in this course please [click here](#)

Date: Monday 18th July 2022

Time: 10-1pm

Location: Civic or Children's Centre (TBC)

How to book

To register your interest in this course please [click here](#)

SEND/ASD Sensory workshop (combined Mealtimes)

Course description

Strategies for supporting Sensory sensitivities for children with SEND/ASD. This course will look at understanding and supporting children's sensory processing differences and how you can support your child with their sensory differences, exploring over and under sensitivities and self-regulation. This course will also look at the underlying difficulties and challenges that can impact on mealtimes/eating and offer strategies to support this.

Course date, time and location

Date: Friday 29th April 2022

Time: 10-1pm

Wednesday 29th 2022 June 10-1pm

Location: Civic or Children's Centre (TBC)

How to book

To register your interest in this course, please [click here](#)

Date: Wednesday 29th June 2022

Time: 10-1pm

Location: Civic or Children's Centre (TBC)

How to book

To register your interest in this course, please [click here](#)

SEND/ASD Transition & Visuals Workshop

Course description

Strategies for supporting Transition for children with SEND/ASD. This course will look at understanding what transitions are e.g., daily, occasional, life changing! Explore how SEND/ASD impacts on transitions and how strategies can help support with these transitions.

Course date, time and location

Date: Tuesday 11th January 2022

Time: 10-1pm

Tuesday 5th July 2022 10-1pm Location: Civic or Children's Centre (TBC)

How to book

To register your interest in this course, please [click here](#)

Date: Tuesday 5th July 2022

Time: 10-1pm

Location: Civic or Children's Centre (TBC)

How to book

To register your interest in this course, please [click here](#)

Emotional Well-being & Self-care Skills

Course description

Strategies and tips for emotional wellbeing and self-care which focuses on the needs of parents and carer's of children with SEND/ASD. This course will explore positive ways on how you as a parent / carer can support your own wellbeing to develop resilience and empowerment.

Course date, time and location

Date: Friday 25th February 2022

Time: 10-1pm

Friday 19th August 2022 1-4pm

Location: Civic or Children's Centre (TBC)

How to book

To register your interest in this course, please [click here](#)

Date: Friday 19th August 2022

Time: 1-4pm

Location: Civic or Children's Centre (TBC)

How to book

To register your interest in this course, please [click here](#)

SEND/ASD Toileting Workshop (Early Years)

Course description

Strategies for supporting successful toilet training for children with Autism/SEND This course will look at understanding the underlying difficulties and differences for children with ASD/SEND that that impacts on successful toileting

Course date, time and location

Tuesday 30th November 2021

Time: 9:30-11.00pm

Location: Civic Centre

How to book

To register your interest in this course, please [Click here](#)

SEND/ASD Communication and Play workshop(Early Years)

Course description

Strategies for supporting successful Play for children with Autism/SEND This course will look at understanding the underlying difficulties and differences for children with ASD/SEND that that impacts on successful communication and play

Course date, time and location

Tuesday 22nd February 2022

Time: 9:30-11.30pm

Location: Civic Centre, Uxbridge

Committee Room 4a

How to book

To register your interest in this course, please [Click here](#)

Hearing, Vision and Multi-Sensory impairment

VI: Exams Access Arrangements

Course description

Examination rooms. Extra time. Modified, large print, braille and tactile papers. Readers and scribes. Practical assistance.

Course date, time and location

This course will run for 2hours

Date Monday January 10th 2022

2.00pm-3.30pm

How to book

To register for this course, please [click here](#)

Vision Impairment awareness

Course description:

Exploring a range of visual impairments and how they can impact upon daily life from birth to adulthood. Developing independence, and compensatory skills. Supporting independence.

Course date, time and location:

This course will run for 2hours

Date: Monday 8th February 2022

2:00pm-3.30pm

How to book

To register your interest in this course, please [click here](#)

VI: The Inclusive Curriculum

Course description

The Core and Expanded Core Curriculum. The classroom environment. Supporting students in the classroom - The roles of the class teacher and the LSA.

Course date, time and location

This course will run for 2 hours

Dates TBC

How to book

To register your interest in this course, please [click here](#)

VI: Accessible materials

Course description

Modification of teaching and learning resources. Braille and tactile materials. Large Print and PowerPoints. Use of colour and contrast.

Course date, time and location

This course will run for 2hours

Dates TBC

How to book

To register your interest in this course, please [click here](#)

Hillingdon Deaf Support Hub

The SEND Advisory Service: Hearing Impairment (SAS:HI) will be providing regular opportunities throughout the academic year 2021/2022 for educational practitioners supporting deaf children and young people in their settings to develop their professional knowledge in this area.

Hub sessions are aimed at inclusion managers, SENCos, teachers, teaching assistants and early years practitioners.

The sessions will enable practitioners to develop an increased understanding of good practice, strategies and support required for deaf children and young people in their settings through discussion, demonstration, and practical activities.

Areas to be covered include:

- How do we hear?
- What types of deafness are there? (e.g. permanent, temporary, one-sided)
- What specialist deaf equipment can help? (e.g. hearing aids, cochlear implants and assistive listening devices)
- What is the impact of deafness on learning and development?
- What does a deaf friendly learning environment look like?
- Signposting to other deaf services

There will be limited spaces available for each hub session.

Course date time and location

07/10/2021: Charville Children's Centre, 09:00-12:00

Training to run between 9:30-11:30am.

18/11/2021: Coteford Children's Centre, 9.00-12:00

Training to run between 9:30-11:30

03/02/2022: Oak Farm Childrens' Centre, 1:00-3.30pm

Training to run between 1:30-3:00pm.

17/03/2022: Coteford Children's Centre, 9.00-12:00

Training to run between 9:30-11:30am

12/05/2022: Barra Hall Children' Centre, 12:30-3:30pm

Training to run between 1-3pm.

30/06/2022, South Ruislip Children's Centre, 1.30-4.30pm

Training to run between 2-4pm

How to book

To register your interest in a hub session, please [click here](#)

SEND Key Working Workshops

Preparing for an effective TAC/TAYP meeting

Course description

This 2-hour session will provide participants with practical tips and advice about preparing for and facilitating effective TAC/TAYP meetings.

Course date, time and location

Date: Wednesday 16th February 2022

Time: 9:30-11:30am

Location: Civic

How to book

To register your interest for this workshop please [click here](#)

Date: Tuesday 24th May 2022

Time: 10-1pm

Location: Civic

How to book

To register your interest for this workshop please [click here](#)

SEND Key working - Working in partnership to develop a child/young person-centred My Support Plan

Course description

In line with the SEND reforms, this course explores the importance of working in partnership to help develop effective **My Support Plans** and positive outcomes for children and young people with SEND.

The course aims to provide you with the confidence and knowledge to organize and facilitate effective TAC/TAYP meetings, enabling you to develop child/young person-centered My Support Plans.

Learning more about the key working principles and functions, the 'Helping process', person-centred planning and writing effective outcomes will build upon your existing knowledge and skills and help you to implement these into your everyday practice. You will gain a greater understanding of the child/young person/family's journey through the world of SEND.

Course date, time and location

Date: Tuesday 8th March 2022

Time: 10-3pm

Location: Civic

How to book

To register your interest in this course, please [click here](#)

Date: Monday 13th June 2022

Time: 10-3pm

Location: Civic

How to book

To register your interest in this course, please [click here](#)

My Support Plan & writing effective outcomes

Course description

This 3-hour session will provide participants with further knowledge and guidance around completing My Support Plans and writing effective outcomes.

Course date, time and location

Date: Tuesday 22nd March 2022

Time: 9:30-12:30pm

Location: Civic

How to book

To register your interest for this workshop please [click here](#)

Date: Tuesday 7th June 2022

Time: 1-4pm

Location: Civic

How to book

To register your interest for this workshop please [click here](#)

Capturing the voice of the child through Person-centred approaches

Course description

This 3-hour session will provide participants with practical ideas and information about the range of tools that can be utilized to capture the voice of the child/young person.

Course date, time and location

Date: Thursday 20th January 2022

Time: 9:30-11:30am

Location: Civic

How to book

To register your interest for this workshop please [click here](#)

Date: Wednesday 13th July 2022

Time: 9:30-12:30pm

Location: Civic

How to book

To register your interest for this workshop please [click here](#)

My Support Plan & writing an effective Provision Map

Course description

This 2-hour session will provide participants with further knowledge and guidance around completing My Support Plans and writing effective provision maps.

Course date, time and location

Date: Tuesday 14th September 2021

Time: 12:30-3:30pm

Location: Virtual

How to book

To register your interest for this workshop please [click here](#)

Date: Wednesday 26th January 2022

Time: 9:30-12:30pm

Location: Civic

How to book

To register your interest for this workshop please [click here](#)

Date: Monday 4th April 2022

Time: 9:30-11:30am

Location: Civic

How to book

To register your interest for this workshop please [click here](#)

Signalong workshops for parents

Course description

Signalong is a sign supported communication system for children with additional needs to support them in developing their speaking and understanding. These workshops are designed both for beginners and experienced signers.

These are specific topic related workshops to practice signing involving everyday homelife.

Course date, time and location

Courses will last for 2 hours on the following areas:

January: Introduction to Signalong

March: At home

May: Day out

June: Holiday

July: Starting school

How to book

Register your interest [here](#)

Programmes for Parents and Carers

The following courses and workshops are available for parents and families. Please share and direct them to the Local Offer where they can sign up to book a place.

Barnardo's Cygnets - Core Programme

Course description

Cygnets is a FREE parenting support programme for parents and carers of children and young people ages 5-18 with a diagnosis of autistic spectrum disorder (ASD) and/or social communication difficulties. Those who are awaiting a diagnosis can also attend. The Barnardo's Cygnets Programme is a programme aimed to support the child by working to upskill parents and professionals enabling them to better understand autism. The programme teaches about autism first and then how to support communication and promote positive behaviours.

The course aims to improve participants' confidence in managing the challenges faced when raising or teaching a child with autism. The idea behind the Cygnets framework is to teach about autism first. Then consider the impact of sensory dysfunction, communication and behaviour following an appreciative inquiry approach. The programme consists of six group sessions, once a week for 3 hours. The aim is to build confidence and empower parents and professionals to problem solve, understand why their child may behave differently so they can begin to learn how best to help their child develop.

Course date, time and location

This programme runs on a rolling basis every half term, at the Civic Centre. To register your interest and join the waiting list, please visit the link below.

How to book

[Register here to be added to the waiting list.](#)

Barnardo's Cygnets – Puberty

Course description

Prerequisite- You MUST have attended the Core Programme before attending this course. The course is made up of a number of activities for parents to develop their understanding and confidence relating to puberty, sexual wellbeing and relationships and how they may impact on children on the autistic spectrum. It also offers parents the opportunity to participate in activities and build a 'toolkit' that they could use to explore puberty, sexual wellbeing and relationships with their children at home.

Course date, time and location

This one-day course will run twice per academic year, at the Civic Centre, and is available to parents of children who are in Year 4 and above.

How to book

[Register here.](#)

Barnardo's Cygnets - Siblings

Course description

Prerequisite- You MUST have attended the Core Programme before attending this course. This session aims to acknowledge the concerns that parents may have in relation to children with a brother or sister on the autistic spectrum.

Course date, time and location

This one-day course will run twice per academic year, at the Civic Centre.

How to book

[Register here.](#)

National Autistic Society EarlyBird

Course description

Early Bird is a support programme for parents and carers, of pre-school children with a diagnosis of autism or are on the pathway to receiving a diagnosis of autism (not yet attending full time school)

The programme aims to support parents in the period between diagnosis and school placement, offering advice and guidance on strategies and approaches for dealing with young children with autism. It works on understanding autism, building confidence to encourage interaction and communication and analysing and managing behaviour.

The programme draws from well-established practice in the field of autism

The approaches used include:

the national Autistic Society SPELL framework

techniques from the TEACCH approach

Picture Exchange Communication System (PECS)

The programme combines 8 group sessions and 2 home visits

Parents will have a weekly commitment of a two-and-a-half hour training session or home visit, and to ongoing work with their child at home

How to book

[Register here to be added to the waiting list.](#)

Parent/ Carer Workshop: Understanding your child's hearing loss

Do you live in Hillingdon?

Do you want to know more about your child/ young person's hearing needs?

Does your child/ young person use a hearing aid or cochlear implant?

This is an exciting opportunity to learn more about how to support your child/ young person. The half day workshop will cover:

- ★ What are the causes and types of hearing loss?
- ★ Why is using hearing technology important?
- ★ How do I look after specialist hearing equipment?
- ★ How can I best support my child/ young person's amplification needs?
- ★ How can I best support my child's needs?

How to book

Please register your interest [here](#)

Educational Psychology Service

EPS traded offer

Hillingdon Educational Psychology Service (EPS) have developed a comprehensive offer of support to our community of schools and other settings. This includes our traded EPS offer that provides a number of 'packages of support' that can be purchased to meet the individual needs of schools and other settings.

Attached is an [overview of the EPS traded offer](#) that schools / settings can access in the 2021 / 2022 academic year.

Please note that this is for your reference only as the deadline has passed to accommodate any new requests for the 2021/22 offer.

EPS Training

Please find below the CPD/ training sessions Hillingdon EPS are delivering in the 2021/2022 academic year.

For any further information or to book a place on one of the EPS courses email educationalpsychologyservice@hillingdon.gov.uk stating what session you are interested in and dates you would like it to be delivered.

Role of the EP- This training covers an explanation of what Educational Psychologists do, our service values, the four areas of need, types of work that EP's can conduct in school and a case study. (1 hour)

Literacy difficulties and Visual stress- This speaks about the definition of Dyslexia, how to identify children who may specific problems with reading, writing or spelling and the strategies that teachers can use in the classroom including a case study. (1.5 hours)

Selective Mutism- History of Selective Mutism, how to identify children who have Selective Mutism and strategies and resources that teachers can use to support in the classroom. (1 hour)

Attachment difficulties and impact in the classroom (1.5 hours)

Transition support for year 6 (flexible training from 1 hour to half day including intervention projects)

Enabling all children to make progress in the classroom focused on growth mindset, motivation and locus of control approaches (1 hour)

Precision teaching- a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught. Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to help ensure that students become fluent and accurate in using their words (1.5 hours)

Metacognition skills- focused on developing teacher's knowledge and understanding and strategies to implement in classrooms, (1.5 hours)

Supporting families, children and school staff who have experienced bereavement and loss. (1 hour to half day tailored to meet the needs of each school)

Supporting school/setting following a Critical Incident for School Leadership Team- (2 hours)

Executive Functioning: what it is and how to support pupils with EF needs/difficulties. Covered concepts including metacognition, motivation, self-regulation, growth mindset, positive praise, etc. 1 hour

Motivational Intervening - an overview of how to elicit change using this evidence-based approach, to familiarise with counselling approach: MI techniques; promote motivation for change; to promote self-efficacy in YP and understanding and management of their emotions and behaviour (1.5 hour) MI is an intervention which can be delivered as per need.

Wellbeing trainings aimed for children, parents and teachers (1 hour each), focused on strategies to use at home and school

ELSA (Emotional Literacy Support Assistant) - The ELSA project is an initiative designed to help schools meet the needs of emotionally vulnerable pupils from within their own resources. 5 days training and half termly group supervision sessions for 2 hours

What is (an) ELSA?

- ELSAs are emotional literacy support assistants working in schools.
- ELSAs help children recognise, understand and manage emotions to increase success.

- ELSAs plan and deliver individual (and small group) support programmes.
- ELSAs receive training and supervision from educational psychologists.

ELSA Training:

- Emotional literacy in schools/raising emotional awareness.
- Self-esteem/active listening and communication skills.
- Anger management/working with puppets
- Social skills/autistic spectrum difficulties and social stories.
- Friendship skills/writing therapeutic stories.

Group Interventions

Therapeutic Story writing group - 10 sessions

Research shows that Therapeutic Story writing Groups help pupils:

Process difficult feelings

Develop social skills.

Improve emotional resilience.

Improve writing skills

Group Size

4-6 children aged 7- 11 with emotional difficulties, particularly suitable for those on the SEN register or with SEMH difficulties. Think carefully about group dynamics, mix of girls and boys, think about balancing challenging pupils with more withdrawn pupils. **Children should be able to write a story independently and express their thoughts on paper.**

Cool Connections intervention - 10 sessions

Cool Connections is a fun, engaging group intervention that provides a cognitive behavioural therapy (CBT) approach to positively modifying the everyday thoughts and behaviours of children and young people aged 9 to 14. Combining a summary of CBT principles and step-by-step guidelines on how to use the materials appropriately with a mixture of games, handouts, home activities and therapeutic exercises, "Cool Connections" is designed to encourage resilience and self-esteem and reduce feelings of anxiety.

Group size

4- 6 children who would benefit from understanding the link between their thought's feelings and behaviour.

The Homunculi Approach to Social and Emotional Wellbeing: A Flexible CBT Programme for Young People on the Autism Spectrum or with Emotional and Behavioural Difficulties (10 sessions)

The Homunculi, (or 'little people'), is a fun activity that builds social and emotional resilience in children and young people, aged 7 upwards, and into the teenage years. It is particularly suited to those with high functioning autism or Asperger's Syndrome who often have difficulty identifying troubling feelings such as anger, fear and anxiety.

This flexible, 10-week, CBT-based programme for individuals or groups will be transformative for psychologists, therapists, teachers and other professionals working with children on the autism spectrum or with behavioural difficulties.

Transition Group (2-5 sessions)

Strengths-based programme supporting children who are in Y6 and are transitioning to secondary school, where the following activities would take place (depending on the suitability of the group and the number of sessions):

- Tree of Life
- Ideal School
- Exploration of their strengths
- Exploration of what the children are looking forward to
- Problem-solving scenarios as a group
- Discussions around friendships, social influence and asking for help

Sandwell Well-being intervention

The Sandwell Well-being Charter Mark is a school's opportunity to commit to improving the mental health and well-being of everyone connected with the school.

The Charter Mark is made up of three elements:

- [The Charter Mark School Audit](#)
- [The Healthy Mind, Happy Me Curriculum](#)
- [The Pupil Well-being Survey](#)

[About the Sandwell Well-being Charter Mark | Sandwell Council](#)

SEND Statutory Service

School Survival Workshops

The Hillingdon SEND team want to offer you workshop based, interactive sessions to enable you to gain insight from internal and external professionals, but most importantly your fellow SENCO's.

For any further information or to book a place on one of the SEND workshops email Tia Sohi: TSohi@hillingdon.gov.uk stating what workshop you are interested in attending.

Please note all sessions will be virtual until further notice.

Date proposed	Topic	Details
September	<p>Role and responsibilities of the SENCO</p> <ul style="list-style-type: none"> • Role of the Senco in mainstream • Role of Senco in Specialist • Legislation focus / governance • Administration responsibilities • Send policy for your schools 	<p>Padlet / buzz word task for what their current roles and responsibilities involve. Are they also teaching? What's your capacity on the ground? Are you on SMT?</p> <p>NASENCO – who has battled it yet? Did you do the qualification on the job? Reflection moment</p> <p>Compare with what legislation states a senco should be actively doing/responsible for.</p> <p>Legislation focus task</p> <p>SEND policy – who wrote yours? Reviewed? Where to start? We could provide good examples and poor examples. Bring your own, lets discuss. Provide with checklist for them to go away and review.</p> <p>Who in your school knows about your SEND policy?</p>

October	<p>Managing effective support</p> <ul style="list-style-type: none"> • APDR focus • SEND graduated approach • Intervention strategies • Provision mapping • SMART targets • Differentiation / SOW focus (practical strategies) and how to pitch for challenge and stretch, but maximising on making small steps of progress for lower attainment targeted pupils. • (<i>visual, auditory, kinaesthetic</i>) <p><i>Environment/sensory checklist</i></p> <p>Provision mapping after an EHCP</p>	<p>Legislation – SEND COP</p> <p>Provide samples of good and poor provision maps</p> <ul style="list-style-type: none"> • Where to start with a provision map • Outcomes (SMART) *engaging task* • Measuring progress, how? When? Who? • What is the role of the 1:1, what are the interventions? Why were the interventions chosen? <p>Bring a provision map that was turned down, or accepted for detailed evaluation</p> <p><u>Case studies and provision mapping task</u></p> <ul style="list-style-type: none"> • Include OAP and interventions already being used in your school, (maximising resource) <p><u>Challenge and stretch – how to differentiate</u></p> <ul style="list-style-type: none"> • Teaching strategies for differentiation – what does your school use? • WWW & EBI • Your different learner styles – how to meet those needs • Your classroom – sensory profiling / interventions overview (IB) • Seating plans? Do they work? What are your main classroom challenges? Space/diversity of learner/both
November	<p>Inclusive practise</p> <ul style="list-style-type: none"> • What is inclusion • Good examples • Poor examples • How to maximise your resources readily available to you • The OAP coming to life in your school 	<p>Your whole school approach evaluated</p> <p>Practical tips and tricks to become more inclusive</p> <p>Peer case study workshop</p>

December	Phase transfer <ul style="list-style-type: none"> • Discussions • Annual review meetings • School choice conversations • Better working relationships with feeder schools 	<p>What provision is in borough</p> <p>New timeline</p> <p>How to structure a phase transfer annual review</p> <p>Consultation expectations and response expectations / legislation</p> <p>How to increase better working relationships with feeder schools</p> <p>Understanding the offer of provision</p> <p>Settling anxiety with parents in relation to secondary / statutory schooling and that transition plan starting early – CYP centred.</p> <p>Transition targets – when to start transition, tracking those key changes in key stages.</p> <p>Timing of annual reviews/moving on</p>
January	Working with CYP and families <ul style="list-style-type: none"> • Managing expectations Working with professionals <ul style="list-style-type: none"> • Referral pathways <p>Transition periods – effective working</p>	<p>Signposting families</p> <p>Managing expectations – transparency of inclusivity</p> <p>My child has a diagnosis , now what?</p> <p>Solution focused conversations</p>
February	School support – cascading SEND knowledge <ul style="list-style-type: none"> • Teaching and learning focus • TA's • SMT highlight • Examples and resources to be provided in the session • Learning walks and evaluating your SEND provision and when. 	<p>What is your training programme like in house currently?</p> <ul style="list-style-type: none"> • Discussion focused • Reflective practise/ peer sharing <p>Examples of how to evaluate provision within your settings (for the use of applications, looking at delegated resource and accessing training via LBH where needed) training brochure** universal offer explanation</p>
March	Annual reviews <ul style="list-style-type: none"> • Person centred • How coproduction needs to be embedded • Discussion 	<p>Share good examples of annual review practise</p> <ul style="list-style-type: none"> • Sharing of reports, what reports, what information is being shared prior to the meeting • Vs statutory expectation • The meeting, who should attend and why • How to gather CYP thoughts, feelings, aspirations , how to

		<p>engage them even if briefly in a meeting.</p> <ul style="list-style-type: none"> • Ensuring parents understanding, parent views and section A update (although its not a legal section to be appealed, its important to bring the families position to life) • How to complete the ARR paperwork effectively. Gather what is working well and what is not working well • Hillingdon ARR paperwork good and poor examples • How to update straight on the plan and why that's effective • Legislation
April	<p>Managing finances</p> <ul style="list-style-type: none"> • SEN support • EHCP funding • Personal budget • Element 1, 2 and 3 – what does it mean? 	<p>What is a school budget? Do you know about the DSG Element 1 , 2 3 – what does this actually mean, how is it calculated? I have received a EHCP with top up funding – now what? Personal budgets – what are they?</p> <p>Shopping list in F – how to create this to ensure provision mapping is done correctly.</p> <p>ESF, funding elements, why would you apply? How to apply?</p>
May	<p>Legal focus</p>	<p>Mediations – what are they and what is your role? Tribunals – what is the timeline and what is your role?</p>