

**LEARN**  
SEND HUB

**Professional  
Development**

2023/24



## LEARN SEND Hub welcomes you to our CPD brochure for 2023-24.

This year our offer will be a blended approach to ensure our training is accessible to all.

We provide bespoke CPD and school support through a wide range of specialist SEND and mainstream colleagues, some of which is SEND-specific. However, our core focus is to ensure that every child receives access to high quality education across Lincolnshire and beyond.

LEARN is part of the Community Inclusive Trust which is an ambitious multi-academy trust that caters for both mainstream primary and special schools across the East Midlands. Since opening in September 2014, we have developed a portfolio of programmes and are included in DfE approved SEND programmes and projects.

We are based in Lincolnshire but support the wider workforce in the East Midlands, South Yorkshire and Humber region.

LEARN is also proud to be a delivery partner of L.E.A.D. Teaching School Hub and have developed and written content for their SEND offer again this academic year.

With access to a wider network of specialist partners including the Director's role as Regional Lead for Whole School SEND, we endeavour to ensure your CPD needs are met either at our Teaching Centre or directly at your own school. If you are unable to find what you are looking for, please contact us and we will signpost you in the right direction.



# Contents

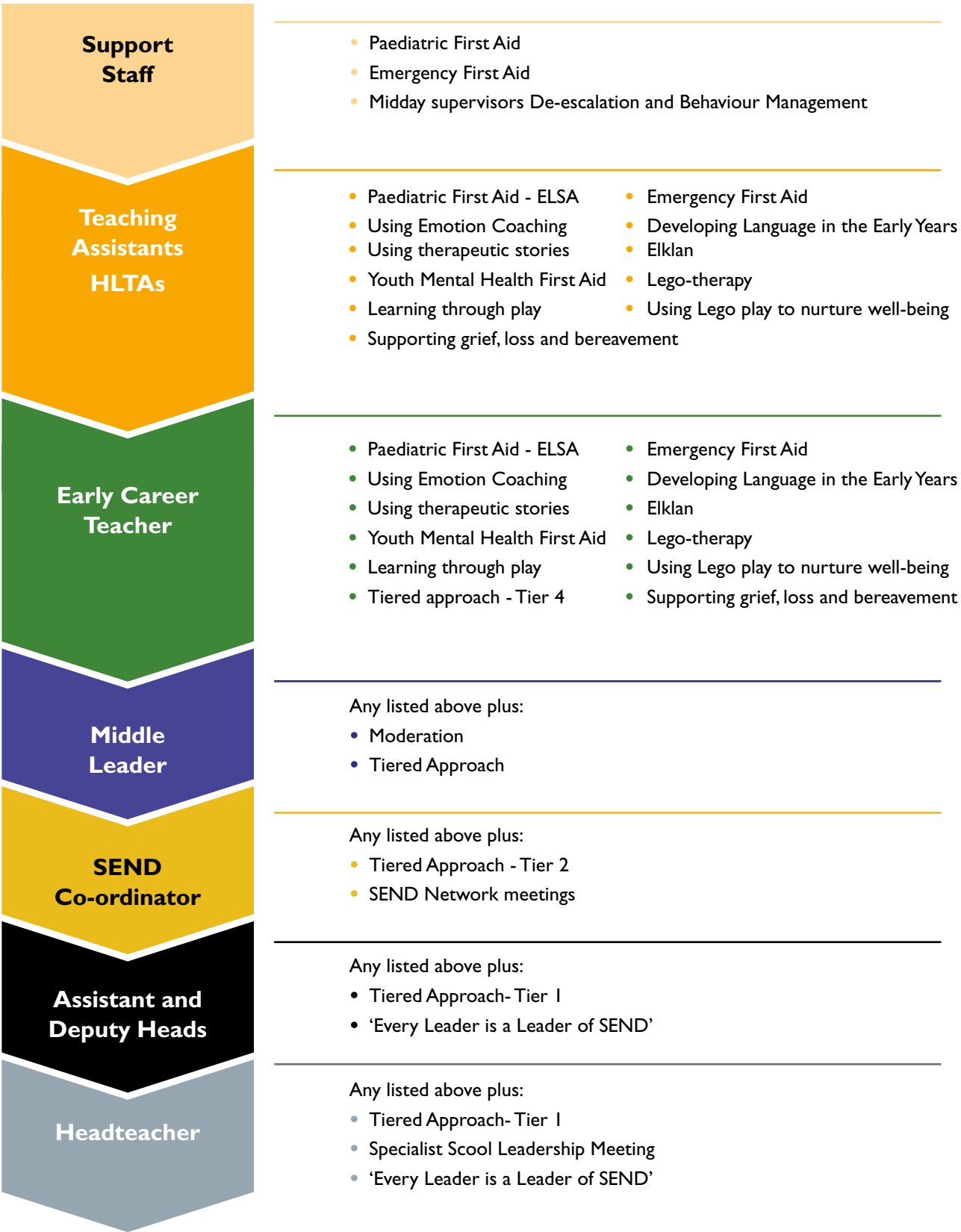


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# Progression of roles and course availability

All roles within a school/academy are of equal importance in making a successful environment in which pupils learn. Each role has the opportunity for progression and succession. Progression can either be moving to the next stage on the journey or gaining further skills within the same band. Every role should have access to continuous professional development to ensure that the skills, knowledge and attitudes are maintained and challenged.

## Appropriate Courses for Different Levels



# Meet the team



**Emily Walker**  
Director of LEARN  
emily.walker@learnsendhub.co.uk



**Sarah Robertson**  
Deputy Director of Learn,  
Appropriate Body and Early Career  
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sarah.robertson@learnsendhub.co.uk



**Jacqui Fulcher**  
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Finance Manager  
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# Vision & Values

## Our Vision

To provide high quality Education for All across Lincolnshire.

In an ever-changing educational landscape, with SEND being high on the national agenda, LEARN seeks to maximise their impact through working collaboratively with a range of schools and partners. This is underpinned by our vision to improve the quality of teaching and learning for those with SEND in all settings, improving the outcomes for all. We aim to do this by harnessing expertise in SEND, inclusion, teaching, leadership and coaching, resulting in high quality impact-driven continuous professional learning for all practitioners.



## Our Values

What does this look like in practice?

- Collaborative working with shared integrity, honesty, purpose, trust and respect.
- Promoting inclusivity, sharing and harnessing excellence in our local schools.
- Outward-looking aspirational partners who listen to and support local leaders.
- Enhanced pathways – training and development for SEND Leaders, teachers and support staff.
- School improvement driven through strategic leadership from consultants working collaboratively to support shared goals.
- Experts working as a shared resource across Lincolnshire and beyond.

We look forward to welcoming you!

Our training covers all four broad areas of need. To identify the area that the training relates to we have used the following buttons throughout the brochure alongside an additional one to indicate leadership and management courses.



Cognition  
& Learning



Sensory &  
Physical Needs



Social, Emotional  
& Mental Health



Communication  
& Interaction



Leadership  
& Management



# Keep in touch



## Want to email?

General enquiries can be made via email to:  
[enquiries@learnsendhub.co.uk](mailto:enquiries@learnsendhub.co.uk)



## Want to call?

Telephone us on:  
01400 659009



## Need to see us?

Our Address is:  
Warwick House, Long Bennington Business Park,  
Long Bennington, Newark, NG23 5JR

**what3words:**  
[elevates.assume.engaging](https://www.what3words.com/elevates.assume.engaging)



## Want to book?

If you would like to book on one of our fantastic courses, please visit: <https://bit.ly/LEARNSENDHub> or scan the QR code

You can also find us on...



[learnsendhub](https://www.instagram.com/learnsendhub)



[@LEARNSENDHub](https://twitter.com/LEARNSENDHub)

# Need a room?

## PROFESSIONAL SPACES FOR HIRE



As well as being able to visit you on site for your training needs, LEARN also has a selection of rooms available for booking in Long Bennington.

Should you wish to book any of our rooms please do not hesitate to contact:  
[enquiries@learnsendhub.co.uk](mailto:enquiries@learnsendhub.co.uk)

### TRAINING ROOM

Our Training Room has a capacity of 50 and benefits from a smart screen TV, Wi-Fi and flip charts. The room has a flexible working layout which can be arranged to suit your needs. Refreshments and buffet lunches are available at an extra cost.



### CONFERENCE ROOM

Our Conference Room has a capacity of 25 which is ideal for smaller training sessions or meetings. This room benefits from a presenter screen TV, Wi-Fi and flip chart. Refreshments and buffet lunches are available at an extra cost.



## BESPOKE SUPPORT

LEARN SEND Hub can deliver bespoke support to your setting to enhance and complement your professional development requirements. This support can be delivered in staff meetings, twilights or working alongside staff on a 1:1 basis.

SEND Specialist Partners or SEND Consultants can have a significant impact. A LEARN Specialist will meet with you to discuss your requirements, and will design and deliver a bespoke package. Throughout the brochure there are a range of courses and training packages. Any of these can be booked for delivery in individual settings for staff teams or clusters of schools. Prices on request.

## A LEARN SPECIALIST CAN:

- Offer staff meetings or twilight sessions that are bespoke to your needs
- Work alongside a teacher to develop a set of skills and/or knowledge
- Work alongside a leader to develop a set of skills and/or knowledge to drive improvement in their specialist area
- Work with a leader to develop frameworks/policies
- Audit needs/monitor to support the specific aspect of improvement
- Work with SENCOs to refine systems and processes

Deployments can be arranged by contacting Sarah Robertson via email: [sarah.robertson@learnsendhub.co.uk](mailto:sarah.robertson@learnsendhub.co.uk)

## BESPOKE PACKAGES



## MENTAL HEALTH AND WELL-BEING

The well-being of staff and the pupils they teach is of paramount importance, not least with the compounding post-covid recovery. Bespoke training can be designed to fit the needs of your setting. We offer training for staff well-being, Youth Mental Health First Aid (2 day MHFA training) or through NUCO training where we can offer accreditation at levels 1, 2 and 3.

Topics covered in Youth MHFA (MHFA England) include:

- Practical skills to spot the triggers and signs of mental health issues
- Confidence to reassure and support a young person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help a young person recover their health by guiding them to further support
- Ability to support a young person with a long term mental health issue or disability to thrive
- Tools to look after your own mental wellbeing.

Staff training on staff awareness and management strategies can impact positively on the workforce, reducing sick days.

This training would include:

- Impact measures
- Coping strategies – including making boundaries, SHED method, developing resilience
- Workplace policies for well-being and mental health
- Recognition of stress-signs and symptoms
- Differences between stress and anxiety
- Physiology of stress and impact on health
- Daily destressing planner
- Self-talk
- Levels of stress.



Contact LEARN if you are interested in any elements of this training: [enquiries@learnsendhub.co.uk](mailto:enquiries@learnsendhub.co.uk).



# BEHAVIOUR

## Managing behaviour

This is a modular toolkit which can be accessed by all staff who wish to understand and manage different behaviours in the classroom. Each session will be 2 hours in length. Please contact LEARN for further information.



Module 1	<b>Behaviour as a form of communication</b>  Behaviour is communication. Many children and young people who have behavioural difficulties, including many of those with social, emotional and mental health needs (SEMh), also have speech, language and communication needs (SLCN). This module develops an understanding that both positive and negative behaviours reflect how that pupil is feeling, particularly if they are not able to verbally express these feelings.
Module 2	<b>Managing extreme emotions and teaching learning behaviours</b>  Some pupils, particularly those who experience four or more adverse childhood experiences may struggle to manage their emotions. This module will focus on how they can be managed within the classroom and be given the support to develop their own emotional management.
Module 3	<b>Relationship-based approaches to Inclusion development</b>  Building and maintaining relationships between everyone in the school community is fundamental to supporting positive social behaviour. Negative behaviours are predominantly due to unmet needs indicating that a pupil needs support in developing alternative management strategies.  Developing an understanding of relationship-based and restorative approaches to manage classroom behaviours will positively impact on easing conflicting situations in the classroom.
Module 4	<b>Emotion-coaching</b>  Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.
Module 5	<b>Trauma-informed practice</b>  This module develops the participant's understanding about how traumatic events shape children or young people's neurological development and offers strategies to support those young people.
Module 6	<b>The impact of ADHD on behaviour</b>  Children with ADHD can experience behaviour problems related to emotional regulation. This can present in a number of ways, one of which being a refusal to complete tasks they don't want to do. This module looks at reasons for this and proposes strategies to manage these behaviours.
Module 7	<b>'Every Child Deserves a Champion'- how do we change the narrative?</b>
Module 8	<b>Know and understand your pupils</b>



Module 9	<b>De-escalation</b>  De-escalation refers to the process of diffusing conflicts as they begin to prevent them from getting worse or potentially violent. In regards to classroom management, you will learn strategies that can help to de-escalate conflicts in their earliest stages and stop small behavioural issues before they get out of hand.
Module 10	<b>Relationship with curriculum, relationships with others and relationship with self</b>  Using the EEF Improving Behaviour in Schools Guidance Report as a supportive mechanism this module will focus on developing strategies to improve pupil resilience and self-evaluation of our approach towards our pupils.
Module 11	<b>Building a positive behaviour environment – physically safe, socially safe and emotionally safe</b>  This module is self-explanatory and draws upon research-based materials that will help school staff to create a positive and supportive environment for all pupils so that they are ready to learn.

These modules can be purchased at three different levels.

<b>Study Level: BRONZE</b> 3 modules / £60 per person	<b>Study Level: SILVER</b> 7 modules / £135 per person	<b>Study Level: GOLD</b> 11 modules / £165 per person
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# FIRST AID TRAINING



Our First Aid courses delivered by our experienced trainers are accredited by ProTrainings and provide individuals with practical, interactive training.

We currently offer the following courses as open and closed sessions. Closed sessions are delivered in school and open sessions are run at our Training Centre.

## Emergency First Aid at Work (EFAW) 1-day course (6 hours)

This is a Level 3 (VTQ) qualification and is ideal for most businesses whose risk assessment has identified that there is no requirement for a fully trained First Aider for their workplace. All courses are delivered, evaluated and quality assured to meet the new guidelines set out by the HSE in October 2017 and meet the requirements of the First Aid at Work (First Aid) regulations 1981 and subsequent 2016 changes.

- Learn the Essentials of First Aid for Your Workplace and prepare yourself to deal with Workplace Emergencies.
- Upon successful completion of this course, certification is valid for 3 years.

## Paediatric 12 Hour infant/Child First Aid (PFA) 2-day course (12 hours)

This is a Level 3 (VTQ) qualification designed to meet and exceed the requirements of registering as a childminder or working in a childcare setting with EYFS, CSSIW and SureStart for people needing a 2 day 12-hour first aid course for infants and children. This group includes childminders and carers. ProTrainings Paediatric courses are approved by councils across the UK. Our Paediatric courses meet the latest learning outcomes laid down by the Awarding Organisations.

- All our First Aid courses fully meet the UK and European Resuscitation Council Guidelines 2021 as per the HSE requirements. ProTrainings Vocational Training Qualifications (VTQ) are fully recognised by the HSE as Trade Body Qualifications.
- Spend 12 Hours learning vital information to possibly save an infant's or child's life with this course.
- Upon successful completion of this course, certification is valid for 3 years.

## CLOSED COURSES

Our Closed Courses are delivered in house at your setting and can be delivered as INSET Days, Half Days or Twilights. Closed courses will save journey times and expenses, and work around dates that suit you.

Costs are the same as our open course, and are charged per number of attendees.

Minimum of 6, maximum of 12

## Emergency First Aid at Work (EFAW)

1-day course (6 hours)

£95 per attendee (with no added VAT)

## Paediatric 12 Hour infant/Child First Aid (PFA)

2-day course (12 hours)

£165 per attendee (with no added VAT)

## FURTHER INFORMATION

Upon successful completion all participants will receive a certificate via email.

For courses hosted at LEARN Teaching Centre refreshments are included in the course costs, however lunch is not provided. Participants must arrange and cover their own travel and accommodation expenses.

For more information about Pro-trainings, please visit: [www.protrainings.uk](http://www.protrainings.uk)

All our courses can be found at <https://bit.ly/LEARNSENDHub> or scan the QR code

If you would like to enquire about our Closed Courses or receive further information please contact LEARN Teaching Centre: [enquiries@learnsendhub.co.uk](mailto:enquiries@learnsendhub.co.uk)





# TEAMTEACH TRAINING



Our Positive Behaviour Management courses provide accredited, award-winning training providing individuals with practical, interactive training, designed to transform participants' practice in the workplace, and to understand and implement holistic behaviour management strategies.

Delivered by our experienced trainers, participants will learn to utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours. The courses will also cover documentation and legal guidance, as well as best practice when reporting and reviewing incidents.

While our courses focus on de-escalation and communication strategies for dealing with challenging behaviour without physical intervention, they also cover positive handling training for schools and other education settings which minimise restraint and intrusive intervention. Participants will learn how to execute simple and safe positive handling techniques including personal safety, appropriate for their setting. Our techniques are situated within a respectful, supportive approach to behaviour support strategies. These strategies will promote and maintain positive relationships.

## HOW ARE THE COURSES DELIVERED?

Courses can be delivered in two different ways, either through an Open or a Closed Course.

## CLOSED COURSES

Our Closed Courses are delivered in house at your setting and are specific to your settings needs. These can be delivered as INSET Days, Half Days or Twilights.

All our courses are delivered by experienced, knowledgeable trainers. They carefully consider the training needs of participants to ensure they can confidently put positive behaviour management strategies into action in their school. Prior to any training, we will discuss the content that you need, and devise a curriculum to meet the specific needs of your service setting.

As well as a tailored unique service our prices can often be more competitive, save journey times and expenses, and work around dates that suit you.

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POA Positive Behaviour Management Level 1, 6-hours Day Course for up to 12 delegates

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POA Positive Behaviour Management Level 1, 6-hours over 2 twilight sessions for up to 12 delegates

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POA Positive Behaviour Management Level 2, 12-hour 2 Day Course for up to 12 delegates

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POA Positive Behaviour Management Level 2, 12-hours over 4 twilight sessions for up to 12 delegates

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POA Positive Behaviour Management Refresher Level 1, 1/2 day

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POA Positive Behaviour Management Refresher Level 2, 1 day

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## OPEN COURSES

Our Open courses are run at our training centre. Refreshments are included in the course costs, however lunch is not provided. Participants must arrange and cover their own travel and accommodation expenses.

## FURTHER INFORMATION

All participants will receive a Course Workbook and, upon successful completion, a certificate via email.

For more information about Team Teach, please visit [www.teamteach.co.uk](http://www.teamteach.co.uk)

All our courses can be found at <https://bit.ly/LEARNSENDHub> or scan the QR code

If you would like to enquire about our Closed Courses or receive further information please contact LEARN SEND Hub: [enquiries@learnsendhub.co.uk](mailto:enquiries@learnsendhub.co.uk)

If you would like to enquire about one of these courses or receive further information please contact LEARN SEND Hub: [enquiries@learnsendhub.co.uk](mailto:enquiries@learnsendhub.co.uk)



# DEPLOYMENTS

We offer a variety of deployments listed below. If you would like further information and prices please contact Sarah Robertson via email: [sarah.robertson@learnsendhub.co.uk](mailto:sarah.robertson@learnsendhub.co.uk)

## SEND Reviews

These look at how a school is managing their SEND provision. It will enable schools to identify areas of strength and areas of improvement within existing SEND provision, based on the findings of a full and thorough audit from the London Challenge model. As a reviewer, system leaders will work with you to develop your SEND strategy. Reviewers have a track record of supporting schools in making a difference to SEND provision effectively meeting learner's needs.

## MAT SEND Reviews

The aim of a MAT SEND review is to create a framework that supports a Trust-wide approach to SEND, involving senior leaders at Academy and Trust level, developing staff awareness and expertise, together with building strategic leadership to improve identification, progress and outcomes for learners with SEND. By engaging and collaborating with colleagues from MATs and conducting shared reviews, we can collate a thorough overview of need and available resources to develop an effective MAT SEND approach based on evidenced best practice. An online audit will be provided to support this process.

## Health Checks

A health check is an opportunity for school leaders to acquire a school review. A review will involve high challenge in a highly supportive environment, evaluating the school's performance either generally, or, within targeted areas, providing recommendations for future development.

Engagement with a health check enables schools to consider their current position by collaboratively identifying strengths and development needs and planning for the management of effective change. This will be done by the review team providing robust challenge and support throughout.

## Access Arrangement Assessor

LEARN have a trained Access Arrangement Assessor who can complete psychometric tests within your setting to write suitable and appropriate assessment reports for submission to examination boards, where required.

## SENCO Support

Our SEND consultants and specialists can provide support for school SENCOs with:

- Systems and processes,
- SEND Action Planning
- CPD mapping
- EHCP outcome trackers
- Implementing policies to practice

This can be tailored to meet your needs and is invaluable support for new SENCOs and established SENCOs to evaluate their current practice to ensure efficiency and effectiveness.

## Supporting Governing Bodies with Headteacher Appointments

An external advisor will work collaboratively with the Governing Body, supporting them in the appointment of a new Headteacher. A bespoke offer can be created for the needs of the school setting including support during the recruitment and interview phase.

## Supporting Governing Bodies with Headteacher Performance Management

Governing Bodies for maintained schools are required to set objectives for their Headteacher as part of an annual appraisal.

An external advisor will support Governing Bodies in Headteacher performance management. They will assist with the setting of objectives, including success criteria and performance measures.

The same advisor can be booked to support the review of performance either during or at the end of the review cycle.

## School Resource Management Advisor

The School Resource Management Advisor course is structured in a peer-to-peer format. The consultant who visits your school will work collaboratively with schools to help them manage their specific set of circumstances. Every situation will be different. However, a common thread of most schools visited recently is that their budgets are affected by some form of financial issue. We want to try and understand what has led them to that position. SRMA deployments are ultimately for supporting schools that are either currently facing a budget deficit or are soon likely to be. Our aim is to explore how they have got there and what we can do to try and improve the situation, while at the same time improving outcomes for pupils.

## Independent Pupil Risk Assessments and Risk Management

DCSF guidance on 'Use of Force' states that schools may need to undertake individual pupil risk assessments where it is known that force is more likely to be necessary to restrain a particular pupil, such as pupils whose SEN and/or disability is associated with extreme behaviour.

This deployment will ensure that a duty of care is provided for everyone in the setting, from staff to pupils, and including the young people in question.

## Advice and Guidance on Managing Challenging Behaviour and Exclusions

Please contact LEARN SEND Hub for more information regarding this deployment as it will be based on the individual needs of the pupil or setting.

# SEND HUH: CURRICULUM CONVERSATIONS WITH SEND LEADERS



John Tomsett

**WHO IS THE PROGRAMME AIMED AT:**

- Class Teachers
- SENDCOs
- Headteachers / Heads of Departments

**INTENDED IMPACT OF THE PROGRAMME:**

- To explore the recently published book “SEND Huh” with one of the authors
- To develop an approach of looking at children for what they can do rather than what they can’t do
- To explore what provision looks like in your own setting – what are the barriers for implementation?

**OVERVIEW OF THE PROGRAMME CONTENT AND SESSIONS:**

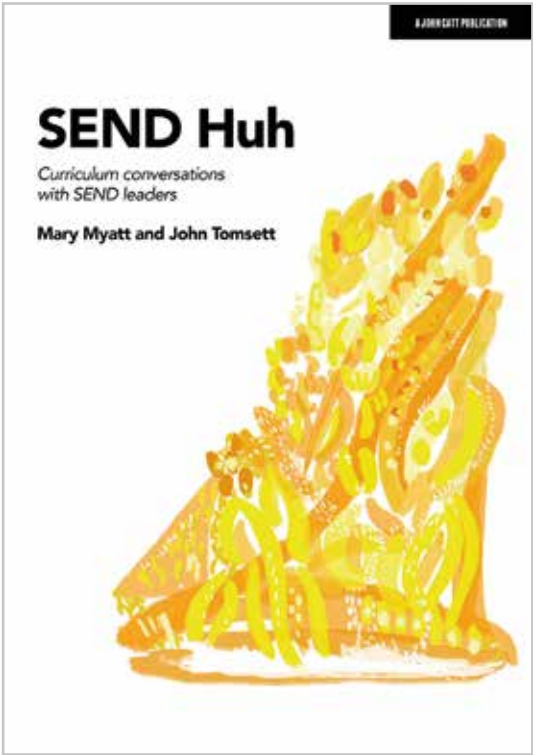
Huh is the Egyptian god of endlessness, creativity, fertility and regeneration. He is the deity Mary Myatt and John Tomsett have adopted as their god of the curriculum. Their Huh series of books focuses on how practitioners design the curriculum for the young people in their schools.

The Huh project is founded on conversations with colleagues doing great work across the education sector. In SEND Huh, Mary Myatt and John Tomsett discuss curriculum provision for pupils with additional needs with some of the leading experts in the field.

Mary and John interviewed pupils, parents, Teachers, Headteachers, CEOs, Educational consultants and lecturers. They then edited the transcriptions of those interviews to provide an ambitious, thoughtful, nuanced and challenging vision of what the best possible provision looks like for children with additional learning needs.

The challenging conversations which comprise SEND Huh paint an inspiring picture that is hugely hopeful for the future of SEND curriculum provision in our schools.

DATE	TIME	VENUE
Tuesday 5th December 2023	10am-3pm	L.E.A.D. Teaching School Hub



“SEND Huh weaves together a sophisticated and thoughtful narrative of lived experiences from a wide range of contributors from every corner of the sector. It’s not often that a non-fiction book has such a profound effect on me. I found myself thinking about it days after, contemplating the nuance, mulling over the complexity, grappling with the challenges and acknowledging the rallying cry to ensure our pupils with additional needs receive an ambitious education that enables them to thrive.”

Kathryn Morgan, Senior Capacity Improvement Advisor, TSHC

“I simply adore this book. It rams home that being inclusive is not an excuse for low expectations. Instead of being an afterthought when it comes to curriculum, children with additional needs become drivers for what a well-rounded curriculum is for all young people. Curriculum decisions are about building and accelerating learning and the years of the deficit model of SEND should be put to bed by one reading of this latest book in Myatt and Tomsett’s powerful Huh series.”

Vic Goddard, Co-Principal, Passmores Academy & CEO of Passmores Cooperative Learning Community

@johntomsett

John Tomsett taught for 33 years in state schools and was a headteacher for 18 years. His books include: Love Over Fear: Creating a Culture for Truly Great Teaching; Putting Staff First: A Blueprint for Revitalising our Schools (with Jonny Uttley); Cognitive Apprenticeship in Action (editor); Huh: Curriculum conversations between subject and senior leaders; Primary Huh: Curriculum conversations with subject leaders in primary schools; Primary Huh 2: Primary curriculum leadership conversations & SEND Huh: curriculum conversations with SEND leaders (all Huh books are co-authored with Mary Myatt). John is currently working on his next book with Mary, called AP Huh: curriculum conversations with Alternative Provision leaders.





## SEND Leadership – A Tiered Approach



This tiered training programme is aimed at supporting school leaders to understand their individual responsibilities within the leadership of SEND. It will address statutory requirements, schemes of delegation, curriculum adaptation and the monitoring of provision. The aim is that leaders have clarity of their roles within schools and their responsibility in supporting the wider team in meeting pupil need and monitoring the impact of their provision. This programme will prepare leaders for the changes cited within the March 2023 Department of Education SEND and Alternative Provision (AP) Implementation Plan.



### Tier 1: Leadership

Aimed at senior leaders in schools to clarify what strategic leadership of SEND is and develop a SEND focused scheme of delegation. It will support schools in using an audit of provision to be reviewed over time. This audit will focus on leadership of SEND, quality of teaching and learning and the use of resources.



DATE	TIME	VENUE
Thursday 28th September 2023	9.15am-3.30pm	LEARN

Face-to-face training / Cost: £95

### Tier 2: SENCOs

Aimed at SENCOs, to support them in being strategic leaders, linking closely with the senior leadership team to cascade information and training throughout the school. It will address new research and government-led recommendations and initiatives, identify and signpost support organisations eg. Whole school SEND and will include EEF SEND in the Mainstream guidance. The trainers will support and challenge the delegates to consider the next steps required to meet the recommendations from the various evidence sources, enabling them to link theory and practice in their own provision, leading to future-proofing inclusive education.



SESSION	DATE & CONTENT	TIME	VENUE
Day 1	Monday 13th November 2023 <ul style="list-style-type: none"> <li>Strategic leadership of SEND</li> <li>Working effectively with parents</li> <li>Your school through a SEND lens</li> </ul>	9.15am-3.30pm	L.E.A.D. Teaching School Hub 
Day 2	Tuesday 6th February 2024 <ul style="list-style-type: none"> <li>High quality teaching</li> <li>Managing your provision-CPD/Finance/Deployment of outside agencies</li> </ul>	9.15am-3.30pm	L.E.A.D. Teaching School Hub 

Face-to-face training / Cost: £190

### Tier 3: Middle leaders

Aimed at Middle Leaders (MLs). It will ensure that MLs have a clear understanding of statutory requirements in relation to SEND. It will enable them to review their curriculum offer, check that it meets the needs of all learners and consider how it can be adapted to do so. MLs will consider how to support teachers in implementing this, and monitor effectiveness through a SEND lens using the EEFs implementation cycle.



SESSION	DATE & CONTENT	TIME	VENUE
Day 1	Wednesday 17th Jan 2024 <ul style="list-style-type: none"> <li>Policy to Practice</li> <li>Curriculum offer for SEND</li> <li>Implementation as a process</li> </ul>	9.15am-3.30pm	L.E.A.D. Teaching School Hub 
Day 2	Thursday 14th March 2024 <ul style="list-style-type: none"> <li>High quality teaching</li> <li>Monitoring of provision though a SEND lens</li> </ul>	9.15am-3.30pm	L.E.A.D. Teaching School Hub 

Face-to-face training / Cost: £190

Tier 4:Teachers

This is a modular toolkit which can be accessed by all Teachers depending on their individual CPD requirements.The twelve modules complement the ECT and NPQ packages by providing practical guidance,They will address research and common themes affecting learners and schools within the County. Each session will be held as a series of webinars 1.5 hrs in length.



<b>Module 1</b>  Thursday 5th October 2023	<b>High Quality Teaching - the Inclusive Teacher</b>  High quality teaching is firmly based on strategies that every mainstream Teacher will have in their toolboxes or that can be easily added to (EEF 2021). High quality teaching lessons reduces the need for extra support for all pupils.This session will promote the use of strategies researched by the Education Endowment Fund.
<b>Module 2</b>  Thursday 2nd November 2023	<b>Working with support staff</b>  The increase in support staff has trebled since 2000, but do we always use them effectively? This module will let you reflect on your own settings and consider next steps on how to potentially develop the role and deployment of the Teaching Assistant.
<b>Module 3</b>  Thursday 16th November 2023	<b>Scaffolding</b>  This module looks at the area of scaffolding, a key strategy for improving learning, particularly in support of pupils with SEND.
<b>Module 4</b>  Thursday 30th November 2023	<b>Teachers toolkit for meeting Cognition and Learning Needs</b>  This module will focus on recognition of those pupils that have cognition and learning needs. It will look at the common conditions that are included in this area and will consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum.We will also discuss intervention strategies and the support organisations that can be accessed in the setting.
<b>Module 5</b>  Thursday 7th December 2023	<b>Teachers toolkit for meeting Communication and Interaction needs</b>  This module will focus on recognition of those pupils that have communication and interaction needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.
<b>Module 6</b>  Thursday 18th January 2024	<b>Teachers toolkit for meeting Social, Emotional and Mental Health Needs</b>  This module will focus on recognition of those pupils that have social, emotional and mental health needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.
<b>Module 7</b>  Thursday 1st February 2024	<b>Teachers toolkit for meeting Physical and Sensory Needs</b>  This module will focus on recognition of those pupils that have physical and sensory needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. Intervention strategies and the support organisations that can be accessed in the setting will be discussed.



<b>Module 8</b>  Thursday 29th February 2024	<b>Behaviour and Engagement</b>  Behaviour IS communication.This module develops an understanding that both positive and negative behaviours reflect how a pupil is feeling. Until those negative behaviours are managed the pupil will find it difficult to be engaged with learning.This module will provide strategies to manage those more challenging behaviours and therefore enable learning and progress.
<b>Module 9</b>  Thursday 14th March 2024	<b>IEP - Plan through to implementation</b>  This module will look at writing an effective IEP making it a working document to enable progress and drive forward learning with our pupils with SEND.
<b>Module 10</b>  Thursday 25th April 2024	<b>Learning environments</b>  This module will cover the physical, emotional, and social considerations for your learning environment, focussing on communication-friendly solutions.
<b>Module 11</b>  Thursday 23rd May 2024	<b>Working in Partnership</b>  There are a range of other stakeholders in schools that need to be part of the collaborative approach in supporting pupils with SEND.This module will look at these working partners and work on how we can solidify relationships so that all pupils with SEND will benefit.
<b>Module 12</b>  Thursday 13th June 2024	<b>Successful SEND support-graduated approach cycle</b>  This module will work through the four elements of the graduated approach improving the Teacher's responsiveness to the pupil's needs.

ALL THE ABOVE ARE WEBINARS HELD AT 3.30PM-5PM

These modules can be purchased at three different levels.

<b>Study Level: BRONZE</b> 6 modules / £90 per person	<b>Study Level: SILVER</b> 9 modules / £135 per person	<b>Study Level: GOLD</b> 12 modules / £165 per person
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# TEACHING ASSISTANT

## – SEND-SPECIFIC MODULES

This is a modular toolkit which can be accessed by all teaching assistants working with pupils with SEND in mainstream primary and secondary school settings. These will be one-hour long webinars which will be time-accessible on the LEARN website. They have been developed to assist teaching assistants in developing their skills, effectiveness and confidence when working with pupils with SEND. Available from Spring 2024.

Module 1	<b>The role of the teaching assistant with pupils with SEND and development of working relationships.</b>  This module will investigate the role of Teaching Assistants in school and how this has changed and grown over time. It will look at the key role of the teaching assistant in mainstream schools particularly with pupils with SEND. It will also consider the importance of forming solid professional working relationships with pupils, parents and staff.
Module 2	<b>High Quality Teaching</b>  In this module we will look at the components of High Quality Teaching using research materials developed by the Education Endowment Fund.
Module 3	<b>Promoting effective group working</b>  Teaching assistants spend a proportion of their time working with small groups of pupils. This module will consider how best to support the pupils in group settings.
Module 4	<b>Promoting independence</b>  This module considers how best to help our pupils with SEND develop their own personal independence and independent learning.
Module 5	<b>Scaffolding and questioning</b>  This module looks at the area of scaffolding, a key process by which learners are helped to achieve their learning goals. The art of skilled questioning techniques are also explored.
Module 6	<b>Delivering effective intervention programmes</b>  This module will look at the types of intervention that are available and appropriate strategies for delivery. It will consider the components required for a successful intervention making links from the learning in the intervention sessions to the learning in the classroom.
Module 7	<b>Providing valuable feedback for teachers and pupil</b>  Teaching assistants often have the privileged position of being with pupils when learning occurs. This module will consider ways of providing essential quality feedback of that learning to the teacher.
Module 8	<b>Understanding Communication and Interaction needs</b>  This module will focus on recognition of those pupils that have communication and interaction needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide a strategy toolbox for the teaching assistant to help support all pupils with these needs.



Module 9	<b>Understanding Cognition and Learning needs</b>  This module will focus on recognition of those pupils that have cognition and interaction needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide a strategy toolbox for the teaching assistant to help support all pupils with these needs.
Module 10	<b>Understanding Social, Emotional and Mental Health Needs</b>  This module will focus on recognition of those pupils that have social, emotional and mental health needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum. It will provide a strategy toolbox for the teaching assistant to help support all pupils with these needs.
Module 11	<b>Understanding Physical and Sensory Needs</b>  This module will focus on recognition of those pupils that have physical and sensory needs. It will look at the common conditions that are included in this area and consider the difficulties faced when learning. It will provide day-to-day strategies to help these pupils access the curriculum.
Module 12	<b>Calm and ‘ready’ to learn</b>  This module develops an understanding that both positive and negative behaviours reflect how a pupil is feeling. It will provide strategies for de-escalation when managing more challenging behaviours and therefore enable learning and progress.

These modules can be purchased at three different levels.

<b>Study Level: BRONZE</b> 6 modules / £60 per person	<b>Study Level: SILVER</b> 9 modules / £85 per person	<b>Study Level: GOLD</b> 12 modules / £96 per person
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## ADHD



### Breaking down barriers: Learning with ADHD



A three-hour training session that begins with an exploration of what attention is and its role in executive functioning and learning, followed by a detailed look at how attention-based difficulties may present. This session will consider the term 'Attention Deficit Hyperactivity Disorder (ADHD)', including its assessment and potential treatment. The session will close with a look at the practical strategies which can be employed in school to promote learning and wellbeing in children and young people who present with attention-based difficulties.



By the end of this training all attendees will have:

- Gained an understanding of what attention and attention-based difficulties are, including what ADHD is and what it isn't
- Considered the behaviours we might see
- Looked at the potential challenges faced by children with attention-based difficulties including those with a diagnosis of ADHD.
- Identified practical ways to support children with attention-based difficulties, including those with a diagnosis of ADHD.

DATE	TIME	VENUE
Thursday 23rd November 2023	1pm-4pm	LEARN

<b>Audience</b>	All staff in all settings
<b>Cost</b>	£95

## AUTISM



### Breaking down Barriers: Learning with Autism



A three-hour training session that will provide participants with some knowledge and understanding of Autism, including the main areas of impairment and difference. Further, the idea of the Autism spectrum will be discussed and what that means in practice. This course will also provide participants with key tools, approaches and strategies that can be implemented within classroom settings in order to meet the needs of those with Autism.



DATE	TIME	VENUE
Tuesday 3rd October 2023	9am-12pm	LEARN

<b>Audience</b>	All school staff
<b>Cost</b>	£95



## ATTACHMENT

### Creating a secure learning environment: Attachment

Access this course to develop your understanding of Attachment theory and why this is so important to understanding behaviour. From this short course participants will learn how:

- To develop classroom practice in supporting children who have experienced trauma/attachment difficulties.
- To support adults in developing interventions to lessen the impact of the children's behaviour on classroom environment.
- To develop proactive behaviour strategies that afford the children 'containment' and build resilience.
- To support good learning outcomes for children with attachment difficulties.

DATE	TIME	VENUE
Thursday 7th December 2023	1pm-4pm	LEARN

<b>Audience</b>	Teachers and Teaching Assistants
<b>Cost</b>	£95





## Midday Supervisors De-escalation and Behaviour Management

Improved communication skills from staff will help children manage their emotions at lunchtimes, finding solutions to resolve these challenging behaviours.

SESSION	DATE	TIME	VENUE
Session 1	Wednesday 15th November 2023	9am-11am	LEARN
Alternative session	Friday 22nd March 2024	9am-11am	LEARN



**Audience** All  
**Cost** £25



## FIRST AID

### Emergency First Aid at Work

This First Aid at Work qualification is suitable for all settings where the risk assessment has identified that there is no requirement for a fully-trained First Aider for the workplace. All courses are delivered, evaluated and quality-assured to meet the new guidelines set out by the HSE in October 2017 and meet the requirements of the First Aid at Work (First Aid regulations) 1981 and subsequent 2016 changes.



All our First Aid courses fully meet the UK and European Resuscitation Council Guidelines 2021 as per the HSE requirements. Pro-trainings Vocational Training Qualifications (VTQ) are fully recognised by the HSE as Trade Body Qualifications.

SESSION	DATE	TIME	VENUE
Session 1	Thursday 12th October 2023	9am-3.30pm	LEARN
Alternative session	Tuesday 2nd July 2024	9am-3.30pm	LEARN

**Audience** All  
**Cost** £95

## Paediatric First Aid

This two-day paediatric First Aid course focuses on emergency scenarios that face those looking after young children and infants, including day nurseries, private nursery schools, pre-schools, before and after school clubs for children in the Early Years age group, childminders and carers of children at home.

The course meets the OfSTED Early Years and Childcare Register requirements.



SESSION	DATE	TIME	VENUE
Session 1	Wednesday 4th & Thursday 5th October 2023	9am-3.30pm	LEARN
Alternative session	Monday 8th & Tuesday 9th July 2024	9am-3.30pm	LEARN

**Audience** All  
**Cost** £165



# LANGUAGE DEVELOPMENT

## Developing Language in the Early Years



It is easier to help someone when you have been in their shoes. We have all been babies and young children but we do not remember the feelings and challenges of our early years. So, how can adults understand exactly what a child in the early years is experiencing as their communication develops? What can adults do to help them develop?

The workshop includes practical activities which are underpinned by the science behind babies' communication development. You will also be given a range of tools to use to deliver effective and empathic support to children.



DATE	TIME	VENUE
Tuesday 10th October 2023	1pm-4pm	LEARN

<b>Audience</b>	ELSA and pastoral staff who support emotionally vulnerable children
<b>Cost</b>	£95

## ELKLAN



Local Authority data from 2022-2023 reported that speech, language and communication needs account for 29.1% of the young people that are on the SEND Register. This heightens the necessity for schools to develop strategies to support those pupils. ELKLAN is an externally accredited Level 3 course which will improve your ability to communicate with your pupils and their ability to communicate with you.

This course is written for staff supporting children with speech, language and communication needs (SLCN) in primary schools and special units. It equips them with innovative tools and methods to enhance children's learning in the classroom and promotes quality first teaching.

The course uses relevant teaching methods including practical activities, videos and group discussion to engage learners.



SESSION	DATE	TIME	VENUE
Session 1	Thursday 16th November 2023	9am-3.30pm	LEARN
Session 2	Tuesday 30th January 2024	9am-3.30pm	LEARN
Session 3	Thursday 14th March 2024	9am-3.30pm	LEARN



<b>Audience</b>	Teachers and Teaching Assistants
<b>Cost</b>	£360



## Meeting Complex Needs in EYFS in Mainstream Settings

The Education Endowment Fund led research about the dire effects of the pandemic's lockdowns on young children's early learning of language and their communication development. There is good evidence that early intervention can help with delayed language and communication skills. But even with effective language interventions, Teachers and support staff say they need still more support and training to develop the expertise needed to meet the increasingly complex social communication, language and learning needs of higher numbers of children entering the Early Years & Foundation Stage (EYFS) of their mainstream settings.

This half day training aims to:

- Raise awareness of the particular difficulties experienced by children with a range of complex needs who may be struggling to access the EYFS curriculum.
- Develop confidence and expertise in meeting the complex needs of these children within their EYFS mainstream settings.
- Ideal for school staff working in Early Years/Key Stage 1.

DATE	TIME	VENUE
Tuesday 19th March 2024	9am-12pm	LEARN

<b>Audience</b>	Early Years and Foundation Stage practitioners
<b>Cost</b>	£95



## LEGO THERAPY

### Using Lego play to support social skills

This interactive and informative training will equip participants with the necessary knowledge, skills and confidence to be able to set up and deliver a Lego club, giving particular attention to the use of structured and freestyle Lego play. Lego-based therapy is a skill-building approach using Lego play. Using the structured and predictable nature of Lego, it attempts to improve basic social interaction and communication skills.

Because Lego is fun, it also helps to increase a child's underlying motivation and interest for engaging in social interaction and establishing peer relationships. Originally developed for children with Autism, it can also be useful for any children where social skills have not developed naturally or where there are gaps.

DATE	TIME	VENUE
Wednesday 10th January 2024	9am-12pm	LEARN

<b>Audience</b>	Primary and secondary teachers and TAs
<b>Cost</b>	£95

### Using Lego play to nurture well-being

This is an intervention that offers schools a targeted way of supporting children and young people who are vulnerable and who may also present with complex Social, Emotional and Mental Health (SEMH) needs. Using Lego helps key adults to be playful and interactive in order to improve a range of social-emotional skills with the aim of promoting positive mental health and wellbeing. Training in this intervention will help attendees to set up and deliver this intervention, giving particular attention to the use of active listening, noticing, and responding, to build safe and secure relationships.

By the end of this training session all attendees will be ready to set up and deliver their first intervention through:

- Understanding what the intervention is
- Considering the possible impact for children and young people
- Exploring ways of evaluating the impact of an intervention with Lego

DATE	TIME	VENUE
Tuesday 14th November 2023	9am-12pm	LEARN

<b>Audience</b>	Primary and secondary teachers and TAs
<b>Cost</b>	£95



## MENTAL and EMOTIONAL WELL-BEING

### ELSA

Futures in Mind are delivering the Emotional Literacy Support Assistant (ELSA) programme at LEARN. This is an evidence-informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range of social and emotional needs.

This highly regarded programme for Teaching Assistants, pastoral staff and Learning Mentors will:

- develop their knowledge and understanding of social and emotional needs;
- enhance their skills in being able to plan and implement a range of bespoke interventions and;
- grow their confidence in being able to support vulnerable children and young people.



### COURSE STRUCTURE AND CONTENT

A five-day training programme, plus four 2-hour supervision sessions, delivered by two highly experienced Educational Psychologists. The training will cover the following areas:

- Emotional Literacy – learn about the importance of emotional literacy at a whole school level.
- Emotional Regulation – develop your knowledge of emotional regulation.
- Social Skills and use of story work – Learn how to develop children and young people's social skills and use 'stories' to meet social and emotional needs.
- Active Listening – master the skills for listening to children and young people.
- Self-esteem and Resilience – Discover the five building blocks of self-esteem.
- Grief and Loss – Develop your knowledge around grief and loss and how to support children and young people.
- Bespoke interventions – Learn how to plan and implement bespoke interventions for meeting social and emotional needs.

SESSION	DATE	TIME	VENUE
Day 1	Wednesday 13th September 2023	9.30am-3.30pm	LEARN
Day 2	Wednesday 27th September 2023	9.30am-3.30pm	LEARN
Day 3	Wednesday 11th October 2023	9.30am-3.30pm	LEARN
Day 4	Wednesday 1st November 2023	9.30am-3.30pm	LEARN
Day 5	Wednesday 15th November 2023	9.30am-3.30pm	LEARN

<b>Audience</b>	Teaching Assistants, pastoral staff and Learning Mentors
<b>Cost</b>	Prices on application direct to FiM ELSA Courses - Futures in Mind



NOTE: Once the initial training is completed, accessing on-going supervision is integral and essential to your continuing professional development and role as an ELSA. Guidance from the ELSA Network states that ELSAs should access on-going supervision from qualified Educational Psychologists in order to continue to be able to offer ELSA support in their settings. ELSAs who do not access supervision will be at risk of being de-registered.

# Supporting Grief, Loss and Bereavement



This training is for school staff who want to develop their confidence and skills in creating secure, supportive environments and to be prepared when a bereaved child is ready to engage with them. Perhaps now more than ever, staff need to feel equipped and confident in this very challenging aspect of their role.

Participants will come away from this 1-day training with enhanced knowledge of psychological research and theories regarding best practice for supporting children through loss and bereavement. They will leave the session ready to try out approaches and implement their plans.



DATE	TIME	VENUE
Wednesday 24th April 2024	9am-3.30pm	LEARN

<b>Audience</b>	All school staff
<b>Cost</b>	£175

# Using Emotion Coaching to Support Relationships, Emotional Regulation and Behaviour



Access this training to discover how to use Emotion Coaching to support positive relationships and behaviour in your classroom and school. Emotion Coaching is an evidence-informed strategy (based upon the work of the Psychologist John Gottman) aimed at helping children and young people to understand the different emotions they experience, why they occur and how to handle them (Gottman 1997).

Emotion Coaching can support a range of benefits, including helping children to regulate, improve and take ownership of their behaviour; help them to calm down and better understand their emotions; create more consistent responses to behaviour; help practitioners to feel more in control during incidents; and promote positive relationships between children and adults.



DATE	TIME	VENUE
Wednesday 28th February 2024	1pm-4pm	LEARN

<b>Audience</b>	Teachers, support staff, trained ELSAs, pastoral staff
<b>Cost</b>	£95



# Using Therapeutic Stories to Support Social and Emotional Wellbeing



An introductory course to Therapeutic Story Writing to support children with emotional, social and behavioural needs through their own story writing. The approach provides a non-threatening way for pupils aged 7 -12, to process difficult feelings while also developing emotional resilience through story writing.

Participants:

- Will understand the principles of Therapeutic Story Writing.
- Have a go at writing a Therapeutic Story
- Have an increased understanding of how to support emotionally vulnerable children.

DATE	TIME	VENUE
Thursday 8th February 2024	1pm-4pm	LEARN

<b>Audience</b>	ELSA and pastoral staff who support emotionally vulnerable children
<b>Cost</b>	£95



# Working with Worries



Working with Worries is a course designed to develop and extend participants' existing knowledge and skills in the areas of anxiety, stress, and worry. Participants will develop their knowledge around understanding of the nature of anxiety and some theoretical models of anxiety will be introduced. A range of ideas and approaches to reduce and cope with worry will be highlighted. Group facilitation skills will be explored and participants will be given opportunities to share and practise these skills.

Participants will be supported in developing their understanding of how to monitor progress using appropriate monitoring tools. In addition, time will be built into the day to enable participants to practice delivering approaches to work with children and young people to help them manage their worries.

DATE	TIME	VENUE
Wednesday 17th April 2024	9am-3.30pm	LEARN

<b>Audience</b>	Trained ELSA's, pastoral workers, learning mentors, SENCOs and aspiring SENCOs.
<b>Cost</b>	£175





# Youth Mental Health First Aid (MHFA England)



Mental Health First Aid (MHFA) is an internationally recognised training course, designed to teach people how to spot the signs and symptoms of mental ill health and provide help on a first aid basis.

At MHFA England we offer a range of courses tailored for people who teach, work, live with and care for young people aged 8 to 18. The courses can be attended by anyone from age 16 upwards. Each and every MHFA England course is delivered by a quality assured instructor.

## YOUTH MHFA TWO DAY COURSE

Completing the two-day course qualifies you as a Youth Mental Health First Aider.

Youth Mental Health First Aiders will have:

- An in-depth understanding of young people's mental health and factors that affect wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- Confidence to reassure and support a young person in distress
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help a young person recover their health by guiding them to further support
- Ability to support a young person with a long term mental health issue or disability to thrive
- Tools to look after your own mental wellbeing

The course is delivered in four manageable chunks:

- About mental health
- Depression and anxiety
- Suicide and psychosis
- Self-harm and eating disorders

It focuses on the issues faced by young people today, such as cyber bullying and substance misuse, and teaches how to promote protective factors and good parenting. Everyone who completes the course gets a Youth MHFA manual to refer to whenever they need it, and a certificate to say they are a Youth Mental Health First Aider.

SESSION	DATE	TIME	VENUE
Session 1	Tuesday 7th & Wednesday 8th November 2023	9am-4.30pm	LEARN
Alternative session	Wednesday 8th & Thursday 9th May 2024	9am-4.30pm	LEARN

<b>Audience</b>	All school staff
<b>Cost</b>	£300



# MODERATION



## SEND Moderation

### RATIONALE

When assessing SEND pupils we have to rely very heavily on Teacher-assessed judgements. Moderation is essential to the integrity of this, ensuring that all those accessing assessment judgements, be it Teachers, pupils, parents, local authorities or inspectors, can have confidence in the information and use it effectively.

Achieving comparability within the SEND sector can also be a challenge. However, we are offering this comprehensive SEND moderation programme to support you in having confidence in your school's judgements.

### WHO IS IT FOR?

These moderation sessions are aimed at Subject Leaders who have already internally moderated their subject's work.

### PROCESS

The moderation sessions will offer schools the opportunity to test their internal moderation judgements in the following subjects:

- English
- Maths
- Science
- PSHE
- Computing
- Communication

The session will be facilitated by an experienced Senior Leader in SEND alongside a specialist from that subject. Subject leaders attending are asked to bring pieces of internally moderated work from their school which will then be moderated by at least two other leaders from different schools. The work will be moderated against the Pre-Key Stage standards for English and Maths. For other subjects schools will be asked to bring their assessment standards with them to the moderation and judgements will be made against these.

SESSION	DATE	TIME	VENUE
English	Wednesday 22nd November 2023	9.30am-12pm	LEARN
Mathematics	Tuesday 28th November 2023	9.30am-12pm	LEARN
Science	Tuesday 23rd January 2024	9.30am-12pm	LEARN
Computing	Tuesday 6th February 2024	9.30am-12pm	LEARN
History/Geography	Tuesday 27th February 2024	9.30am-12pm	LEARN
Engagement model/CLDD	Wednesday 13th March 2024	9.30am-12pm	LEARN
PSHE/RSE	Wednesday 20th March 2024	9.30am-12pm	LEARN

<b>Audience</b>	Specialist School Subject Leads, Moderation Leads
<b>Cost</b>	FREE



## PRE-KEY Stage Moderation Workshop

Led by leaders of the Local Authority Statutory Moderation Team

Keystone Academy Trust are running a moderation workshop where Teachers will be given the opportunity to work with colleagues from different schools to moderate judgements, using the pre-key stage standards, for pupils working below the National Curriculum standards at the end of KS1 and KS2 in Reading Writing and Maths.

DATE	TIME	VENUE
Tuesday 5th March 2024	9.15am-12.15pm	LEARN

**Audience** Teachers from mainstream and specialist settings

**Cost** £70

To book please visit: [www.keystoneteaching.org.uk](http://www.keystoneteaching.org.uk)



## PHYSICAL EDUCATION

### Inclusive PE and the Power of Sport

Research tells us that leading active, healthy lifestyles has a significant impact on a student's happiness, wellbeing, ability to regulate and their performance across the whole curriculum. The session explores strategic whole school approaches to movement and exercise along with practical strategies to make PE inclusive and accessible for all students, regardless of their needs.

Areas covered include:

- The C-STEP principle
- Active Recovery
- Sports and sensory sanctuaries
- Movement and physical wellbeing at the heart of the curriculum
- Supporting students to be active beyond the school gates

DATE	TIME	VENUE
Wednesday 31st January 2024	9am-12pm	VIRTUAL

**Audience** Leadership and Management

**Cost** £60

## PLAY

### Learning through Play

A course to explore the importance of using play within the learning environment (from KS1 to KS3). We will consider the positive impact play can have for development including cognition and learning, social skills and emotional well-being. Within this course we will take a closer look at the PACE approach and consider its use within our interactions with children and young people.

This course will combine theory with a range of practical ideas.



DATE	TIME	VENUE
Thursday 2nd November 2023	1pm-4pm	LEARN

**Audience** All school staff

**Cost** £95

## SEND-SPECIFIC

### SEND Network meetings

These termly cluster meetings will equip you with the latest regional and national SEND updates, including updates from Whole School SEND. Research informed documents will be shared, creating a forum for colleagues to reflect how best practice can be implemented into their setting.



SESSION	DATE	TIME	VENUE
Autumn term	Tuesday 31st October 2023	1pm-3.30pm	LEARN
Spring term	Thursday 7th March 2024	1pm-3.30pm	LEARN
Summer term	Wednesday 19th June 2024	1pm-3.30pm	LEARN

**Audience** SENCo, SENCo assistants, aspiring SENCos

**Cost** FREE



## Specialist School Leadership Meeting

L&M

*“Working together to best meet the needs of learners in specialist settings”*

LEARN Teaching Centre and Inspire SEND Alliance aim to support schools in ensuring our SEND pupils needs are met in the best way.

The Specialist School Leadership Meeting will provide the opportunity to:

- Hear key updates around SEND
- Receive training and support from various SEND professionals
- Network with Headteachers.



SESSION	DATE	TIME	VENUE
Session 1	Friday 1st December 2023	10am-1pm	LEARN
Session 2	Friday 22nd March 2024	10am-1pm	St Bernard's, Louth
Session 3	Friday 5th July 2024	10am-1pm	L.E.A.D.  L.E.A.D. Teaching School Hub Lincolnshire

<b>Audience</b>	Leaders of Specialist settings
<b>Cost</b>	FREE

## SEND – ‘Everybody’s Responsibility’

This series of webinars are directed at specific groups of staff in school to promote and understand their roles and responsibilities around SEND, ensuring compliance with the SEND Code of Practice. It will also include familiarisation of the recent Special Educational Needs and Disabilities and Alternative Provision Green Paper.

*‘Every Governor is a Governor of SEND’*

This webinar is designed to support Governors to:

- Understand their statutory responsibilities around SEND
- Understand what makes effective strategic leadership of SEND in school
- Understand how the OfSTED framework impacts on SEND leadership and governance
- Identify practical ways of working as a governing body to create support and challenge with regard to SEND.



L&M

DATE	TIME	VENUE
Wednesday 4th October 2023	3.30pm-5pm	VIRTUAL

<b>Audience</b>	Governors
<b>Cost</b>	£25



## ‘Every leader is a leader of SEND’

This webinar is designed to support leaders to

- Have a deep-rooted understanding of high-quality teaching and learning, knowing how to implement this effectively across an educational setting to ensure inclusion for all.
- Understand how the OfSTED framework impacts on SEND leadership.
- Understand their statutory responsibilities around SEND.

DATE	TIME	VENUE
Wednesday 11th October 2023	3.30pm-5pm	VIRTUAL

<b>Audience</b>	School leaders
<b>Cost</b>	£25

L&M

## ‘Every Teacher is a Teacher of SEND’

This webinar is designed to support Teachers to:

- Have a strong understanding of high-quality teaching and learning, and knowing how to effectively design, implement, assess and deliver an excellent curriculum for all learners
- Be sufficiently skilled and confident to identify when a learner is experiencing a barrier to their learning, well-being and behaviour
- Understand the OfSTED Framework’s expectations around SEND



DATE	TIME	VENUE
Thursday 19th October 2023	3.30pm-5pm	VIRTUAL

<b>Audience</b>	Teachers
<b>Cost</b>	£25

## Supporting SEN Pupils in Mainstream Classrooms to develop skills in Reading, Writing, Maths



A choice of three separate sessions that aim to ensure learners at all levels can access and engage within the curriculum.

The course will look at strategies and adaptations teachers can use to personalise, motivate and enable pupils with a wide range of SEND to achieve their writing, reading and/or maths potential.

SESSION	DATE	TIME	VENUE
Writing	Wednesday 17th January 2024	9am-12pm	LEARN
Maths	Thursday 18th April 2024	9am-12pm	LEARN
Reading	Wednesday 5th June 2024	9am-12pm	LEARN

<b>Audience</b>	Teachers and Teaching Assistants
<b>Cost</b>	£95

## TEAM TEACH



### Team Teach-Level 1

This training is only available to staff that work in Lincolnshire.

Our Positive Behaviour Management Level One courses are for individuals operating in low-risk service settings. This includes mainstream primary and secondary schools, children's hospitals, adult learning, and residential homes.

This course equips individuals with simple de-escalation strategies and basic positive handling techniques to deal with challenging behaviour and encourage positive relationships in their working environment.



SESSION	DATE	TIME	VENUE
Session 1	Friday 6th October 2023	9am-3.30pm	LEARN
Alternative session	Friday 1st March 2024	9am-3.30pm	LEARN

<b>Audience</b>	Mainstream settings with low incidence rates
<b>Cost</b>	£115

## Team Teach – Level 2 (2 day course)

This training is only available to staff that work in Lincolnshire.

Participants will learn how to:

- Understand the drivers and motivations displayed by individuals who are distressed and may become aggressive and disruptive.
- Build stronger team confidence around supporting behaviour.
- Utilise the holistic strategies on de-escalation and crisis intervention, including the importance of targeted communication, both verbal and non-verbal
- Understand and know relevant legal standards and exceptions related to the use of force, and of the reporting, recording, monitoring and evaluating requirements of incidents involving physical controls and reasonable force.



SESSION	DATE	TIME	VENUE
Session 1	Monday 20th & Tuesday 21st November 2023	9am-3.30pm	LEARN
Alternative session	Monday 11th & Tuesday 12th March 2024	9am-3.30pm	LEARN

<b>Audience</b>	Medium risk Education and Health Care settings
<b>Cost</b>	£210



## TEAM TEACH REFRESHER COURSES



Team Teach certificates need to be renewed every three years. LEARN now offer refresher courses for both levels 1 and 2.

### LEVEL 1 HALF-DAY

DATE	TIME	VENUE
Friday 22nd September 2023	9.30am-12.30pm	LEARN
Friday 12th January 2024	9.30am-12.30pm	LEARN
Friday 19th April 2024	9.30am-12.30pm	LEARN

**Cost** £60

### LEVEL 2 WHOLE DAY

DATE	TIME	VENUE
Friday 24th November 2023	9am-3.30pm	LEARN
Friday 9th February 2024	9am-3.30pm	LEARN
Wednesday 24th April 2024	9am-3.30pm	LEARN

**Cost** £115



## TEAM TEACH TRAINING 2023/24

Please note this training is offered by Leicestershire County Council and is only available to staff working with this Authority.

Access bookings via oakfield@leics.gov.uk or calling Oakfield Short Stay directly on 0116 275 9150.



TERM	LEVEL	DATE
AUTUMN 1	Level 1	Tuesday 5th September 2023
	Level 2	Tuesday 12th & Tuesday 19th September 2023
	Level 1	Tuesday 3rd October 2023
AUTUMN 2	Level 1	Tuesday 31st October 2023
	Level 2	Tuesday 14th & Tuesday 21st November 2023
	Level 1	Tuesday 5th December 2023
SPRING 1	Level 1	Tuesday 16th January 2024
	Level 2	Tuesday 30th January & Tuesday 6th February 2024
SPRING 2	Level 1	Tuesday 12th March 2024
SUMMER 1	Level 2	Tuesday 23rd & Tuesday 30th April 2024
	Level 1	Tuesday 21st May 2024
SUMMER 2	Level 2	Tuesday 18th & Tuesday 25th June 2024
	Level 1	Tuesday 2nd July 2024



Level 1 x 1 day  
8.30am-4pm

Level 2 x 2 days  
8.30am-4pm



All training will be held at St Botolph's Primary School, Shepshed, Leics. LE12 9DB

**LEVEL 1**

**Audience** Mainstream settings with low incidence rates

**Cost** £115

**LEVEL 2**

**Audience** Mainstream settings and health care settings

**Cost** £180

## PARTNERSHIPS


We work in partnership or alongside several other hubs and specialist provisions across East Midlands, South Yorkshire and Humber:





Warwick House  
Long Bennington Business Park,  
Long Bennington,  
Newark,  
NG23 5JR

01400 659009

 @LEARNteachcen  
[www.learnsendhub.co.uk](http://www.learnsendhub.co.uk)