

Quality First Training Courses



**Bradford Educational
Psychology Team**

2018 - 19

Bradford Educational Psychology Team

Quality First Training Courses

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.’

SEND Code of Practice, p.99

Bradford Educational Psychology Team provides a range of high quality training and support in relation to vulnerable children and children and young people with Special Educational Needs and Disabilities (SEND). In addition we offer support to settings to improve learning for all children through the application of psychology and evidence based pedagogy.

Our *Quality First* courses offer effective and relevant professional development for staff and also provide the opportunity for colleagues to meet and share good practice to improve outcomes in their establishments.

Courses are grouped under four key headings:

Senco Essentials:

These courses aim to ensure Sencos have all of the most up to date information about SEND practices and process both nationally and locally. They provide essential guidance on how to navigate the SEND landscape in Bradford.

Senco Management:

These courses support Sencos to reflect on their practice and the evolving role of the Senco. Attending these courses will ensure that Sencos are in a strong position to support the staff they work with.

Improving Outcomes:

These courses focus on using evidence based approaches to improve outcomes for vulnerable groups. All courses include a taught element and a practical element to ensure practice is embedded.

Learner Friendly, High Impact Schools:

These courses draw on a strong evidence base of what works in schools and aim to improve outcomes for all learners. They are aimed primarily at senior leaders with a view to principles explored on the course being adopted more widely across the school.

Mental Health

These courses provides opportunities to work with other schools and mental health professionals promote positive mental health for all children and young people.

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All of the courses in this prospectus are delivered centrally at Margaret McMillan Tower and are from 9.00 to 12.00. However, they can also be commissioned to be delivered in your own setting or to groups of schools. Please contact us on 01274 431444 for further details.

Date (9.00- 12)	Category	Title	Cost (£ PP)
10/9/18	Q1 Senco Essentials	Using the SEND Support Grid	60
12/9/18	Q1 Senco Management	Differentiation and Quality First Teaching Master Class	90
18/9/18	Q1 Senco Essentials	Senco Network	30
19/9/18	Q1 Learner Friendly High Impact Schools	Evidence Based Teaching to improve outcomes	90
20/09/18	Q1 Mental Health	Mental Health Champions review and re-launch conference (Future in Mind grant funded)	0
2/10/18	Q1 Senco Management	Introduction to the School based SEND Review	90
10/10/18	Q1 Senco Essentials	My Support Plan Training	60
31/10/18	Q1 Senco Essentials	EHCP A - Z	60
2/11/18	Q1 Senco Management	Revisioning SEND provision Part 1	90
6/11/18	Q1 Senco Management	SEND Funding and Finance for Business Managers	90
12/11/18	Q1 Senco Essentials	Planning for Progress for Children with SEND	60
14/11/18	Q1 Improving Outcomes	All Aboard – Early Intervention in the Early Years Part 1	300
20/11/18	Q1 Senco Management	21st Century Senco: roles responsibilities and making it work	90
26/11/18	Q1 Learner Friendly High Impact Schools	Giving feedback that really makes a difference to learning	90
4/12/18	Q1 Improving Outcomes	All Aboard – Early Intervention in the Early Years Part 2	0
10/12/18	Q1 Senco Management	Revisioning SEND provision Part 2	0
7/1/19	Q1 Senco Management	Differentiation and Quality First Teaching Master Class	90
15/1/19	Q1 Senco Management	Best use of Teaching Assistants	90

16/1/19	Q1 Senco Essentials	Senco Network	30
23/1/19	Q1 Senco Management	Data and progress for children with SEND	90
31/1/19	Q1 Senco Management	Managing Transitions for children with SEND	90
5/2/19	Q1 Senco Management	Revisioning SEND provision Part 3	0
14/2/19	Q1 Learner Friendly High Impact Schools	Applying the SOLO taxonomy to your teaching practice	90
27/2/19	Q1 Senco Management	SEND Funding and Finance for Business Managers	90
4/3/19	Q1 Improving Outcomes	Precision Teaching Part 1	150
6/3/19	Q1 Senco Essentials	EHCP A - Z	60
13/3/19	Q1 Improving Outcomes	All Aboard – Early Intervention in the Early Years Part 3	0
22/3/19	Q1 Learner Friendly High Impact Schools	Using principles of Growth Mind-sets to raise learner attainment and teacher performance	90
26/3/19	Q1 Senco Essentials	My Support Plan Training	60
1/4/19	Q1 Senco Management	Best use of Teaching Assistants	90
9/4/19	Q1 Improving Outcomes	Precision Teaching Part 2	0
30/4/19	Q1 Senco Essentials	Using the SEND Support Grid	60
8/5/19	Q1 Senco Essentials	Senco Network	30
14/5/19	Q1 Senco Management	21st Century Senco: roles responsibilities and making it work	90
16/5/19	Q1 Senco Management	Differentiation and Quality First Teaching Master Class	90
22/5/19	Q1 Senco Essentials	Planning for Progress for Children with SEND	60
11/6/19	Q1 Senco Essentials	EHCP A - Z	60
9/7/19	Q1 Improving Outcomes	All Aboard – Early Intervention in the Early Years Part 4	0

To book a place on any of the above courses, please email:

eptcourses@bradford.gov.uk Or call 01274 439444

Please note any cancellations will incur an administration charge of £25.
Cancellation with 7 days or less notice / non-attendance will be charged in full.

NEW

'Creating Learner Friendly, High Impact Schools'

Since September 2017 The Educational Psychology Team has been offering a series of workshops to help school based staff to critically reflect on their practice using the latest research and evidence. We have received excellent feedback about both the content and delivery of the courses (see comments below). The EP team are now offering schools an opportunity to purchase all four workshops and in addition, application and support sessions. This presents excellent value for money and can be personalised around the needs of an individual school. The day workshops cost £350 each or £1200 for all four workshops.

Please get in touch for further information/ an initial 'no commitment' visit.



Dr Nazam Hussain (Specialist Senior Educational Psychologist, Psychology for Learning)

Workshop 1: Evidence Based Teaching to improve outcomes

What works best to improve learning outcomes in schools? This is the question most senior leaders in schools ponder particularly during times of tight budgets and limited resources. This course will help you critically evaluate evidence available so you are best placed to make decisions about using the most efficient methods to improve progress and attainment. By the end of the course you will be able to carry out a planned piece of research in your settings where you can assess the impact of an evidence based intervention. The course is for head teachers and senior leaders.

- *'Thought provoking, addressing exactly the issues that have been bothering me about evidence based practice/ intervention.'*
- *'Very theoretically grounded and explored the duplicity and complexity of the issue.'*
- *'Really given me thinking (head space) about practice in school and how to think about IMPACT of current/ future strategies used. Really interesting course.'*
- *'Will think about changing the inclusive practices and withdrawal interventions.'*

Workshop 2: Applying the SOLO Taxonomy to your teaching practice

The structure of observed learning outcomes (SOLO) is a model that describes levels of increasing complexity in student's understanding of subjects. SOLO Taxonomy provides a framework that helps teachers and student to organise their thinking and where students can quickly recognise cognitive skills when their learning moves from surface to deep. SOLO can

be used for setting learning intentions and success criteria, highlight progression through different stages, enable a shared student/teacher language of learning, improve quality of feedback and identify clear next steps. This course will discuss the model and how it can be practically applied to your practice (see the endorsements below). By the end of the course you will leave with clear steps in how to apply the SOLO Taxonomy to an element of your practice. This course is for class teachers and senior leaders.

- *'Made me think about the structure of learning within the classroom and how it can change'*
- *'Plan for use of specific challenges worth variable levels based from (SOLO symbols) in order to evaluate how to implement'.*
- *'Fluid groups in all areas of the curriculum'*
- *'Trial the structure of progressing steps- using the key words/ vocabulary related to each stage'*

Workshop 3: Giving feedback that really makes a difference

Feedback is often cited as one of the most important factors in promoting learning so what types of feedback is most effective? What is the best time to give task, process or self-monitoring feedback? Do all learners benefit from the same types of feedback?

This course is specifically catered for class teachers and HLTAs

Workshop 4: Using the principles of Growth Mindset Theory to raise learner attainment and teacher performance

Learners' beliefs about their underlying ability has one of the largest effects on subsequent levels of progress and attainment therefore this course will help delegates use the principles of growth mind-set theory at an individual, classroom and school level. The course will explore school factors which can reinforce students pre-conceived beliefs about intelligence and explore different ways to get learners to engage in high risk and high challenge learning so that they can be the best they can be. This course is for class teachers and senior leaders.

Supplementary sessions on Carrying out Action Research Cycles in school can be offered to apply information from the workshops. Plus additional sessions for individual staff using evidence based coaching frameworks!

Contact our Business Manager, John Blakeley and Dr Nazam Hussain, Senior Specialist Educational Psychologist (Psychology for Learning) for further information about this programme or to book an initial 'no commitment' visit.

Contact details: 01274 439433 John.Blakeley@bradford.gov.uk

Mental Health Champions in Bradford Schools

The Mental Health Champions Pilot has been running for over a year now and is at the forefront of proposals outlined in the Government's recent Green Paper on Mental Health for Children and Young People by supporting schools to create designated leads and champions for mental health within their schools.

The project provides opportunities to work with other schools and mental health professionals to share, celebrate and enhance the support and provision to promote positive mental health for all children and young people. Training opportunities and links to resources and information are a key aspect of the project.

A Review and re-launch conference will take place on **20th September 2018**, which is open to all schools to find out more about the project and the resources and training materials that have been developed so far.

Network Meetings

By signing up to the project schools are agreeing to designate a Mental Health Champion and SLT Lead within their school who will promote positive mental health at a strategic level across the school.

The Mental Health Champion will attend 6 network meetings a year where they will receive bespoke training, information from partner agencies and access to supervision from a team of Educational Psychologists and Primary Mental Health Workers (CAMHS). Access to evidence based interventions and systems for monitoring impact at an individual and strategic level are also being developed.

All Champions also have access to the forum section of the Mental Health Matters in Schools website where they can share expertise and experiences with other colleagues, as well as a school profile page where they can promote the support available within their school.

MHC Network Meetings

All meetings currently run from 09.00 – 12.00. Provisional dates for 2018 / 9 are:

October	15 th , 16 th , 18 th and 19 th
December	3 rd , 4 th , 6 th and 7 th
February	4 th , 5 th , 7 th and 8 th
April	1 st , 2 nd , 4 th and 5 th
May	20 th , 21 st , 23 rd and 24 th
July	8 th , 9 th , 11 th and 12 th

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<p>21st Century Senco: roles responsibilities and making it work</p>	<p>The inclusion agenda, SENCO regulations and the National Senco Award have led to significant changes in the role of the SENCO over the past decade. The Senco is now expected to have a plethora of skills including responsibilities for the role include staff training, working with external organisations, classroom observation, impacting on teaching and learning, data analysis and leading on school improvement. This course supports Sencos to explore the skill set that a twenty-first century SENCO should have and identify any areas for professional development.</p>
<p>All Aboard – Early Intervention in the Early Years</p>	<p>4 Part course. All Aboard specifically targets under-achieving children in the early years, aiming to improve outcomes. It provides a model of enhanced early years provision which supports identified children’s learning, emotional and social needs. Intended outcomes for participants: By the end of the course you will have: Explored the nature of under-achievement in the Early Years; Used the All Aboard structure to plan a tailor made intervention programme; Delivered All Aboard in your setting; Evaluated the impact of All Aboard.</p>
<p>Applying the SOLO taxonomy to your teaching practice</p>	<p>The structure of observed learning outcomes (SOLO) is a model that describes levels of increasing complexity in student's understanding of subjects. SOLO Taxonomy provides a framework that helps teachers and student to organise their thinking and where students can quickly recognise cognitive skills when their learning moves from surface to deep. SOLO can be used for setting learning intentions and success criteria, highlight progression through different stages, enable a shared student/teacher understanding and use of language, improve quality of feedback and identify clear next steps. This course will discuss the model and how it can be practically applied to your practice. See the following feedback from delegates: ‘Made me think about the structure of learning within the classroom and how it can change’, 'Plan for use of specific challenges worth variable levels based from (SOLO symbols) in order to evaluate how to implement’, ‘Trial the structure of progressing steps- using the key words/ vocabulary related to each stage’.</p>
<p>Best use of Teaching Assistants</p>	<p>Research shows that when Teaching Assistants (TAs) are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning.</p> <p>This course will explore the latest research examining the use of TAs in the classroom and will facilitate attendees in re-framing and rethinking the role of TAs. The exploration of evidence based recommendations to maximising the impact of TAs in the classroom will enable attendees to reflect upon and plan for the most effective use of the TAs in their schools</p>

Data and progress for children with SEND	Teachers' responsibility and accountability extends to pupils from all vulnerable groups, including those with special educational needs and/or disabilities (SEND). The Senco will need to analyse the progress of pupils with SEND and have an overview of the provision made for them. This course will support you to make sense of SEND data and how you can use this to improve outcomes in your school.
Differentiation and Quality First Teaching Master Class	<p>Addressing the full continuum of children's needs involves teachers working flexibly and creatively through a range of 'differentiation' strategies to design environments that are conducive to learning for all. Differentiation is a complex issue which requires teachers to think about the impact that their learning, teaching and assessment strategies have for children including those with SEN. An integral aspect of learning, teaching and assessment, is the need for teachers to modify and adapt their strategies to support the full range of children with SEN (Algozzine and Anderson, 2007).</p> <p>This course involves consideration of a diverse ranges of teaching, learning and assessment models and is based primarily around four central strands:</p> <p>Curriculum adaptation - Changing what is taught Instructional modifications - Changing how we teach Environmental considerations - Changing where we teach People resources - Looking at who teaches or supports teaching and learning?</p>
EHCP A - Z	<p>Changes locally and nationally in relation to children with SEND have left some Sencos confused and unsure of how to proceed for children with SEND. This course will provide practical advice and support to enable you to:</p> <ul style="list-style-type: none"> - use the range model to assess whether an EHCP request is appropriate; - complete the relevant paperwork; - understand the panel system; manage EHCPs if issued.
Evidence Based Teaching to improve outcomes	<p>What types of factors are important in creating professional learning communities in schools? Teachers are best placed within their classrooms to make planning, evaluative and 'real time' decisions which can accelerate learning progress but school factors can inhibit or promote opportunities for self-reflection, autonomy, decision making and genuine peer collaboration. This course will help delegates create spaces for action research, coaching and professional development to flourish. See comments from previous delegates: 'Thought provoking, addressing exactly the issues that have been bothering me about evidence based practice/ intervention.' 'Really given me thinking (head space) about practice in school and how to think about IMPACT of current/ future strategies used. Really interesting course'. 'Very theoretically grounded and explored the duplicity and complexity of the issue.'</p>
Giving feedback that really makes a difference to learning	<p>Feedback is often cited as one of the most important factors in promoting learning so what types of feedback is most effective? What is the best time to give task, process or self-monitoring feedback? Do all learners benefit from the same types of feedback?</p>

<p>Introduction to the School based SEND Review</p>	<p>Bradford is currently piloting a School Based SEND Review process. The Review enables schools to scrutinise, celebrate and enhance their school based offer for children with SEND. The Bradford SEND Review model involves a school based self-evaluation and external review of SEND provision carried out by the Educational Psychology Team. This is then followed up through the development of a whole school SEND action plan and up to 10 half days support from the Educational Psychology Team to implement the plan. The SEND review process will be evaluated and rolled out more widely in 2018 – 19.</p> <p>Come and hear about the findings so far and explore what you need to do to prepare to take part in the project.</p>
<p>Managing Transitions for children with SEND</p>	<p>This course is designed to offer a flexible resource to support teachers in enabling children to cope effectively with transition to secondary school. Planned and positive induction is effective in ensuring that the progress children have made in one educational setting is sustained through a period of change.</p> <p>The course provides advice on a variety of activities for enabling not only pupils but also schools, teachers and parents, to deal with change successfully.</p> <p>The course considers the psychological aspects of change and through practical activities, helps the emotional robustness of children at a time of predictable change.</p>
<p>Mental Health Champions review and re-launch conference</p>	<p>The Mental Health Champions Pilot has been running for over a year now and is at the forefront of proposals outlined in the Government’s recent Green Paper on Mental Health for Children and Young People by supporting schools to create designated leads and champions for mental health within their schools.</p> <p>The Mental Health Champions review and re-launch conference is open to all schools to find out more about the project and the resources and training materials that have been developed so far.</p>
<p>My Support Plan Training</p>	<p>A MSP leads to the production of a clear plan detailing what needs to happen to improve outcomes for a young person. In some cases, a MSP can also enable schools to access additional short term funding in order to enhance provision. In this session you will be introduced to the key elements of MSP which will enable you to enhance your school's graduated approach and evidence your school based provision for children with SEND.</p>
<p>Planning for Progress for Children with SEND</p>	<p>How do you know when children with additional needs are making good progress? At what point do you need to consider MY Support Plan or EHCA? Building on the success of the Early Years Progress Grid, a School Age Progress Grid will be trialled over 2017 – 18. The grid will support schools to consistently map children with SEND onto the Bradford SEN Ranges model, and accurately plan for and monitor their progress.</p> <p>By the end of the course you will have:</p> <p>Developed a clear understanding School Age Progress Grid, explored how to track progress using the grid and practiced setting challenging targets for children with SEND.</p>

Precision Teaching Part	2 Part Course. Do you have children in your class who struggle to retain basic skills and seem to 'lose' learning? This course will introduce you to the techniques of precision teaching which in turn allow you to measure small steps of progress and accelerate a child's learning. This will be a practical course, where you have the opportunity to develop a precision teaching plan that can then be implemented in school. This will then be evaluated and refined in the second session. By the end of the course you will have: Developed your understanding of the theory behind precision teaching; Learnt about the basic precision teaching model; Practised precision teaching; Developed a draft precision teaching plan to use in your school.
Revisioning SEND provision Part	3 Part course. In an time of austerity, schools and Local Authorities are having to think again about how best to meet the needs of children with SEND. This series of seminars will offer the opportunity to explore some of the underlying principles of SEND support and explore how these can be applied in creative and different ways. Participants will be encouraged to identify an area for development in their setting and devise an appropriate plan of action to address this.
Senco Network	Round up and Update on SEND issues locally and nationally including guest speakers, networking opportunities and practice guidance.
SEND Funding and Finance for Business Managers	Notional SEN funding and Element 3 top up funding now forms a significant share of schools' overall budgets. This course will support business managers and school leaders to understand the legal requirements and expectations relating this funding and how best to manage these.
Using principles of Growth Mind-sets to raise learner attainment and teacher performance	Learner's beliefs about their underlying ability has one of the largest effects on subsequent levels of progress and attainment therefore this course will help delegates use the principles of growth mind-set theory at an individual, classroom and school level. The course will explore school factors which can reinforce students pre-conceived beliefs about intelligence and explore different ways to get learners to engage in high risk and high challenge learning.
Using the SEND Support Grid	The SEND accountability framework supports schools to further develop their 'School Offer' in relation to students with SEND and provide a consistent means of resource allocation to this group. Using the Accountability Framework, schools will be able to evidence their use of their notional SEN budget (Element 2) to parents, LA and Ofsted. The Accountability Framework will also form a major part of any 'My Support Plan' or request for an Education Health and Care assessment and as such is an essential Senco tool.

To book a place on any of the above courses, please email:

eptcourses@bradford.gov.uk

Or call 01274 439444

Special Offer

Senco Essentials Package

Book onto all three *Senco Network* courses and receive one free course of your choice from the 'Senco Essentials' courses

Learner Friendly, High Impact Schools Package

Book onto all four *Learner Friendly, High Impact Schools* courses and pay for three (saving £90)

To take advantage of these special offers, please email:

eptcourses@bradford.gov.uk

Or call 01274 439444