**Educational Psychology**

**Bookable Courses**

**Training**



|  |  |
| --- | --- |
| **Bookings MUST be via the website**<http://www.skills4bradford.co.uk/>* Tips:
	+ Please enter into your browser if the web link doesn’t work first time.
	+ Please open to full screen and click on Training and Events.
	+ Filter the “Provider” (on the left hand side of the page) to.**Education Psychology**
	+ To view the price of a course you need to be logged in.
* By booking you have accepted that the course is appropriate for your needs regardless of the post title you have stated.
* If you send a substitute delegate please establish that this course is appropriate to their needs.
* Please book at least two weeks in advance of the course if possible.
* Once we have received your application the system will acknowledge the receipt of your email.
* Your application will be confirmed as soon as possible or at least up to two weeks before the start date. This is to ensure we reach minimum numbers before we give a clear confirmation.
* Two weeks before the start of the course our cancellation policy will be in place. Please see our website for cancellation terms. Unless stated on the individual course outline.

|  |
| --- |
| ***Cancellation terms for all courses:***These terms are for all types of cancellation reasons. **All of which must be sent to us via email.*** No shows and cancellations received 5 working days before the start date of the course will be charged at full price.
* 6 working days to 10 working days will be a charged of 50% of the advertised course price.
* Cancellations received 11 working days or more before the start will not be charged unless stated in the course advert.

***Cancellation terms for Free courses:***For all courses free at point of delivery:* Non-attendance and cancellations up to 5 working days before start of the course £30 charge.
* 6 working days or more no charge.
 |

* All contact will be with the email address you specified on the web application.
* All course correspondence will be via email.
* In case of any booking queries please email **BradfordIES@bradford.gov.uk**ortelephone admin on 01274 439500.
* Invoices may be sent as soon as you have booked.
 |

|  |
| --- |
| **Please choose a car park that is suitable for the timing of your course.****Car parks:*****You can park all day in these 2 car parks**** **NCP** on Hall Ings (BD1 5SD) (**before 9.30am** **will only be £3.50** **for all day**) **Parking after 9.30am will cost significantly more**. Pay on bottom floor before leaving.

Short walk to Margaret McMillan Tower* **Radwell Drive** (BD5 0QB) £4 all day or 70p per hr pay on arrival. Short walk to Margaret McMillan Tower.
* **Jacobs Well** (BD1 5RW) £4 all day or £1.00 per hr per 3 hours, pay on arrival. Short walk to Margaret McMillan Tower.

***Only appropriate for half day or short courses**** **Sharpe Street** (BD5 0QJ) **max 6 hr stay** £1 per hr, pay on arrival. This is at the back of Margaret McMillan Tower.

*NB Prices may vary* |

**Educational Psychology**

|  |  |  |
| --- | --- | --- |
| **Page** | **Course title** | **Date** |
| 7 | Making the most of Annual Reviews and Monitoring Reviews  |  25.02.20  |
| 8 |  Exam Anxiety -Developing Academic Resilience | 14.01.20  |
| 9 |  KS1 Vocabulary Interventions based on shared Storybook Reading – Two part course. |  08.01.20 16.03.20 |
| 8 |  21st Century SENCO: roles responsibilities and making it work | 05.11.19  |
| 10 |  Adverse Childhood Experiences and their Impact on Children's Development | 23.06.20  |
| 11 |  All Aboard-Early Intervention in the Early Years Part 1 – 4 | 22.10.19 13.01.20 04.03.20 23.06.20  |
| 12 |  An Introduction to Emotion Coaching | 07.11.19 |
| 13 |  An Introduction to Social Stories Part 1 & 2 | 29.11.19 14.01.19  |
| 13 | Managing Your School Support Offer for Children with SEND | 13.11.19  |
| 14 | Best use of Teaching Assistants | 16.12.19 |
| 15 | Bullying and Mental Health | 09.01.19 |
| 16 | Cognitive Behaviour Therapy Techniques in the Classroom | 13.05.20 |
| 17 | Developing a Relational Based Approach for children with Attachment difficulties | 20.11.19 |
| 17 | Developing High Quality Unit Based Provision - Evidence and PracticePart 1 – 4 | 23.09.1916.10.1914.11.1918.12.19 |
| 17 | EHCP A - Z  | 29.01.20 |
| 18 | Ensuring Quality in Education Health and Care Plans | 24.03.20 |
| 18 | Evidence informed teaching to improve outcomes  | 30.04.20 |
| 19 | Improving Lunchtimes in the Primary School | 24.03.20 |
| 20 | Introduction to the School based SEND Review |  31.03.20 |
| **Page** | **Course title** | **Date** |
| 21 | Managing Anxiety in school  | 03.06.20 |
| 22 | Managing Critical Incidents and Loss in Schools | 04.11.19 |
| 22 | Managing Self Harm, Risk and Resilience in Schools | 27.01.20 |
| 23 | Managing Transitions for children with SEND | 15.01.20 |
| 23 | Meeting the Needs of Children with Social Communication Difficulties | 11.11.19 |
| 24 | Meeting the Needs of Children with Social, Emotional and Mental Health Needs  | 16.01.20 |
| 24 | Meeting the Needs of Children with Attention Deficit and Hyperactivity Disorder  | 10.02.20 |
| 25 | Meeting the Needs of Children with Language Access in the Classroom  | 28.11.19 |
| 26 | Mental Health  | 26.11.19 |
| 25 | Motivating Children to make a difference | 04.11.19 |
| 27 | My Support Plan Training  | 24.09.19 |
| 28 | Planning for Progress for Children with SEND (New OFSTED / Progress Grids) | 30.01.20 |
| 29 | Precision Teaching Part 1 & 2 | 14.10.1927.02.20 |
| 30 | Recognising and Managing Dyscalculia and Difficulties in Maths | 03.06.20 |
| 30 | Revisioning SEND provision Part 1 – 3 | 24.02.2001.04.2007.07.20 |
| 31 | Selective Mutism - Introduction and Intervention | 07.05.20 |
| 32 | Working with Parents of children with SEMH needs | 08.10.19 |
| 32 | Meeting the Needs of Children with Learning Difficulties  | 08.01.20 |
| 29 | SENCO Network | 05.02.20 |
| 33 | Using Principles of Growth Mind sets to raise Learner Attainment and Teacher Performance | 27.09.19 |
| **Page** | **Course title** | **Date** |
| 33 | An Introduction to Developing High Quality Unit Based Provision | 07.01.20 |
| 34 | Quality First Teaching and the Bradford Matrix of Need  | 27.11.19 |
| 34 | Working with Children with Foetal Alcohol Syndrome | 29.04.20 |
| 35 | Using a Circle of Friends in school | 10.12.19 |
| 36 | Solution focused approaches to support CYP with challenging behaviour | 26.11.19 |
| 37 | Social anxiety in children and young people | 10.02.20 |
| 36 | Person Centred Planning and Reviews | 05.12.19 |
| 27 | SEND Funding and Finance for Business Managers  | 09.12.19 |
| 38 | Using principles of instructional and cognitive psychology to plan units of work | 16.06.20 |
| 38 | Becoming Evidence Active | 15.10.19 |
| 39 | Meeting needs of Children with Specific Learning Difficulties | 06.01.20 |

|  |  |
| --- | --- |
|   |  **Educational Psychology**  |
| Title | Making the most of Annual Reviews and Monitoring Reviews SENCO Management |
| Description of Training | This course provides an in-depth guide to what EHCP monitoring reviews are, how to use them to maximum effect, how they feed into the annual review process and how to ensure that annual reviews follow best practice guidance.By the end of the session attendees will: • Have a comprehensive understanding of the statutory processes regarding the annual review of Education, Health and Care Plans. • Have thorough knowledge of the annual review documentation• Prioritise children with the help of Assistant EPs to ensure that EHCP monitoring reviews are conducted prior to the annual review of a child at the end of key stage• Be able to use the EHCP monitoring review process in such a way as to enhance the annual review of an EHCP.Refreshments – Provided mid-morning |
| Suitable for | SENCO / Inclusion Manager |
| Dates, Times & Venue | **25.02.20** 09.00am – 12.00pmMargaret McMillan Towers  |
| Cost | £60.00 |

|  |  |
| --- | --- |
|  |  **Educational Psychology**  |
| Title | Exam Anxiety -Developing Academic ResilienceSocial Emotional and Mental Health |
| Description of Training | Children and young people can find examinations anxiety provoking and even threatening. This can be because of a fear of failure or evaluation anxiety (similar to that experienced during public speaking or playing sport) resulting in a threat to self-esteem or a fear of the consequence of failure. This training will focus on cognitive, affective and behavioural approaches that will support and enable pupils to manage the exam season and develop their academic resilienceRefreshments – provided mid-morning |
| Suitable for | SENCO/ Inclusion Manager |
| Dates, Times & Venue |  **14.1.20**– 09.00am – 12.00pm - Margaret McMillan Tower  |
| Cost |  £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title |  21st Century SENCO: roles responsibilities and making it work |
| Description of Training | 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.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **05.11.19** 09.00am – 12.00pm - Margaret McMillan Tower  |
| Cost |  £95.00 |

|  |  |
| --- | --- |
|  |  **Educational Psychology**  |
| Title | KS1 Vocabulary Interventions based on shared Storybook ReadingIntervention to Improve Outcomes |
| Description of Training | Early literacy development is about comprehension, as well as word recognition. Therefore, it is early oral competencies, especially the depth of vocabulary knowledge and narrative skills that promote reading proficiency (Snow, Burns & Griffin, 1998). A recent literature review (Sedgwick & Stothard, 2018) has identified an evidence based intervention aimed at developing young children’s vocabulary through shared storybook reading and this is the basis of this course.The course has been designed to be interactive. Participants will be introduced to the evidence and an example of how it can be applied before developing their own based on a KS1 storybook of their choice, which they can then deliver back at school. It would be helpful if participants could bring this storybook with them to the training event.Two Part CourseRefreshments provided mid-morning |
| Suitable for | SENCO/ Inclusion Manager |
| Dates, Times & Venue | **08.01.20** – 09.00am – 12.00pm - Margaret McMillan Tower**16.03.20** – 09.00am – 12.00pm - Margaret McMillan Tower  |
| Cost |  £150.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Adverse Childhood Experiences and their Impact on Children's DevelopmentSocial Emotional and Mental Health |
| Description of Training | This course explores factors that contribute to childhood adversity. Using a trauma informed approach it provides an opportunity to refocus on and rethink the development of children and young people within the context of early caregiving experiences as well as on-going relationships, targeted support and school policy. Understanding how Adverse Childhood Experiences (ACEs) can prevent individuals from fulfilling their full potential and affect physical health, wellbeing, personal and social behaviour across the life course is transforming public health agendas. In recent years there has been an explosion of research and increased discussion around the psychological and physiological impact of trauma and stress on children and young people, their capacity to learn and successfully participate in school life. This course will use published materials and activities to examine this in more detail placing special emphasis to what can be integrated into existing educational practices to achieve positive outcomes, strengthen the resilience of children who have faced, continue to face numerous hardships and inequalities in their lives.Refreshments provided mid-morning |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **23.06.2020** 09.00am – 12.00pm – Margaret McMillan |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | All Aboard – Early Intervention in the Early Years Part 1 – 4Intervention to Improve Outcomes |
| Description of Training |  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.

Refreshments provided mid-morning |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **22.10.19** 9.00am-12pm Margaret McMillan Tower**13.01.20** 9.00am-12pm Margaret McMillan Tower**04.03.20** 9.00am-12pm Margaret McMillan Tower**23.06.20** 9.00am-12pm Margaret McMillan Tower |
| Cost | £250.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | An Introduction to Emotion CoachingIntervention to Improve Outcomes |
| Description of Training | Emotion Coaching is a universal, whole-school technique and approach that uses moments of heightened emotion and resulting behaviour to guide and teach children about the different emotions they experience, why they occur and how to handle them (Gottman, 1996, 1997). It is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children’s outcomes and resilience. Research (e.g. Rose, McGuire-Snieckus and Gilbert, 2015) has shown that Emotion Coaching helps: • Children to regulate, improve and take ownership of their behaviour• Children to calm down and better understand emotions• Practitioners to be more sensitive to children’s needs• Create more consistent responses to children’s behaviour• Practitioners to feel more ‘in control’ during incidents• Promote positive relationships. In introducing practitioners to Emotion Coaching this course will cover the following topics:• The development of emotional competence/emotional intelligence • The different ways that emotions can be responded to• Meta-emotion (the attitudes and beliefs a person holds about emotions and their expression)• The empirical basis of emotion coaching• How to emotion coach in practiceRefreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **07.11.2019** 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | An Introduction to Social Stories Part 1 & 2Intervention to Improve Outcomes |
| Description of Training | The use of Social Stories is a widely recommended approach for children with difficulties with social understanding and enables practitioners to target specific social experiences or prepare children for new situations.This is a 2 session workshop with the aim of providing school based staff (and other professionals working with families and young people?) with an understanding of how and why Social Stories are used. The second session will give attendees the opportunity to work alongside others, bringing along their own case studies to go through the process of writing a Social Story. An overview will also be given of ‘social scripts’ and ‘comic strip conversations’.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **29.11.19** 09.00am – 12.00pm - Margaret McMillan Tower**14.01.19** 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £150.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Managing Your School Support Offer for Children with SENDBest Endeavours  |
| Description of Training | The Bradford Matrix of Need 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 Matrix of Need and other accountability tools, schools will be shown how to evidence use of their notional SEN budget (Element 2) to parents, LA and Ofsted. This 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.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **13.11.19** 09.00am – 12.00pm -Margaret McMillan Tower  |
| Cost | Fully Subsidised (cancellation fee will apply) |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Best use of Teaching AssistantsSENCO Management |
| Description of Training | Research shows that when Teaching Assistants (TAs) are deployed effectively, with appropriate training and support, they can make a significant contribution to pupils' learning. 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 schoolsRefreshments provided mid-morning |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **16.12.2019** – 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Bullying and Mental HealthSocial Emotional and Mental Health |
| Description of Training | Bullying is an experience which can affect anyone at any time in their life, taking form in different presentations – from being subtle to being direct, at school, home or even in the work place. Understanding the mental health effects of bullying is vitally important if we, as Practitioners working in schools with children and young people, are to be effective in our practise to break this cycle. Bullying can instigate mental health implications for a number of people involved, not least to mention the victim. This course will take a close look at:* Our understanding of “bullying”
* The mental health effects of bullying
* Bullying policies in schools
* Interventions and support
* Sharing examples of good and effective practice

The course is designed for Practitioners to leave feeling more confident in supporting children and young people, as well as their families, who have been affected by bullying. Evaluating current practise also forms part of effective practise; as such there will be an opportunity for attendees to talk about this with others.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **09.01.2019** – 09.00am – 12.00pm -Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Cognitive Behaviour Therapy techniques in the classroomSocial Emotional and Mental Health |
| Description of Training | Cognitive behavioural Therapy is acknowledged as having a significant impact in helping children learn about and manage their feelings. This course will introduce you to the basic principles of CBT and explore how you can use existing resources to best effect.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **13.05.2020** – 09.00am – 12.00pm -Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Developing a Relational Based Approach for children with Attachment difficulties |
| Description of Training | The relational approach is a unique way to look at behaviour and understand what promotes satisfying and sustainable relationships even under adverse conditions. Whilst behaviour management seeks to change the behaviour of another, the relational approach seeks to enable others to change their own behaviour.Through learning how to use the relational approach, the practitioner can identify ways to create a context within which the other person without coercion, and of their own free will, decides willingly to do the very thing that the practitioner wishes them to do, whilst also building stronger relationships through trust and understanding. This course will focus on four key aspects to this way of working: using non-coercive techniques, applying restorative approaches, building relationships of change, and enabling personal empowerment.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **20.11.19** - 09.00am-12.00pm -Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Developing High Quality Unit Based Provision - Evidence and Practice Part 1 – 4Quality Provision |
| Description of Training |  This is a practical course aimed at settings who are in the process of setting up a Teacher led small group provision in their setting. The 4 part course will sequentially address a number of key areas, drawing on research and evidence of best practice. Between sessions, participants will be expected to go away and progress each of the areas in their own setting, leading to the development of a high quality provision. Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **23.09.19** - 9.00am-12.00pm - Margaret McMillan Tower**16.10.19** - 9.00am-12.00pm - Margaret McMillan Tower**14.11.19** –9.00am-12.00pm - Margaret McMillan Tower**18.12.19** –9.00am-12.00pm - Margaret McMillan Tower |
| Cost | £250.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | EHCP A - Z SENCO Essentials |
| Description of Training | 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:* use the range model to assess whether an EHCP request is appropriate
* complete the relevant paperwork
* understand the panel system
* Manage EHCPs if issued.

Refreshments provided mid-morning |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **29.1.20** - 9.00am-12pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Ensuring Quality in Education Health and Care PlansSENCO Essentials |
| Description of Training | Whilst the LA has overall responsibility for the quality of EHCPs, schools have a significant role to play in ensuring that information is kept updated and presented in a way that is in keeping with the spirit of the Children and Families Act (2014). Participants will analyse a series of EHCP, using best practice guidance, to identify areas of strength and common pitfalls, which will subsequently inform their own practice.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **24.03.20** – 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £60.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Evidence informed teaching to improve outcomes Psychology For Learning |
| Description of Training | 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.’Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **30.04.20** – 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Improving lunchtimes in the primary schoolIntervention to Improve Outcomes |
| Description of Training | This course is aimed at those staff in primary schools who have responsibility for managing lunchtime supervision and who are interested in leading change in their own setting. It will look at: promoting play opportunities, supporting good relationships between and amongst lunchtime supervisors and children, the use of rewards and sanctions, and involving the school community in making improvements to this important part of the school day.Participants will be prompted to reflect on what currently happens in their school and which areas they would like to prioritise for change. It is anticipated that staff will identify a need for some form of in-house training for their team of lunchtime supervisors, and during the morning space will be given to drawing up bespoke outlines for this work, which schools could commission from members of the Educational Psychology Team during 2018-19. Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **24.03.20** – 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Introduction to the School based SEND ReviewSENCO Management |
| Description of Training | 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. Come and hear about the findings so far and explore what you need to do to prepare to take part in the project.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **31.03.20** – 09.00am – 12.00pm Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Managing Anxiety in school Intervention to Improve Outcomes |
| Description of Training | Awareness of social anxiety in children and young people has grown in recent years, as has mental health awareness. Social anxiety is one of the most common of the anxiety disorders. It is described as being “a persistent fear or anxiety about one or more social or performance situations which is out of proportion to the actual threat posed by the situation.” (NICE, 2013).For children and young people this worry and fear may be magnified, particularly when going to school, talking to people or being in a new situation. Social anxiety can have a negative impact on a person’s functioning and can disrupt normal life and interfere with social relationships as well as academic attainment.This course is open for those who work with children and young people who may experience (or may be prone to experiencing) social anxiety. We will take a close look at how to respond to the needs of children and young people who experience social anxiety. Staff will leave feeling more aware and confident in responding to these needs.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **03.06.20** – 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Managing Critical Incidents and Loss in SchoolsSENCO Management |
| Description of Training | Accidents, traumatic events and bereavement can affect all members of a school community. This course helps school staff to prepare for such events, with research based evidence about appropriate and effective practical steps to respond to the needs of pupils, parents and staff.Intended outcomes for participants: Staff will be confident in responding to the needs of learners and staff following a critical incident or bereavement.Staff will be able to implement a robust school policy.  Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **04.11.19 –** 09.00am – 12.00pm **-** Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Managing Self Harm, Risk and Resilience in SchoolsSocial Emotional and Mental Health |
| Description of Training | This course aims to provide attendees with an understanding of the risks leading to and the impact of self-harm. It further aims to highlight what professionals can do to reduce and prevent occurrences of self-harm in children and young people in schools. This training will have a child-centred focus, ensuring that language and techniques used to facilitate understanding of self-harm can easily be transferred into educating young people on the skills and knowledge developed through the sessionRefreshments mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **27.01.20** – 09.00am-12.00pm -Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Managing Transitions for children with SENDSENCO Management |
| Description of Training | 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.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.The course considers the Psychological aspects of change and through practical activities, helps the emotional robustness of children at a time of predictable change.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **15.01.20** – 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Meeting the Needs of Children with Social Communication Difficulties - Best Endeavours  |
| Description of Training | The SEND Code of Practice states that settings must use *best endeavours* to meet a child or young person’s SEND Needs. This is a proactive duty that requires schools or settings to make the special educational provision that children and young people require. This course will support you to look at Quality First Teaching and appropriate strategies to ensure you are delivering best endeavours and meeting the needs of children with Social Communication Difficulties.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **11.11.19** – 09.00am-12.00pm - Margaret McMillan Tower |
| Cost | Fully Subsidised (cancellation fee will apply) |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Meeting the Needs of Children with Social, Emotional and Mental Health Needs - Best Endeavours  |
| Description of Training | The SEND Code of Practice states that settings must use *best endeavours* to meet a child or young person’s SEND Needs. This is a proactive duty that requires schools or settings to make the special educational provision that children and young people require. This course will support you to look at Quality First Teaching and appropriate strategies to ensure you are delivering best endeavours and meeting the needs of children with Social, Emotional and Mental Health Needs.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **16.01.20** 09.00am-12.00pm -Margaret McMillan Tower |
| Cost | Fully Subsidised (cancellation fee will apply) |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Meeting the Needs of Children with Attention Deficit and Hyperactivity Disorder - Best Endeavours |
| Description of Training | The SEND Code of Practice states that settings must use *Best Endeavours* to meet a child or young person’s SEND Needs. This is a proactive duty that requires schools or settings to make the special educational provision that children and young people require. This course will support you to look at Quality First Teaching and appropriate strategies to ensure you are delivering best endeavours and meeting the needs of children with Attention Deficit and Hyperactivity Disorder.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **10.02.20** -09.00am-12.00pm - Margaret McMillan Tower |
| Cost | Fully Subsidised (cancellation fee will apply) |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Meeting the Needs of Children with Language Access in the Classroom Best Endeavours  |
| Description of Training | The SEND Code of Practice states that settings must use *best endeavours* to meet a child or young person’s SEND Needs. This is a proactive duty that requires schools or settings to make the special educational provision that children and young people require.  This course will support you to look at Quality First Teaching and appropriate strategies to ensure you are delivering best endeavours and meeting the needs of children with Language and Communication Needs.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **28.11.19** 09.00am-12.00pm **-** Margaret McMillan Tower |
| Cost | Fully Subsidised (cancellation fee will apply) |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Motivating Children to make a differenceIntervention to Improve Outcomes |
| Description of Training | Motivational interviewing is a form of collaborative conversation for strengthening a person's own motivation and commitment to change.It is a person-centred counselling style for addressing the common problem of ambivalence about change, by paying particular attention to the language of change. It is designed to strengthen an individual's motivation for and movement toward a specific goal, by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion. By the end of the course participants will have developed their understanding of key concepts in motivational interviewing and have a range of strategies with which to begin implementing this technique.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **04.11.19 –** 09.00am-12.00pm Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Mental Health Everyone's Business  |
| Description of Training | Recent research indicates that up to one in 10 children have mental health difficulties. These can impact in school, effecting children's learning, behaviour and overall progress. Recent research indicates that up to one in 10 children have mental health difficulties. These can impact in school, effecting children's learning, behaviour and overall progress.Intended outcomes for participants:By the end of the course you will have:Increased your understanding of what mental health is and how it can impact on children's progress;Increased your knowledge of a range of strategies to promote good mental health at an individual, group and whole school level;Developed a structure to develop this aspect of provision in your school or settingThis course will give an overview of mental health issues for children and young people and explore practical strategies that can be implemented by existing school staff to promote good mental health.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **26.11.19** 09.00am-12.00pm Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | My Support Plan Training SENCO Essentials |
| Description of Training | Following a successful pilot project, the Local Authority is now rolling out My Support Plan (MSP) which aims to ensure that children and young people’s needs are met in a timely way in order to improve outcomes for this group of students. 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.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **24.09.19** - 9.00am-12pm Margaret McMillan Tower |
| Cost | £60.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | SEND Funding and Finance for Business Managers SENCO Management |
| Description of Training | Notional SEN funding and Element 3 top up funding now forms a significant share of schools' overall budgets.This course will support Business Mangers and School Leaders to understand the legal requirements and expectations relating to this funding and how best to manage these. |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **09.12.19 –** 09.00am-12.00pm – Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Planning for Progress for Children with SEND (New OFSTED / Progress Grids)SENCO Essentials |
| Description of Training | 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. How do you know when children with additional needs are making good progress? The Early Years and School Age Progress Grid will be explored as a tool to support schools to accurately plan for and monitor progress.By the end of the course you will have: Developed a clear understanding Progress Grids, explored how to track progress using the grid and practiced setting challenging targets for children with SEND.Refreshments provided mid-morning |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **30.01.20** – 09.00am-12.00pm -Margaret McMillan Tower |
| Cost | £60.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Precision Teaching Part 1 & 2 -Intervention to Improve Outcomes |
| Description of Training | 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.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **14.10.19** 9.00am-12pm Part 1 – Margaret McMillan Tower**27.02.20** 9.00am-12pm Part 2 – Margaret McMillan Tower |
| Cost | £150.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | SENCO NetworkSENCO Essentials |
| Description of Training | Round up and Update on SEND issues locally and nationally including Guest Speakers, Networking opportunities and practice guidance.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **05.02.20** - 9.00am-12pm – Margaret McMillan Tower |
|  Cost | Fully Subsidised – (Cancellation fee will apply) |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Recognising and Managing Dyscalculia and Difficulties in MathsIntervention to Improve Outcomes. |
| Description of Training | Specific difficulties with maths are often under identified and rarely considered. This course will help you to explore why some children fail to grasp basic mathematical concepts and struggle to make progress. You will learn about the psychological basis of mathematical development, and how you can support children to develop specific skills in this area. By the end of the course you will have:* Increased your understanding of how children learn maths and why some children find this difficult
* Increased your knowledge of a range of strategies aimed at improving progress in maths
* Developed a structure to support this group of children in your school

Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **03.06.20** – 09.00am-12.00pm -Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Revisioning SEND provision Part 1 – 3Research Into Practise |
| Description of Training | 3 Part course. In a time of austerity, schools and Local Authorities have 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.Refreshments provided mid-morning |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **24.02.20** – 09.00am-12.00pm -Part 1, Margaret McMillan Tower**01.04.20** – 09.00am-12.00pm -Part 2 Margaret McMillan Tower**07.07.20** – 09.00am-12.00pm -Part 3 Margaret McMillan Tower |
| Cost | £150.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Selective Mutism - Introduction and InterventionIntervention to Improve Outcome |
| Description of Training | Some children find the social pressures of school too much and become silent, speaking to no one. These quiet children often become invisible and struggle to make academic or social progress in school.This course will help you to explore the psychological basis of selective Mutism, and develop a range of responses to help these children move on.By the end of the course you will have: • Increased your understanding of the symptoms and causes of selective Mutism.• Developed an assessment plan to enable you to clearly identify next steps for these children.• Explored a number of intervention strategies and be aware of how and when to use them.Refreshments provided mid-morning |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **07.05.20** – 09.00am-12.00pm -Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Working with Parents of children with SEMH needs -Social Emotional and Mental Health |
| Description of Training | This session is aimed at school staff and professionals who already have some knowledge and experience around SEMH needs and are looking to extend their work with families in order to achieve the best possible outcomes. Content will focus on support to establish a positive working relationship with families alongside evidence-based strategies and suggestions for joint intervention.Attendees are expected to leave with a greater confidence in working with families around SEMH issues and with expanded knowledge around the strategies and supports which can be successful in improving outcomes for these young people.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **08.10.19** - 9.00am-12pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Meeting the Needs of Children with Learning Difficulties Best Endeavours  |
| Description of Training | The SEND Code of Practice states that settings must use *Best Endeavours* to meet a child or young person’s SEND Needs. This is a proactive duty that requires schools or settings to make the special educational provision that children and young people require. This course will support you to look at Quality First Teaching and appropriate strategies to ensure you are delivering best endeavours and meeting the needs of children with Learning Difficulties.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **08.01.20** – 09.00am-12.00pm - Margaret McMillan Tower |
| Cost | Fully Subsidised (cancellation fee will apply) |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Using Principles of Growth Mind sets to raise Learner Attainment and Teacher Performance - Psychology For Learning |
| Description of Training | Learner’s beliefs about their underlying ability have one of the largest effects on subsequent levels of progress and attainment. 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. Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **27.09.19** – 9.0am-12.00pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | An Introduction to Developing High Quality Unit Based Provision -Quality Provision |
| Description of Training | This course is aimed at settings where they currently have or are thinking of setting up a teacher led small group provision in their school. It will present a series of issues for consideration and provide an overview of best practice to help shape your thinking. |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **07/01/2020 -**  09.00am-12.00pm – Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Quality First Teaching and the Bradford Matrix of Need SENCO Essentials |
| Description of Training | The Bradford Matrix of Need highlights Quality First Teaching as the first step in meeting CYP's SEND needs. This course will explore what is meant by Quality First teaching and how this can be evidenced as part of your accountability and best endeavours. It is a practical course which will involve reflecting on existing classroom practice and changes that can be made at the individual, group and whole school level.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **27.11.19** – 09.00am-12.00pm -Margaret McMillan Tower |
| Cost | Fully Subsidised (cancellation fee will apply) |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Working with Children with Foetal Alcohol Syndrome |
| Description of Training | FASD is an umbrella term used to describe the range of possible effects of pre-natal exposure to alcohol. Teachers and teaching support staff will undoubtedly meet students with FASD in their classrooms. This course will explore how to respond to these children's learning needs effectively and enable them to maximise their potential in school. By the end of the course you will have:* Increased your understanding of FASD and how it impacts on learning and attainment
* Increased your knowledge of a range of strategies to manage children who have FASD

Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **29.04.20** - 9.00am-12.00pm – Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Using a Circle of Friends in schoolIntervention to Improve Outcomes |
| Description of Training | Circle of Friends is an approach to inclusion, participation, friendship and problem solving across a broad range of needs and also to support transition or address bullying. It works by developing empathy and support within the peer group via a structured format to elicit genuine peer support and create a greater opportunity for successful relationships with peers. It has been used successfully to improve behaviour and include pupils with complex learning needs, including social communication difficulties. This session will provide participants with an understanding of the Circle of Friends approach and why it is effective as well as a step by step guide to setting up and running Circle of Friends groups in schools.Refreshments provided mid-morning |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **10.12.19** – 9.00am-12.pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Solution focused approaches to support CYP with challenging behaviourIntervention to Improve Outcomes |
| Description of Training | This course provides an opportunity for school staff members to gain an insight into the techniques used in Solution-Focused Mentoring. Solution-Focused Mentoring provides a clear framework which helps school staff to draw upon the strengths and resources of the young people they are working with in order to facilitate change, and to help the young person to achieve their own goals. Solution-Focused approaches are unique, in that they focus on solutions and preferred futures, rather than on the problem itself. This course will equip school staff with the skills and resources to support young people in identifying their aims, understanding what is within their capacity, and helping them to explore next steps and solutions.Refreshments provided mid-morning |
| Suitable For | SENCO/ Inclusion Manager |
| Dates, Times and Venue | **26.11.19** – 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Person Centred Planning and ReviewsSENCO Management |
| Description of Training | The Code of Practice promotes a person centred approach to ensure that Children and Young People are at the centre of the EHCA process. This course will explore what a person centred approach might look like for children at various stages of their development and how schools might implement this in a creative and inclusive way. Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **05.12.19** - 09.00am – 12.00pm - Margaret McMillan Tower |
| Cost | £60.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Social anxiety in children and young peopleSocial Emotional and Mental Health |
| Description of Training | Awareness of Social Anxiety in children and young people has grown in recent years, as has Mental Health Awareness. Social Anxiety is one of the most common of the anxiety disorders. It is described as being “a persistent fear or anxiety about one or more social or performance situations which is out of proportion to the actual threat posed by the situation.” (NICE, 2013).For children and young people this worry and fear may be magnified, particularly when going to school, talking to people or being in a new situation. Social Anxiety can have a negative impact on a person’s functioning and can disrupt normal life and interfere with social relationships as well as academic attainment.This course is open for those who work with children and young people who may experience (or may be prone to experiencing) Social Anxiety. We will take a close look at how to respond to the needs of children and young people who experience Social Anxiety. Staff will leave feeling more aware and confident in responding to these needs.Refreshments provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **10.02.20** – 9.00am-12.pm - Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Using principles of instructional and cognitive psychology to plan units of workPsychology For Learning |
| Description of Training | This course will look at research findings from Cognitive Science around processing and memory, as well as Principles of Instruction which can be applied to a unit of work. The course will practically explore how you can help students remember more information by the way you order and sequence lessons within a unit of work. Participants will be able to apply the information to their own work and leave the course with a specific approach to apply immediately in the classroom.Refreshments provided mid-morning |
| Suitable For | Class Teachers, Specific subject leaders, Primary and Secondary |
| Dates, Times and Venue | 16.06.20 – 09.00am-12.00pm – Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title | Becoming Evidence ActiveResearch into Practice |
| Description of Training | The ‘Evidence Active Schools’ Network will ensure that every Bradford school can access and benefit from the learning and tools developed through CAER, as well as participate in research. Being ‘Evidence Active’ will also require schools to commit to choosing, planning and delivering activities in an evidence-led way, in line with best practice set out by the Education Endowment Foundation’s implementation toolkit, and supported by CAER. This course supports schools to begin this exciting journey.Refreshments will be provided mid-morning |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue | **15.10.19 -** 09.00am-12.00pm – Margaret McMillan Tower |
| Cost | £95.00 |

|  |  |
| --- | --- |
|  | **Educational Psychology** |
| Title |  Meeting the Needs of Children with Specific Learning Difficulties - Best Endeavours |
| Description of Training | The SEND Code of Practice states that settings must use best endeavours to meet a child or young person’s SEND Needs. This is a proactive duty that requires schools or settings to make the special educational provision that children and young people require. This course will support you to look at Quality First Teaching and appropriate strategies to ensure you are delivering best endeavours and meeting the needs of children with Specific Learning Difficulties (Literacy).Refreshments will be provided mid-morningFully subsidised - cancellation fee will apply |
| Suitable For | SENCO / Inclusion Manager |
| Dates, Times and Venue |  **06.01.20** - 09:00am - 12:00pm - Margaret McMillan Tower |
| Cost |  Fully Subsidised |