**0-25 Specialist Teaching and Support Services**

**Social, Communication, Interaction and Learning (SCIL) Team**

**Ready to book**

**Social Emotional Mental Health(SEMH)**

**Bradford Nurture Group Network Meetings**

**Communication and Interaction (Autism)**

**Learning Support (Cognition and Learning)**

**Early Years – PVI Settings**

**Low incidence (Sensory Service):**

**Physical and Medical Team (P&M)**

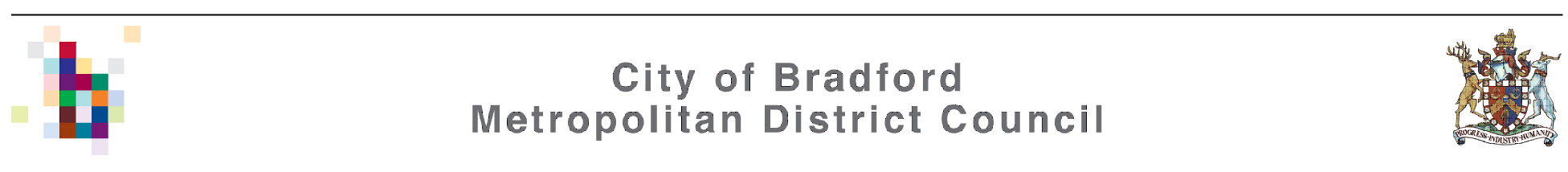
**Scheduled Courses Spring 2021-22**

**(Delivered virtually only)**

Please book via the website link [http://www.skills4bradford.co.uk/Course](http://www.skills4bradford.co.uk/Training)

* Provider is: **0-25 Specialist Teaching and Support Services**
* This will take you to the list of courses, HUBs and Bradford Nurture Group Network Meetings where you can browse the list.
* When you find the one you are looking for click "join" and complete the application

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| **Please visit the following for full course options**  **0-25 Specialist Teaching and Support Services** <http://www.skills4bradford.co.uk/Services/5179> |



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| **Please read the following:**   * By booking you have accepted that the course is appropriate for your needs regardless of the post title you have stated. * By booking you have accepted that you can access the course via Webex. * If you wish to send a substitute delegate, please ensure you have informed us by emailing [**SCILTeam@bradford.gov.uk**](mailto:SCILTeam@bradford.gov.uk)   + We will assume 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 receipt by email. * If a course is cancelled you will be informed one week before the start of the course. * You will be sent a link for the virtually course within the week before the start date. * Two weeks before the start of the course our cancellation policy will be in place.   + Cancellation process is: * 100% refund 11 days or more before the course starts * 50% refund between 10 and 6 days before the course starts * 0% refund 5 days or fewer before the course starts * All contact will be with the email address specified on the application you make. * All course correspondence will be via email. * In case of any booking queries please email [**SCILTeam@bradford.gov.uk**](mailto:SCILTeam@bradford.gov.uk)ortelephone admin on 01274 439500. * Invoices will be sent on or just after the course date. |

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| **Social Emotional Mental Health(SEMH)** |

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| **Bradford Nurture Group Network Meetings**  **Booking required so we can give you access to the virtual meeting.**   * Please book via the website link [http://www.skills4bradford.co.uk/Course](http://www.skills4bradford.co.uk/Training)   + Provider is: 0-25 Specialist Teaching and Support Services   Open to all staff who run a Nurture group, or are thinking of starting one, or just want to know what Nurture is all about, please book on to our FREE group to exchange ideas, meet like-minded people, and find out more about what it’s all about.  The group discuss a range of topics around Nurture.  Duration of the meeting is approx. 1hr. Run by a Specialist Teacher in SEMH  Available dates   * 17/02/22 * 17/03/22 * 19/05/22 * 14/07/22 |

**Social Emotional Mental Health(SEMH)**

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| Page | **Course title** | **Scheduled Course date** | **Price per delegate** |
| 4 | De-escalation Strategies when pupils go into crisis | TBA  3.30pm-5.30pm | £60 |
| 5 | Using Additional Adults effectively with SEMH Pupils | TBA  9am-12pm | £90 |
| 5 | What to do when C/YP Displays Problematic or Harmful Sexual Behaviour | 20/01/22  9.30am-12.30pm | £90 |
| 6 | ‘Behaviour is Communication’, strategies for practitioners in reception and year one | 27/01/22  9.30am-3.30pm | £180 |
| 6 | Managing Risk Effectively and Safely | 24/03/22  9.30am-12.30pm | £90 |
| 7 | The Basics of ADHD | 06/04/22  9.30am-11.30am | Free |

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| **Social Emotional Mental Health(SEMH)** | |
| Title | **De-escalation Strategies when pupils go into crisis** |
| Description of course | When children/young people enter crisis phase it can impact both upon the wellbeing of the participants and the efficiency of the learning environment.  This course takes participants through a variety of possible underlying causes of such events and provides practical proactive strategies to reduce the impact of reactive events. The strategies include provision that would be appropriate to show the graduated response for C/YP on a pathway for statutory assessment. It is suitable for classroom practitioners including SENDCos, teachers and support staff.  This course is run Virtually.  Duration of the course is up to 2hrs |
| Price | £60 per person |
| Suitable for | SENCo, Class teachers, pastoral leaders, support assistants, inclusion leaders |
| Delivered by | A Specialist Teacher Sharon Carr |

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| **Social Emotional Mental Health(SEMH)** | |
| Title | **Using Additional Adults effectively with SEMH pupils** |
| Description of course | This course explores the classroom support staff can run a range of SEMH provisions such as behaviour plans, risk assessments, and visual SEMH resources. It also explores the use of scripts, individual/pair and group work and how an additional adult can make a difference in the classroom to the outcomes for the C/YP presenting with features of SEMH.  This course is run Virtually.  Duration of the course is up to 3hrs |
| Price | £90 per person |
| Suitable for | SENCo / Teacher / Classroom Practitioner / Support Assistant, HLTAs |
| Delivered by | A Specialist Teacher Sara Burgess & Sharon Light |

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| **Social Emotional Mental Health(SEMH)** | |
| Title | **What to do when C/YP display problematic or harmful sexual behaviour** |
| Description of course | When children are identified as having shown ‘sexualised behaviour’ it is important that a proportionate and planned approach is taken to enable the young person to receive the right interventions.  This course explains a variety of contexts for this behaviour to enable the team around the child to put in place an effective support mechanism that supports the safety of the C/YP and their inclusion in the school/setting.  This course is run Virtually.  Duration of the course is up to 3hrs. |
| Price | £90 per person |
| Suitable for | Senior leaders, head teachers, pastoral leaders, SENCos, Inclusion leads, Class teachers |
| Delivered by | A Specialist Teacher – Sara Burgess |

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| **Social Emotional Mental Health(SEMH)** | |
| Title | **“Behaviour is Communication”, strategies for practitioners in reception and year one** |
| Description of course | . This training will enable you to:           Identify children’s needs through the behaviour they present           Assess these needs and set targets using assessment tools           Implement developmentally appropriate behaviour strategies and interventions to enable progress  This course is run Virtually.  Duration of the course a full day |
| Price | £180 per person |
| Suitable for | Teachers and support staff in Reception and Year one setting |
| Delivered by | A Specialist Teacher – David Chadwick |

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| **Social Emotional Mental Health(SEMH)** | |
| Title | **Managing risk effectively & safely** |
| Description of course | When C/YP hit out, hurt staff and peers, or are a flight risk, emotions can be aroused and safety can be compromised.  This course examines some of the underlying causes for the behaviour and suggests strategies to reduce the risk of these events occurring.  The course also involves advice on writing an effective risk assessment, and how to record this kind of heightened behaviour effectively and any physical responses to it (such as the use of ‘Team Teach®’)  All adults in a school have the legal power to use reasonable force to prevent a C/YP coming to physical harm. This course adds clarity, to what is often a grey area about who has the right to do what, and in which circumstances.  This course is run Virtually.  Duration of the course is up to 3hrs. |
| Price | £90 per person |
| Suitable for | Senior/middle managers, SENDCos and inclusion leads |
| Delivered by | A Specialist Teacher - Sara Burgess |

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| **Social Emotional Mental Health(SEMH)** | |
| Title | **The basics of ADHD** |
| Description of course | This course explains the key features of ADHD and how they may present in the classroom or setting at a range of ages. It also covers how to support a C/YP who may have or be on the pathway to a diagnosis. It includes tips for schools and settings to support parents who may be struggling at home, with the objective of supporting full inclusion for the C/YP  This course is run Virtually  Duration of the course is up to 2hrs. |
| Price | Fully Subsidised |
| Suitable for | Pastoral Leaders, SENCos, Teachers, Support Assistants, PVIs.  It is aimed at settings covering ages from pre-school to key stage 4 |
| Delivered by | A Specialist Teacher – Sara Burgess |

**Communication and Interaction (Autism)**

**Scheduled courses- delivered virtually**

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| **Page** | **Course title** | **Scheduled Course date** | **Price per delegate** |
| 8 | Autism – Strategies & Resources | TBA  3.30pm-5.00pm | £45 |
| 8 | Autism - Teaching Strategies for Children with Autism in the Early Years | 10/02/22 & 17/02/22  9am-12pm | £180 |
| 9 | Autism - Introduction to Autism | 08/03/22  3.30pm-5.00pm | £45 |
| 9 | Autism – Social Success KS1/2 | 10/03/22  9.30am-11.30am | £60 |
| 10 | Autism - Supporting Children with Autism KS1/2 | 15/03/22  9.00am-3.30pm | £180 |
| 10 | Autism – Supporting Children with Autism EY’s | 16/03/22 & 23/03/22  9am-12pm | £180 |
| 10 | Autism - Teaching Children with Autism in KS1/2 & KS3/4 | 22/03/22  9am-3.30pm | £180 |
| 11 | Autism - Different Presentations of Autism | 30/03/22  3.30pm-5.00pm | FREE |

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| **Communication and Interaction (Autism)** | |
| Title | **Autism – Strategies & Resources** |
| Description of course | This is a follow-on to the Introduction to Autism course and will explore a range of practical strategies and resources that can be used to support children and young people with communication and interaction needs including those with a diagnosis of Autism.  The course will develop your knowledge, skills and understanding of how to lessen barriers to learning in the following areas: communication, social understanding, interests, information processing and sensory processing. This course is run Virtually. |
| Price | £45 per person |
| Suitable for | SENCo / Teacher / TA |
| Delivered by | Rachel Porter |

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| **Communication and Interaction (Autism)** | |
| TitleS4B | **Teaching Strategies for children with Autism (EY’s)** |
| Description of course | This course will explain the differences in social understanding for children with autism/communication and interaction differences. It will explore the skills that a child can develop through collaborative social interaction. Participants will gain practical skills and confidence to support children’s social understanding using a variety of strategies and resources. Participants will increase their awareness of relevant strategies and resources available and create an action plan for implementation in the setting.  This course is run Virtually. |
| Price | £180 per person |
| Suitable for | SENCo / Teacher |
| Delivered by | A Specialist Teacher |

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| **Communication and Interaction (Autism)** | |
| Title | **Introduction to Autism (KS1-4)** |
| Description of course | This course introduces the main areas of difference between neurotypicals and those diagnosed with Autism. It explores the challenges experienced by pupils with Autism focusing on the four areas: Communication, Social Understanding, Information Processing, Sensory processing and helps professional to considers the impact these differences have on individual pupils in their daily life.  This course is run Virtually. |
| Price | £45 per person |
| Suitable for | SENco / Teacher / TA (all school staff) |
| Delivered by | A Specialist Teacher |

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| **Communication and Interaction (Autism)** | |
| Title | **Autism Social Success (KS1-2)** |
| Description of course | This course will explain the differences in social understanding for children with autism/communication and interaction differences. It will explore the skills that a child can develop through collaborative social interaction. Participants will gain practical skills and confidence to support children’s social understanding using a variety of strategies and resources.  This course is run Virtually. |
| Price | £60 per person |
| Suitable for | SENCo / Teacher / TA |
| Delivered by | A Specialist Practitioner |

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| **Communication and Interaction (Autism)** | |
| Title | **Supporting Children with Autism (KS1-2)** |
| Description of course | This course explores a range of resources and strategies to support children with autism/communication and interaction difficulties in Key Stage 1 and 2. Participants will create an action plan to implement back in their setting.  This course is run Virtually. |
| Price | £180 per person |
| Suitable for | TA/Support Staff in KS1/2 |
| Delivered by | A Specialist Teacher |

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| **Communication and Interaction (Autism)** | |
| Title | **Supporting Children with Autism (EY’s)** |
| Description of course | This course shares practical knowledge of how to develop effective play, communication, social relationships, language and emotional regulation. Participants will develop an understanding of how to best meet the needs of a range of children with a diagnosis of Autism and or Communication and Interaction needs in a mainstream Early Years setting.  This course is run Virtually. Attendance required on all sessions. |
| Price | £180 per person |
| Suitable for | TA/Support Staff in the Early Years |
| Delivered by | A Specialist Teacher |

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| **Communication and Interaction (Autism)** | |
| Title | **Teaching Children with Autism in (KS1/2/KS3/4)** |
| Description of course | This course will recap the main areas of difference in autism and the impact these have on children. It will share practical strategies and resources to support meeting the needs of children with autism/social communication difficulties in a mainstream setting.  This course is run Virtually. |
| Price | £180 per person |
| Suitable for | SENCo / Teacher |
| Delivered by | A Specialist Teacher |

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| **Communication and Interaction (Autism)** | |
| Title | **Autism - Different Presentations of Autism** |
| Description of course | This course helps to extend the knowledge of Autism by looking at and exploring the different ways Autism can present in individual children and young people. Participants will increase their ability to identify the different presentations and gain understanding of how best to meet these needs.  This course is run Virtually |
| Price | Fully subsidised |
| Suitable for | SENCo’s |
| Delivered by | A Specialist Teacher |

**Learning Support (Cognition and Learning)**

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| Page | **Course title** | **Scheduled Course date** | **Price per delegate** |
| 12 | Developing English Skills for SEN Pupils with English as an Additional Language (EAL) | 18/01/22  9am-12.00pm | £90 |
| 12 | Alphabet Arc | 01/02/22  9am-11am | £60 |
| 12 | Supporting Children with Language Difficulties in the Classroom KS1-4 | 02/02/22 & 09/02/22  9am-10.30am | £90 |
| 13 | Supporting pupils with Maths difficulties KS1-4  1 course 2 days | 08/02/22 & 15/02/22  9am-11am | £120 |
| 13 | Recognising and Managing Dyslexia and Difficulties in Literacy KS1-4 – 1 course 2 days | 10/02/22 & 17/02/22  9am-10.45am | £105 |
| 14 | Inclusive Classrooms – Supporting children with Learning difficulties in Primary KS1-2 | 10/02/22  9am-10.30am | £45 |
| 14 | Inclusive Classrooms – Supporting children with Learning difficulties in Secondary KS3-4 | 10/02/22  11am-12.30pm | £45 |
| 15 | The Multi-Sensory Literacy (MSL) Course – 4 day course | 03/03/22  9am-12.30pm | FREE |
| 15 | 20:20 Reading Intervention KS1-4 | 09/03/22 & 23/03/22  9am-11am | £120 |
| 16 | How to Use and Interpret the GL Dyslexia Portfolio Assessment | 17/03/22  9am-12.30pm | £90 |

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| **Learning Support (Cognition and Learning)** | |
| Title | **Developing English Skills for SEN Pupils with English as an Additional Language (EAL) (KS1-2)** |
| Description of course | This course trains teaching assistants to deliver an intervention to pupils struggling to develop English as an additional language.  The intervention can be delivered in small groups or on a one-to-one basis. It provides a range of resources and practical strategies to teach vocabulary and sentence construction skills.  This course is run Virtually. |
| Price | £90 per person |
| Suitable for | SENCo / TA |
| Delivered by | A Specialist Teacher |

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| **Learning Support (Cognition and Learning)** | |
| Title | **Alphabet Arc (KS1-3)** |
| Description of course | This course provides an overview of the Alphabet Arc intervention, it models a range of strategies and techniques using the Alphabet Arc which support the development of early phonological awareness, reading and spelling skills. Participants will be provided with a range of resources that they will be able to use in schools.  This course is run Virtually |
| Price | £60 per person |
| Suitable for | SENCo / Teacher / TA |
| Delivered by | A Specialist Practitioner |

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| **Learning Support (Cognition and Learning)** | |
| Title | **Supporting Children with Language Difficulties in the Classroom (KS1-4)** |
| Description of course | This course examines the processes involved in communication. It looks at the types of difficulties in speech, language and communication that pupils may have.  It provides an assessment tool based on documents from the Communication Trust. It enables teachers to analyse results and consider interventions and quality first teaching strategies, which can be implemented to meet the needs of these pupils.  This course is run Virtually. 2 x 1 ½ hrs |
| Price | £90 per person |
| Suitable for | SENCo / Teacher / TA |
| Delivered by | A Specialist Teacher |

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| **Learning Support (Cognition and Learning)** | |
| Title | **Supporting pupils with Maths difficulties KS1-4** |
| Description of course | This course focuses on numbers 0-20 to show practitioners how to develop a learner’s conceptual understanding of number. The same techniques can be applied beyond this number range once the learner’s understanding is secure.   * counting with one to one correspondence * cardinality and ordinality * number recognition * subitising and estimation * sequencing * dot patterns and visual clusters * mathematical language (receptive and expressive) * basic addition and subtraction * using Cuisenaire Rods for relational understanding * concrete-pictorial-abstract approach * commutative and inverse relationships * using key facts: one more / one less, two more / two less, doubles/halves and near doubles * introduction to place value * crossing the tens boundary * maths symbol recognition * applying conceptual understanding in word problems   Session 1 explores potential barriers to understanding maths and how to assess for these.  Session 2 looks at how to put targeted support in place to reduce barriers to learning  Schools will need access to Cuisenaire Rods.  This course is run Virtually. |
| Price | £120 per person |
| Suitable for | SENCo/ Teacher/TA in all settings. |
| Delivered by | A Specialist Teacher |

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| **Learning Support (Cognition and Learning)** | |
| Title | **Recognising & Managing Dyslexia & Difficulties in Literacy (KS1-4)** |
| Description of course | This interactive course looks at the processes involved in reading and writing and the difficulties that pupil’s with dyslexia experience.  It explores a range of dyslexia friendly strategies and practical ideas to manage dyslexia in the classroom  This course is run Virtually. Attendance needed for both sessions. |
| Price | £105 per person |
| Suitable for | All |
| Delivered by | A Specialist Teacher |

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| **Learning Support (Cognition and Learning)** | |
| Title | **Inclusive Classrooms - Supporting children with Learning difficulties in Primary (KS1-2)** |
| Description of course | This course looks at strategies to support pupils with learning difficulties in the classroom.   * It considers quality first teaching strategies to support literacy and numeracy and strategies to support language, memory and processing difficulties. * Participants will be provided with a comprehensive toolkit of resources.   This course is run Virtually. |
| Price | £45 per person |
| Suitable for | All |
| Delivered by | A Specialist Teacher |

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| **Learning Support (Cognition and Learning)** | |
| Title | **Inclusive Classrooms - Supporting children with Learning difficulties in Secondary (KS3-4)** |
| Description of course | This course looks at strategies to support pupils with learning difficulties in the classroom.   * It looks at strategies to support quality first teaching and language. * Examines memory and processing difficulties and provides a range of practical strategies. * It looks at strategies to support pupils with studies skills. * Participants will be provided with a comprehensive toolkit of resources.   This course is run Virtually. |
| Price | £45 per person |
| Suitable for | All |
| Delivered by | A Specialist Teacher |

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| **Learning Support (Cognition and Learning)** | |
| Title | **The Multi-Sensory Literacy (MSL) Course – 4 day course** |
| Description of course | This course teaches HLTAs, teachers and SENDCos how to deliver a bespoke, structured and cumulative multi-sensory intervention to pupils with literacy difficulties. It is based on the specialist “Hickey Multi-Sensory Language Course” which is a well-established approach to teaching reading and writing skills to those with dyslexia and other types of literacy difficulties.  We have developed the intervention to compliment Letters and Sounds and our own New Literacy Baseline Assessment. In addition, to accommodate time pressures in school, the intervention is delivered in two 30-minute sessions per week to pupils.  The MSL training course consists of 4 sessions (1 morning a week for 4 weeks). We provide an assessment and the resources needed to deliver the intervention. Delegates will need to have a pupil to work with during the training, as they will be given weekly tasks to carry out with a pupil in school after each session.  This 4 day training course is delivered via MS Teams.  This course is run Virtually. |
| Price | Free – Pilot - |
| Suitable for | HLTAs, teachers & SENDCos |
| Delivered by | A Specialist Teacher |

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| **Learning Support (Cognition and Learning)** | |
| Title | **20:20 Reading Intervention (KS1-4)** |
| Description of course | 20 – 20 reading is evidence based, practical, holistic and successful  intervention, which draws on Catch Up Literacy, Wave 3 Literacy and Reading Recovery principles.  This is a practical course which includes demonstrations and practical activities. TAs and SENDCOs will develop the skills to assess children’s reading skills and then plan and deliver 1:1 sessions for struggling readers. It is suitable for children in the primary phase, who are reading at least 6 months below their chronological age, or students with SEND in the secondary phase.  The course trains SENCos, teachers and teaching assistants how to use the assessment tools, interpret the results and create a pupil profile and additional support plan which can be used to plan steps to move pupils’ learning forward.  This course is run Virtually. Attendance needed for both sessions. |
| Price | £120 per person |
| Suitable for | Teaching Assistants & SENCos (ideally the SENCo will attend with their TAs so they can manage the intervention) |
| Delivered by | Julie Wilson |

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| **Learning Support (Cognition and Learning)** | |
| Title | **How to use & Interpret the GL Assessment Dyslexia Portfolio (KS2-4)** |
| Description of course | This course will provide participants with knowledge and information about how to administer and interpret the Dyslexia Portfolio. It includes a range of case studies to demonstrate how to interpret the results and use them to inform provision.  This course is run Virtually. |
| Price | £90 per person |
| Suitable for | KS2,3 & 4 |
| Delivered by | Fiona Whitaker |

**Early Years & PVI Settings**

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| Page | **Course title** | **Scheduled Course date** | **Price per delegate** |
| 17 | SENCO Forum – Transition (PVI settings) - Passive | 13/12/21 | Free |
| 18 | SENCO Forum – Early Years Inclusion Funding (PVI & Early Years Settings) - Passive | 13/12/21 | Free |
| 18 | Identification & Assessment of Need for Children with SEND in the Early Years | 03/03/22  3pm-4.30pm | £45 |

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| **Early Years – PVI Settings** | |
| Title | **SENCO Forum – Transition (PVI settings)** |
| Description of course | Scheduled – PASSIVE  The SENCO Forum on Transition aims to provide PVI SENCO’s with an opportunity to:   * Explore their current practice linked to supporting the transition of children with SEND; looking at what’s working well and any barriers they may have encountered. * Explore how moving forward we can work to reduce barriers and further support smooth transitions for children with SEND.   Signpost you to optional documentation (My Support Plan) to support transition.  During of course – Powerpoint 20-30 minutes long. |
| Price | FREE |
| Suitable for | SENCOs in Early Years Private, Voluntary and Independent settings looking to develop their role in promoting and supporting inclusive practice for children with SEND. |
| Delivered by | Access & Inclusion Officers |

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| **Early Years – PVI Settings** | |
| Title | **SENCO Forum – Early Years Inclusion Funding (PVI and Early Years Settings)** |
| Description of course | Scheduled – PASSIVE  This virtual SENCO Forum with audio narration provides an overview of The Early Years Inclusion Funding model and application form.  The Early Years Inclusion Funding’ SENCO Forum will provide Senco’s with:   * An overview of the Early Years Inclusion Funding model. * Information on the eligibility criteria. * Early Years Inclusion Funding payment information. * Guidance on completing the Early Years Inclusion Funding application form. * Links to further information and how to access further support when completing Early Years Inclusion Panel paperwork.   NB. In preparation for accessing this Senco Forum please download and print a copy of the Early Years Inclusion Funding Request form from [https://bso.bradford.gov.uk/content/early-years-inclusion-funding#Eligibility.](https://bso.bradford.gov.uk/content/early-years-inclusion-funding#Eligibility) You will then be able to cross reference to this during the virtual Senco Forum.  During of course – Powerpoint approximately 30 minutes long. |
| Price | FREE |
| Suitable for | SENCOs in Early Years Private, Voluntary and Independent settings looking to develop their role in promoting and supporting inclusive practice for children with SEND. |
| Delivered by | Access & Inclusion Officers |

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| **Early Years** | |
| Title | **NEW Identification & Assessment of Need for Children with SEND in the EY’s** |
| Description of course | This course will introduce strategies and approaches to help identify a child's primary need.  It will also provide an overview of assessment tools and guidance on involving parent/carers.  This course is run Virtually |
| Price | £45 per person |
| Suitable for | SENCo & Teacher. |
| Delivered by | A Specialist Teacher |