



# The Bridge London Teaching School

Course programme 2019-20



## About Us

## Booking Procedures

## Savings

### Training & Conference Centre

The Bridge London is a major provider of professional development in the UK in the field of education, both special and mainstream, holding a reputation particularly in the fields of Learning Difficulties and Disabilities (LDD). An 'outstanding' National Teaching School, we have been delivering courses (including the AET Schools Programme) within our Training & Conference Centre and designing bespoke programmes since 1997.

### Bespoke training

We offer half-day, one day or two day INSETs at your school or in partnership with schools in your area. Workshop days are especially stimulating, with trainers delivering a variety of one or two hour rotating workshops on key areas of your choice. Whether delegate numbers are 5 or 500 we can create the programme to suit all your needs.

1. Simply pick a course for us to create or adapt
2. Send us an email or call us up
3. We'll take it from there.

The Bridge Training & Conference Centre  
251 Hungerford Road  
London  
N7 9LD

Tel: 020 7619 1000  
[training@thebridgelondon.co.uk](mailto:training@thebridgelondon.co.uk)

### Course costs

One Day Courses	£195 per delegate
Two Day Courses	£295 per delegate

### Programmes

Teach Pro	£375 per delegate
Early Years Teach Pro	£375 per delegate
MA module	£1125 per delegate

### Booking Requirements

To secure a place on one of our courses, we require the following information at the point of booking:

Delegate name  
Delegate job title  
Delegate email address  
Invoicing email address  
Purchase Order number (if available)

### Bookings: Terms and Conditions

All bookings to be made in writing via email to [training@thebridgelondon.co.uk](mailto:training@thebridgelondon.co.uk)  
Fees for non attendance are non-refundable  
Cancellations made one month prior to the course do not incur a charge. Cancellations made between 2 - 4 weeks before the course incur a 25% cancellation charge. Cancellations made between 1 - 2 weeks before the course incur 50% cancellation charge. Cancellations made within one week of the course incur 100% of the event/training charge.  
All cancellations must be made in writing.  
Replacement delegates may be nominated in writing at any time prior to the start of the event.

### Voucher Scheme

Substantial savings are available through our voucher scheme for schools wishing to send multiple colleagues on courses between September 2019 and July 2020.

Gold 20 vouchers at £2000  
(equivalent of £100.00 per place)

Silver 10 vouchers at £1250  
(equivalent of £125.00 per place)

Bronze 5 vouchers at £750  
(equivalent of £150.00 per place)

### Voucher Scheme: Terms and Conditions

Vouchers can be used on any one-day course by different members of staff from the same school (or nominated schools within an Academy Trust) between September 2019 and July 2020, or for one year from purchase date.

The full voucher price must be paid in full at the commencement of the agreement.

Vouchers remain valid only for one year from date of purchase.

Cancellations made one month prior to the course will not forfeit a voucher. Cancellations made less than a month prior to the course will forfeit a voucher place.

Fees for non attendance are non-refundable

All cancellations must be made in writing.

Replacement delegates may be nominated in writing at any time prior to the start of the event.

## Autumn

**Supporting pupils with SEN & Specific Learning Difficulties**

17 October 2019  
Audience: Mainstream

**AET Good Autism Practice (Tier 2)**

5 November 2019  
Audience: Mainstream

**Introduction to Severe Learning Difficulties (SLD)**

14 November 2019  
Audience: Special

**Social, Emotional & Mental Health (SEMH)**

22 November 2019  
Audience: Mainstream & Special

**AET Complex Needs & Participation**

26 November 2019  
Audience: Special

**Attention Deficit Hyperactivity Disorder (ADHD)**

28 November 2019  
Audience: Mainstream & Special

**Team Teach (6hr Foundation course)**

3 December 2019  
Audience: Mainstream

**Teaching English & Communication  
in the special needs class**

5 December 2019  
Audience: Special

## Spring

**MA: Collaborative approaches to SEN and Behaviour**

7 sessions January – March 2020  
Audience: Mainstream & Special

**Autism in the Early Years**

30 January 2020  
Audience: Mainstream

**Teaching Relationships & Sex Education (RSE)  
in the special needs class**

4 February 2020  
Audience: Special

**Supporting and managing behaviour**

6 February 2020  
Audience: Mainstream & Special

**Social, Emotional & Mental Health (SEMH)**

13 February 2020  
Audience: Mainstream & Special

**AET Good Autism Practice (Tier 2)**

4 March 2020  
Audience: Mainstream

**Teaching drama and poetry in the special needs class**

18 March 2020  
Audience: Special

**AET Complex Needs & Participation**

24 March 2020  
Audience: Special

**Team Teach**

26 March 2020  
Audience: Mainstream

## Summer

**AET Good Autism Practice (Tier 2)**

11 June 2020  
Audience: Mainstream

**Sensory processing difficulties and solutions**

18 June 2020  
Audience: Special

**AET Leading Good Autism Practice (Tier 3)**

26 June 2020  
Audience: Mainstream & Special

**Autism: Play, Friendship & Social Relations**

30 June 2020  
Audience: Mainstream & Special

**Team Teach**

7 July 2020  
Audience: Mainstream



## Autism Education Trust Schools Programme

Our London Regional Network is a collective of school based, specialist practitioners licensed to deliver the full range of Autism Education Trust [AET] programmes including Early Years, Schools and Post 16.

Alongside foremost professionals and the most innovative, active practitioners, the AET have developed national, face-to-face modular training programmes for all professionals working in all school settings. A structured, consistent tiered approach suitable for individual settings, federations, academy chains, multi academy trusts and local authorities. Sponsored by the Department for Education, the AET networks have now trained over 207,000 professionals in just 5 years.

These modules run at The Bridge London across the year, and can also be delivered in your setting. AET Making Sense of Autism (Tier 1), is available for INSET only.



### AET Making Sense of Autism (Tier 1)

Basic autism awareness training for all staff within school-age education setting, mainstream and specialist services. This includes teachers, TAs, transport staff, lunchtime staff, senior management, governors and service staff. 90 minute sessions suitable for twilights or part of an INSET day.

*"I want to improve my knowledge and understanding of autism – I have little understanding of autism at the moment and would like to be more confident in my practice and/or in my interactions with CYP with autism. I may or may not work regularly with a child with autism."*

### AET Good Autism Practice (Tier 2)

Practical knowledge, hands-on tools and techniques for all practitioners working directly with school-age pupils on the autism spectrum, to develop their practice. Suitable for practitioners working in both mainstream and specialist services.

*"I want to embed my knowledge and understanding of autism and I also want some more practical strategies to help me in my work. I would welcome the opportunity to consider my professional practice. I work regularly with a child with autism"*

### AET Complex Needs & Participation

#### The 'special' version of Good Autism Practice Tier 2

This one day session focuses on training for staff in specialist settings who support school-age pupils on the autism spectrum who have complex needs. It aims to deepen participants' understanding of autism in ways in which they can support pupil participation, including development of their personal and EHC Plans.

*"I have an understanding of autism and work in a specialist setting with a child/ children with a diagnosis of autism with complex needs. This may mean a child with additional learning needs and/ or children who may be pre-verbal, but could also mean those children who have a 'complex' diagnosis in that autism presents as one of many other needs or co-occurring conditions"*

### AET Leading Good Autism Practice (Tier 3)

This one day session is designed for staff who have a leadership role that includes responsibility for developing provision for pupils on the autism spectrum within a school setting. Suitable for practitioners working in both mainstream and specialist services.

*"I have a leadership role in my school or setting and part of this role is to develop provision across the school for children with a diagnosis of autism. I have a fairly secure knowledge and understanding of autism"*

### AET Extending Good Autism Practice

Deepening delegates' understanding, including theories of autism through 'good autism practice'. Advancing skills in developing and applying strategies to facilitate progress and achievement, for teachers, teaching assistants and SENDCos working in mainstream services.

*"I have a fairly secure knowledge and understanding of autism and have attended the course 'GOOD AUTISM PRACTICE.' I would like to extend this understanding and build on what I have learnt already. I work regularly with a child with autism"*

### The Progression Framework

Introduction to the framework, with key features and guidance on how to use it. Hands on training for all staff involved in setting learning goals and recording progress for pupils. This module is delivered at The Bridge London in conjunction with 'Extending Good Autism Practice'.

*"I wanted some further training around ensuring that the learning intentions that I was identifying for my autistic pupils were appropriate, particularly around social and emotional development, and ways in which we could map the provision we put in place to support progress in all areas."*

## Current developments and collaborative approaches in SEN and behaviour management

Course level: Masters

CATS value of module: 30 credits

Programme dates:

- Friday 17th January 2020
- Friday 31st January 2020
- Friday 14th February 2020
- Friday 28th February 2020
- Friday 6th March 2020
- Friday 13th March 2020
- Friday 27th March 2020

In this module we will consider how SEN and behaviour management policy becomes practice and how we can engage with critical analytical approaches in order to better understand how policy can be adopted to enhance and inform practice in tandem with professional expertise.

We will be examining the relationship between SEN and behaviour management research and practice, particularly in the school context. The link between theory and practice will be the backbone of our seminars, with sessions delivering both a critical framework and an opportunity to discuss new ideas and alternative approaches.

It will be established throughout the course that working with SEN and behaviour management practice may well overlap in places but are not to be conflated with each other. Rather, we are taking the two subjects as examples of inclusion-related practice issues, and thinking about them in terms of challenging a deficit model in order to generate a discussion of alternative views on the subject of inclusion. Students will also have the opportunity to investigate an area of their own choosing.

### Audience

This module will be of interest to both primary and secondary teachers engaged in all levels of their career, including Newly Qualified Teachers (NQTs), PGCE mentors, heads of department, heads of year, assistant and deputy head teachers, head teachers, and heads of pastoral activities such as SENCOs and Inclusion managers. It is also relevant to peripatetic and specialist teachers and school governors. It will give the opportunity for practitioners to discuss and debate, as well as reflect on their own working environment and practice. All participants will be encouraged to link theory with practice and further develop their engagement with active professional and school development in the areas of SEN and behaviour management in their own context.

### Course activities will include:

- Practical activities - enabling experimentation and the analysis of issues, documents and materials.
- Tutor and documented input – providing the opportunity for the presentation of an extended and coherent line of argument.
- Collaborative tasks - to generate group and individual creativity, discussion and reflection.
- Work based activities – to allow participants to undertake enquiry and/or development work.
- Guided reading and independent study - to enable participants to engage with relevant and appropriate debate.

### Learning Outcomes

By the end of the course students will be able to:

- Summarise and critique current developments and collaborative approaches in SEN and behaviour management.
- Discuss principles of inclusion, including the diverse range of need, entitlement within school systems and consider the complexities of inclusive practice in a particular context.
- Consider a range of viewpoints, issues and situations affecting children's learning and wellbeing.
- Demonstrate knowledge and understanding of policy and practice in the area of behaviour management and SEN through focused writing that presents a reasoned yet clear argument.

### Method of Assessment

Summative assessment is by a 5000 word assignment. Practitioners are expected to:

- choose a policy area, identifying a focus for development through professional development requirements and/or school improvement planning;
- reflect on their own and/or their school's current practice in this policy area;
- develop a piece of work based in and useful to their school practice (a resource, scheme of learning, extra curricular project or set of policies for example);
- report on this piece of school-based work in a 5000 word essay offering a theoretical analysis of the policy and current research and a subsequent justification for the practice-based document.

#### Challenging the deficit model

#### Diagnosing need or in need of diagnosis

#### Inclusion: are there limits? Issues of equity and access

#### Doing research with teachers on SEN and behaviour

#### Introduction to the assessment

#### ADHD: a case study of participatory research

#### Autism: ethnographic research into SEN and exclusion

#### Critical and cultural theoretical approaches to analysing 'behaviour disorders'

#### Researching and analysing school-based violence

#### School-wide behaviour policy & classroom environments

### Options

- Stand-alone CPD MA module: £1,125
- Former Goldsmiths students are eligible for a 30% alumni discount
- Delegates may opt to enrol on a full masters and apply for a Postgraduate Tuition fee loan
- Former Goldsmiths PGCE students can usually RPL (Record of Prior Learning) their 60 M level PGCE credits into the MA Education Culture, Language and Identity Programme (must be no more than 5 years ago)

Autism affects around 1 in 100 children and adults. All professionals working in education settings should be prepared to support pupils on the autism spectrum – and all staff should have a basic awareness of autism and the needs of individual pupils.

This programme, supported by the Department for Education, offers nationally delivered face-to-face training for professionals working across all education settings for school-aged pupils aged 5 – 16 years through the training hubs listed overleaf.

The AET schools programme will form an essential part of your Continuing Professional Development.

## MAKING SENSE OF AUTISM

### RAISING AWARENESS

Basic autism awareness training for all staff within school-age education setting, mainstream and specialist services. This includes teachers, teaching assistants, transport staff, lunchtime staff, senior management, governors and service staff such as administrators.

It will support participants to:

- Identify the four key areas of difference that need to be taken into account.
- Know the importance of understanding the individual pupil and their profile of strengths and areas for development.
- Identify the key areas to help pupils on the autism spectrum build positive relationships with staff, peers, families and people in their community.
- Develop an awareness of the sensory and communication differences that pupils may experience.



90 minutes

## PROGRESSION FRAMEWORK

This training provides an overview of the autism progression framework which is available FREE from the AET website. Participants will develop:

- Understanding of how the progression framework relates to the broader educational context
- Familiarity with the content and key features of the progression framework
- Skills in identifying learning goals and measuring progress for pupils on the autism spectrum in areas specific to their individual needs

Suitable for practitioners working with school-age pupils on the autism spectrum in both mainstream and specialist services. It could also be delivered as an extended twilight session.

1/2 day



The training uses a range of teaching tools including video, case studies, problem-solving scenarios, presentations and practical resources and activities.

## GOOD AUTISM PRACTICE

Practical knowledge, hands-on tools and techniques for all practitioners working directly with school-age pupils on the autism spectrum, in both mainstream and specialist services, to develop their practice.

The training will:

- Enable practitioners to develop their knowledge and understanding of good autism practice
- Provide guidelines and activities to support practitioners to reflect on and improve their own practice

With optional certification.



1 day

## COMPLEX NEEDS AND PARTICIPATION

This one day session focuses on training for staff in specialist settings who support school-age pupils on the autism spectrum who have complex needs. It aims to deepen participants' understanding of autism in ways in which they can support pupil participation, including development of their personal and EHC Plans.

The training will:

- Enable practitioners to extend their understanding of autism in relation to pupils with complex needs
- Provide practical strategies to support practitioners as they develop their knowledge, skills and understanding of effective autism practice
- Enable practitioners to reflect on and evaluate their own practice in relation to EHC planning for pupils with complex needs.

This session covers similar ground to the 'extending and enhancing good autism practice' module but focusses on practitioners working with pupils with complex needs in specialist settings.

1 day



## EXTENDING GOOD AUTISM PRACTICE

Deepening delegates' understanding, including theories of autism through 'good autism practice'. Advancing skills in developing and applying strategies to facilitate progress and achievement; for teachers, teaching assistants and SENDCos working with school-age pupils on the autism spectrum in mainstream services.

The training will:

- Enable practitioners to explore theories of autism and consider the implications for practice.
- Provide practical strategies to support practitioners as they develop their knowledge, skills and understanding of effective autism practice.
- Enable practitioners to reflect on their practice and share their enhanced knowledge more widely across their organisation

Practitioners who work with pupils with complex needs should undertake the one day complex needs module.

1/2 day



## LEADING GOOD AUTISM PRACTICE

For staff who may train or lead other staff in their setting, taking a leadership role that includes responsibility for developing provision for school-age pupils on the autism spectrum within a mainstream and specialist setting.

The training will:

- Enhance delegate's knowledge and understanding of good autism practice
- Help delegates to question, evaluate and develop autism practice within their setting
- Provide delegates with the tools to audit staff skills and identify training needs
- Develop skills and knowledge so that delegates can support their organisation to meet/exceed the requirements of external reviewers such as Ofsted and be compliant with legislative requirements.

This session brings lead practitioners from a range of organisations together to discuss, share and develop practice and understanding.

With optional certification.

1 day



## Autumn term 2019

### Supporting pupils with SEN & Specific Learning Difficulties 17<sup>th</sup> October 2019

Audience: **mainstream**

A broad introduction to Special Educational Needs and Specific Learning Difficulties focusing on SEN that are most prevalent in UK: Specific Learning Difficulty (including Dyslexia and Attention Deficit Hyperactivity Disorder); Autism; Moderate Learning Difficulty; Social, Emotional Mental Health and Speech, Language and Communication Needs.

Participants will learn about the psychology underpinning these additional needs before then examining how to best support students with these needs in a school setting. There will be a specific focus on positive behaviour support.

Outcomes:

- To have an understanding what is meant by SEN and SpLD within a mainstream school
- To understand the different ways of thinking associated with Dyslexia, ADHD, Autism, SEMH, MLD and SLCN
- To understand how SEN impacts on a pupil's school life
- To be equipped with a range of strategies and interventions to support pupils with SEN in a school setting
- To understand the causes of behaviour that challenges
- To be aware of a range of practical strategies to help young people manage and prevent any behaviour that challenges

### AET Good Autism Practice 5<sup>th</sup> November 2019

*Do you want to embed your knowledge and understanding of autism?*

*Do you want some practical strategies to help in your work?*

*Do you work regularly with pupils on the autism spectrum?*

Audience: **mainstream**

This one day training event has been designed to support all practitioners working directly with pupils on the autism spectrum to develop their practice.

The training will:

- Enable practitioners to develop their knowledge and understanding of good autism practice.
- Provide guidelines and activities to support practitioners to reflect on and improve their own practice.



### Introduction to Severe Learning Difficulties 14<sup>th</sup> November 2019

Audience: **special**

A one day introductory course ideally suitable for teachers and TAs new to learning difficulties and those more experienced seeking to brush up on their knowledge.

- A detailed definition of SLD and a comparison with PMLD
- A brief discussion on the dual diagnosis of Autism and SLD
- How those with severe learning difficulties learn and therefore how we might teach them.
- Exploring how teaching and learning styles might be different from conventionally developing children.
- Age appropriateness
- Literacy, Numeracy and the SLD pupil
- Process based learning and skills based learning
- Exploring what a 21st Century Curriculum might look like for those with severe learning difficulties.



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Autumn term 2019

## Social Emotional & Mental Health (SEMH) 22<sup>nd</sup> November 2019

Audience: **mainstream and special**

This course will develop knowledge and understanding of Social, Emotional and Mental Health (SEMH) as an area of Special Educational Need (SEN) for pupils – looking at factors that may negatively impact upon SEMH, including a specific focus on attachment and trauma.

We will examine current understanding from developmental psychology as to what may cause SEMH needs and theories that inform how we support these needs. We will then look at how, in our everyday practice, we can promote social and emotional well-being in pupils through the development of self-awareness, emotional literacy and effective coping strategies.

- What is SEMH?
- Attachment and developmental trauma
- The importance of social and emotional well-being in school
- Supporting pupils with SEMH needs
- Positive behaviour support

## AET Complex Needs & Participation 26<sup>th</sup> November 2019

*Do you have an understanding of autism and work in a specialist setting with pupils on the autism spectrum?*

*Do these pupils you work with have complex needs (e.g. additional learning needs, pre-verbal, complex diagnosis with co-occurring conditions)?*

Audience: **special**

This one day session focuses on training for staff in specialist settings who support pupils on the autism spectrum who have complex needs. It aims to deepen participants' understanding of autism and ways in which they can support pupil participation, including development of their personal and EHC Plans.

The training will:

- Enable practitioners to extend their understanding of autism in relation to pupils with complex needs.
- Provide practical strategies to support practitioners as they develop their knowledge, skills and understanding of effective autism practice.
- Enable practitioners to reflect on and evaluate their own practice in relation to EHC planning for pupils with complex needs.



## Attention Deficit Hyperactivity Disorder (ADHD) 28<sup>th</sup> November 2019

Audience: **mainstream and special**

Some suggest that ADHD may affect up to 5% of the school population, yet it is a much misunderstood condition that often attracts negative and unhelpful responses. This course seeks to address the balance and offer real and lasting solutions that will benefit pupils, staff and families

- What is ADHD?
- How it may present itself in the class
- The likely learning and behavioural consequences of having ADHD
- The medication issue
- The effects on other children in the class and in the home
- Taking a positive slant
- Practical strategies for dealing with ADHD
- Case studies and potential solutions to problems presented by children who are known to the course participants.



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Autumn term 2019

Team Teach  
(6hr foundation training)  
3<sup>rd</sup> December 2019



Audience: **mainstream primary**

This course covers:

- Background, values, rationale and principles that underpin Team-Teach.
- Policy, practice, recording, reporting, legal considerations and Circular Guide-lines.
- Understanding aggression and conflict.
- Staff awareness and self-control whilst managing disruptive and challenging behaviour.
- Behavioural management strategies and techniques that minimise risk.
- Protective and personal safety.
- Positive physical interventions: assisting, guiding, holding.
- Process of learning, support, reflection and repair for all involved.
- Where do we go from here?

Aims and Objectives

To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

To enable services to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.

To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.

To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.

To provide a process of repair and reflection for both staff and children.

Teaching English & Communication  
in the special needs class  
5<sup>th</sup> December 2019

Audience: **special**

A one day course designed for all teachers and TAs who are working with those with Severe Learning Difficulties.

- Defining the English Curriculum for the SLD pupil.
- What are the problems in communication for those with SLD?
- Creating opportunities for communication.
- The growth of early literacy – from emergent skills to fluent readers.
- Using high tech communication aids – a brief overview of the possible aids available; their advantages and disadvantages.
- Using low tech communication aids – especially looking at signing and symbols.
- Speaking and Listening versus Reading and Writing. How to square the circle.
- Storytelling and drama within the SLD English Curriculum – a detailed exploration



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Spring term 2020

## Autism in the Early Years

30<sup>th</sup> January 2020

Audience: **mainstream**

A clear overview of autism and the primary areas of difference associated with it from a diagnostic perspective. We will examine how these differences impact upon a child in an Early Years setting and how best to support children with autism over the course of their Early Years education. The course will take a developmental perspective looking at how children may have different strengths and needs as they go through the Early Years and how to support children with any behaviours that challenge.

Outcomes:

- To understand the main differences associated with autism
- To understand the main theories regarding the different ways of thinking in autism
- To be equipped with a range of strategies and interventions to support children with autism in the Early Years
- To examine practical resources for use in an Early Years setting to support autistic children
- To understand behaviours that challenge and know how to support children in managing and coping with these.

## Teaching Relationships & Sex Education (RSE) in the special needs class

4<sup>th</sup> February 2020

Audience: **special**

This course tackles head-on the issues around sexuality and learning difficulties and seeks to give practical advice on both what you should be teaching and how you should be teaching it.

- Background to current thinking on RSE
- Some Philosophical Questions to Answer. A discussion around what we want an RSE Curriculum to provide from the perspective of (i) pupils (ii) staff and (iii) parents
- The importance of shared sexual knowledge
- The difficulties of teaching RSE to those with severe/profound learning difficulties and/or autism
- Taking a differentiated approach to learning
- What do we have to teach? Ofsted, DfE and the law
- The central role of adults in the capacities of teachers, counsellors, protectors, interveners and empowerers
- Devising a core RSE curriculum

## Supporting & Managing Behaviour

6<sup>th</sup> February 2020

Audience: **mainstream and special**

Looking at simple and practical solutions to resolve challenging behaviours in pupils with autism and learning difficulties.

- Fundamental principles relating to positive responses to challenging behaviour
- Knowing the autistic child
- Working with the autism
- Sensory issues
- Writing a Strength/Needs chart
- Writing a Behaviour Support Programme
- Case studies of real children, young people and adults
- Lots of opportunity to discuss solutions to problems course participants might have in their own workplace or home.



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Spring term 2020

## Social Emotional & Mental Health (SEMH) 13<sup>th</sup> February 2020

Audience: **mainstream** and **special**

This course will develop knowledge and understanding of Social, Emotional and Mental Health (SEMH) as an area of Special Educational Need (SEN) for pupils – looking at factors that may negatively impact upon SEMH, including a specific focus on attachment and trauma.

We will examine current understanding from developmental psychology as to what may cause SEMH needs and theories that inform how we support these needs. We will then look at how, in our everyday practice, we can promote social and emotional well-being in pupils through the development of self-awareness, emotional literacy and effective coping strategies.

- What is SEMH?
- Attachment and developmental trauma
- The importance of social and emotional well-being in school
- Supporting pupils with SEMH needs
- Positive behaviour support

## AET Good Autism Practice 4<sup>th</sup> March 2020

*Do you want to embed your knowledge  
and understanding of autism?*

*Do you want some practical strategies  
to help in your work?*

*Do you work regularly with pupils  
on the autism spectrum?*

Audience: **mainstream**

This one day training event has been designed to support all practitioners working directly with pupils on the autism spectrum to develop their practice.

The training will:

- Enable practitioners to develop their knowledge and understanding of good autism practice.
- Provide guidelines and activities to support practitioners to reflect on and improve their own practice.



## Teaching Drama & Poetry in the special needs class 18<sup>th</sup> March 2020

Audience: **special**

There is no doubt that the Creative Arts is a vital element of the 21st Special Needs Curriculum and essential components of this are both drama and poetry. A key part of the English curriculum, both areas can be used not only to extend pupils' experience and understanding of language but also as a consolidator of emotional literacy.

- Drama and poetry's relationship to play
- Using language with those who do not speak
- Teaching empathy and the understanding of emotions through drama and poetry
- Appropriate works to cover all ages from nursery to post 19
- Adapting the classics
- Using call and response as a central means to engagement
- Drama and poetry to take with you to use in the classroom.



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Spring term 2020

## AET Complex Needs & Participation

24<sup>th</sup> March 2020

*Do you have an understanding of autism and work in a specialist setting with pupils on the autism spectrum?*

*Do these pupils you work with have complex needs (e.g. additional learning needs, pre-verbal, complex diagnosis with co-occurring conditions)?*

Audience: **special**

This one day session focuses on training for staff in specialist settings who support pupils on the autism spectrum who have complex needs. It aims to deepen participants' understanding of autism and ways in which they can support pupil participation, including development of their personal and EHC Plans.

The training will:

- Enable practitioners to extend their understanding of autism in relation to pupils with complex needs.
- Provide practical strategies to support practitioners as they develop their knowledge, skills and understanding of effective autism practice.
- Enable practitioners to reflect on and evaluate their own practice in relation to EHC planning for pupils with complex needs.



## Team Teach (6hr foundation training)

26<sup>th</sup> March 2020

Aims and Objectives

To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

To enable services to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.

To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.

To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.

To provide a process of repair and reflection for both staff and children.

Audience: **mainstream primary**

This course covers:

- Background, values, rationale and principles that underpin Team-Teach.
- Policy, practice, recording, reporting, legal considerations and Circular Guide-lines.
- Understanding aggression and conflict.
- Staff awareness and self-control whilst managing disruptive and challenging behaviour.
- Behavioural management strategies and techniques that minimise risk.
- Protective and personal safety.
- Positive physical interventions: assisting, guiding, holding.
- Process of learning, support, reflection and repair for all involved.
- Where do we go from here?

## Summer term 2020

### AET Good Autism Practice

11<sup>th</sup> June 2020

*Do you want to embed your knowledge and understanding of autism?*

*Do you want some practical strategies to help in your work?*

*Do you work regularly with pupils on the autism spectrum?*

Audience: **mainstream**

This one day training event has been designed to support all practitioners working directly with pupils on the autism spectrum to develop their practice.

The training will:

- Enable practitioners to develop their knowledge and understanding of good autism practice.
- Provide guidelines and activities to support practitioners to reflect on and improve their own practice.



### Sensory Processing Difficulties & Solutions

18<sup>th</sup> June 2020

Audience: **special**

Delivered by an Occupational Therapist, this course is for those who work with children (or adults) who have autism with or without an additional learning disability.

- Sensory experiences described by people with autism, using video and first-person accounts
- A review of the seven senses and how we use them
- Sensory overload – what it feels like and what we can do about it
- Stages of processing
- The major sensory systems
- The undersensitive and oversensitive child – how we might recognise these and what we can do to help
- Video analysis to develop observation skills
- Experiential sensory activities
- A review of sensory approaches.

### AET Leading Good Autism Practice

26<sup>th</sup> June 2020

*Do you have a leadership role in your school or setting?*

*Is your role is to develop provision across the school for pupils with a diagnosis of autism?*

*Do you have a fairly secure knowledge and understanding of autism?*

Audience: **mainstream and special**

This one day session is designed for staff who have a leadership role that includes responsibility for developing provision for pupils on the autism spectrum within a school setting. This session will bring lead practitioners from a range of organisations together to discuss, share and develop practice and understanding.

The training will:

- Enhance delegates' knowledge and understanding of good autism practice
- Help delegates to question, evaluate and develop autism practice within their setting
- Provide delegates with the tools to audit staff skills and identify training needs
- Develop skills and knowledge so that delegates can support their organisation to meet/exceed the requirements of external reviewers such as Ofsted and be compliant with legislative requirements.



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## Summer term 2020

### Autism: Play, Friendship & Social Relations

30<sup>th</sup> June 2020

Audience: [mainstream and special](#)

Given there is widespread recognition that autism is essentially a social disorder, it is not surprising that for many on the autism spectrum the most challenging times will be those involving social understanding and interaction. This course seeks to explain difficulties and explore possible strategies and approaches.

- An overview of the autism spectrum, with a particular focus on difficulties with social understanding
- Neuro-typical development of play and friendship and differences experienced by pupils on the autism spectrum
- Strategies and approaches to help the development of play and friendship
- Using social stories for supporting behavioural change, including an opportunity for course participants to practice writing their own.

### Team Teach (6hr foundation training)

7<sup>th</sup> July 2020



Audience: [mainstream primary](#)

This course covers:

- Background, values, rationale and principles that underpin Team-Teach.
- Policy, practice, recording, reporting, legal considerations and Circular Guide-lines.
- Understanding aggression and conflict.
- Staff awareness and self-control whilst managing disruptive and challenging behaviour.
- Behavioural management strategies and techniques that minimise risk.
- Protective and personal safety.
- Positive physical interventions: assisting, guiding, holding.
- Process of learning, support, reflection and repair for all involved.
- Where do we go from here?

Aims and Objectives

To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

To enable services to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.

To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.

To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.

To provide a process of repair and reflection for both staff and children.



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