



The Bridge London

Course programme 2021-22

## About Us

### Development 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 Development Centre  
c/o The Goodinge Community Centre  
2 Goodinge Road  
London  
N7 9GZ

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

## Booking Procedures

### 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	£1200 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.

## Savings

### Voucher Scheme

Substantial savings are available through our voucher scheme for schools wishing to send multiple colleagues on courses between September 2021 and July 2022.

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 2021 and July 2022, 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

AET Good Autism Practice  
9 November 2021  
Audience: Mainstream

Attention Deficit Hyperactivity Disorder (ADHD)  
17 November 2021  
Audience: Mainstream & Special

Teaching Relationships & Sex Education (RSE)  
in the special needs class  
23 November 2021  
Audience: Special

Teaching Literacy & Communication  
in the special needs class  
30 November 2021  
Audience: Special

Team Teach (6hr Foundation course)  
December date tbc  
Audience: Mainstream Primary

## Spring

AET Good Autism Practice  
9 March 2022  
Audience: Mainstream

Supporting and managing behaviour  
15 March 2022  
Audience: Mainstream & Special

Social, Emotional & Mental Health (SEMH)  
21 March 2022  
Audience: Mainstream & Special

Team Teach  
23 March 2022  
Audience: Mainstream Primary

Autism: Play, Friendship & Social Relations  
Register your interest  
Audience: Mainstream & Special

## Summer

Supporting and managing behaviour  
26 April 2022  
Audience: Mainstream & Special

Social, Emotional & Mental Health (SEMH)  
6 May 2022  
Audience: Mainstream & Special

Teaching Literacy & Communication  
in the special needs class  
12 May 2021  
Audience: Special

Teaching Relationships & Sex Education (RSE)  
in the special needs class  
19 May 2022  
Audience: Special

Sensory processing difficulties and solutions  
9 June 2022  
Audience: Special

AET Good Autism Practice  
14 June 2022  
Audience: Mainstream

Supporting and managing behaviour  
16 June 2022  
Audience: Mainstream & Special

Team Teach  
5 July 2022  
Audience: Mainstream Primary



## Good Autism Practice

9<sup>th</sup> November 2021

Audience: **mainstream**

This module is for practitioners who work with autistic pupils (5–16) and will support them to:

- Develop their knowledge and understanding of good autism practice.
- Reflect on and improve their everyday practice
- Understand strategies and approaches they can draw upon for autistic pupils they work with.
- Enhance and embed inclusive practice for autistic pupils.

### Learning objectives

- Develop knowledge of how the key areas of difference can impact on the learning of autistic pupils.
- Understand the importance of involving the pupil and family in the pupil's education.
- Consider the approaches, strategies, and adaptations that can be implemented to remove barriers to participation and learning for autistic pupils.
- Reflect on how knowledge about autism and the individual autistic pupil can inform the one-page profile and the pupil-centred education plan.

## Attention Deficit Hyperactivity Disorder (ADHD)

17<sup>th</sup> November 2021

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.

*“The tutor was exceptional...engaging, knowledgeable and passionate about the topic”*

## Teaching Relationships & Sex Education (RSE)

in the special needs class  
23<sup>rd</sup> November 2021

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



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## Teaching Literacy & Communication in the SEN class

*With a focus on drama & storytelling*

30<sup>th</sup> November 2021



## Team Teach Positive Behaviour Management Training: Level One

8<sup>th</sup> December 2021

Audience: **special**

There is no doubt that the Creative Arts is a vital element of the 21st Century 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.

- What are the problems in communication for those with SLD?
- Creating opportunities for communication.
- Using language with those who do not speak
- Using low tech communication aids – especially looking at signing and symbols.
- Storytelling and drama within the SLD English Curriculum – a detailed exploration
- Drama and poetry's relationship to play
- 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

Audience: **mainstream primary**

This 6hr course provides individuals with practical, interactive training, designed to transform participants' practice in the workplace, allowing those working in low-risk settings to understand and implement holistic behaviour management strategies

The course will also cover documentation and legal guidance, as well as best practice when reporting and reviewing incidents. Certification for this course is valid for 36 months.

This course is organised into 8 modules:

Module 1 - Background to Team Teach

Module 2 - The Legal Framework

Module 3 - Understanding Aggression

Module 4 - How Feelings Drive Behaviours

Module 5 - De-escalation and De-fusion

Module 6 - Personal Safety

Module 7 - Positive Handling – mainly guiding and escorting safely

Module 8 - Repair, Reflection and Review

Learning Outcomes

Participants will learn how to;

- Increase understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk
- Develop a greater team dynamic in supporting individuals who are distressed with approaches that have impact and strengthen relationships
- Utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours
- Execute simple and safe positive handling techniques including personal safety, appropriate for a low-risk environment (If required by your setting). Our techniques are situated within a respectful, supportive approach to behaviour support strategies which maintains positive relationships.



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## Good Autism Practice

9<sup>th</sup> March 2022

## Supporting & Managing Behaviour

15<sup>th</sup> March 2022

## Understanding & Supporting children with Social, Emotional & Mental Health difficulties (SEMH)

21<sup>st</sup> March 2022

Audience: **mainstream**

This module is for practitioners who work with autistic pupils (5–16) and will support them to:

- Develop their knowledge and understanding of good autism practice.
- Reflect on and improve their everyday practice
- Understand strategies and approaches they can draw upon for autistic pupils they work with.
- Enhance and embed inclusive practice for autistic pupils.

Learning objectives

- Develop knowledge of how the key areas of difference can impact on the learning of autistic pupils.
- Understand the importance of involving the pupil and family in the pupil's education.
- Consider the approaches, strategies, and adaptations that can be implemented to remove barriers to participation and learning for autistic pupils.
- Reflect on how knowledge about autism and the individual autistic pupil can inform the one-page profile and the pupil-centred education plan.

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.

Audience: **mainstream and special**

This course will develop knowledge and understanding of Social, Emotional and Mental Health (SEMH) difficulties 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.

- Understanding SEMH
- Attachment and developmental trauma
- The importance of social and emotional well-being in school for staff and pupils
- Supporting pupils with SEMH needs including positive behaviour support strategies

The course uses a mixture of practitioner-led activities, reflective practice, case study analysis and leaves staff with a greater confidence in working with those that have SEMH difficulties.



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## Autism & Play

Date tbc – register your interest now!



## Team Teach Positive Behaviour Management Training: Level One

23<sup>rd</sup> March 2022

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.

Audience: **mainstream primary**

This 6hr course provides individuals with practical, interactive training, designed to transform participants' practice in the workplace, allowing those working in low-risk settings to understand and implement holistic behaviour management strategies

The course will also cover documentation and legal guidance, as well as best practice when reporting and reviewing incidents. Certification for this course is valid for 36 months.

This course is organised into 8 modules:

Module 1 - Background to Team Teach

Module 2 - The Legal Framework

Module 3 - Understanding Aggression

Module 4 - How Feelings Drive Behaviours

Module 5 - De-escalation and De-fusion

Module 6 - Personal Safety

Module 7 - Positive Handling – mainly guiding and escorting safely

Module 8 - Repair, Reflection and Review

Learning Outcomes

Participants will learn how to;

- Increase understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk
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## Supporting & Managing Behaviour

26<sup>th</sup> April 2022

## Understanding & Supporting children with Social, Emotional & Mental Health difficulties (SEMH)

6<sup>th</sup> May 2022

## Teaching Literacy & Communication in the SEN class

*With a focus on drama & storytelling*

12<sup>th</sup> May 2022

**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.

*"I found the session incredibly helpful. It was delivered sensitively and thoughtfully, with lots of information including practical applications"*

**Audience:** mainstream and special

This course will develop knowledge and understanding of Social, Emotional and Mental Health (SEMH) difficulties 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.

- Understanding SEMH
- Attachment and developmental trauma
- The importance of social and emotional well-being in school for staff and pupils
- Supporting pupils with SEMH needs including positive behaviour support strategies

The course uses a mixture of practitioner-led activities, reflective practice, case study analysis and leaves staff with a greater confidence in working with those that have SEMH difficulties.

**Audience:** special

There is no doubt that the Creative Arts is a vital element of the 21st Century 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.

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## Teaching Relationships & Sex Education (RSE)

in the special needs class  
19<sup>th</sup> May 2022

## Sensory Processing Difficulties & Solutions

9th June 2022



## Good Autism Practice

14<sup>th</sup> June 2022

### 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.

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- The central role of adults in the capacities of teachers, counsellors, protectors, interveners and empowerers
- Devising a core RSE curriculum

*"Informative, structured and well presented. Excellent pace and understanding of the topic with useful resources and case studies"*

### 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.

*"Very informative and interactive... practical solutions to sensory needs"*

### Audience: mainstream

This module is for practitioners who work with autistic pupils (5–16) and will support them to:

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- Reflect on and improve their everyday practice
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### Learning objectives

- Develop knowledge of how the key areas of difference can impact on the learning of autistic pupils.
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- Reflect on how knowledge about autism and the individual autistic pupil can inform the one-page profile and the pupil-centred education plan.

## Supporting & Managing Behaviour

16<sup>th</sup> June 2022

**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.

*"Really comprehensive, informed and accessible"*

## Understanding & Supporting children with Social, Emotional & Mental Health difficulties (SEMH)

21<sup>st</sup> June 2022

**Audience:** mainstream and special

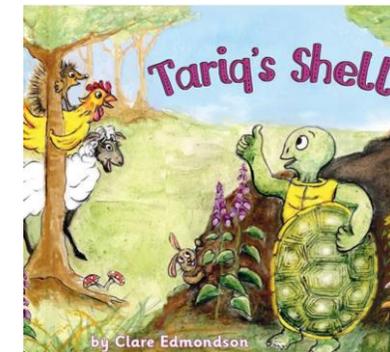
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- Understanding SEMH
- Attachment and developmental trauma
- The importance of social and emotional well-being in school for staff and pupils
- Supporting pupils with SEMH needs including positive behaviour support strategies

The course uses a mixture of practitioner-led activities, reflective practice, case study analysis and leaves staff with a greater confidence in working with those that have SEMH difficulties.

Delivered by Clare Edmondson, founder of Changing Behaviour and author of newly published book, 'Tariq's Shell' – a book aimed at 3-6 years with an important message about identity, acceptance and kindness.



*"The facilitator was excellent... in explanations, examples and discussions. I felt engaged and comfortable at all times."*



## Team Teach

### Positive Behaviour Management Training: Level One

5<sup>th</sup> July 2022



**Audience:** mainstream primary

This 6hr course provides individuals with practical, interactive training, designed to transform participants' practice in the workplace, allowing those working in low-risk settings to understand and implement holistic behaviour management strategies

The course will also cover documentation and legal guidance, as well as best practice when reporting and reviewing incidents. Certification for this course is valid for 36 months.

This course is organised into 8 modules:

Module 1 - Background to Team Teach

Module 2 - The Legal Framework

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Module 4 - How Feelings Drive Behaviours

Module 5 - De-escalation and De-fusion

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Module 7 - Positive Handling – mainly guiding and escorting safely

Module 8 - Repair, Reflection and Review

#### Learning Outcomes

Participants will learn how to;

- Increase understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk
- Develop a greater team dynamic in supporting individuals who are distressed with approaches that have impact and strengthen relationships
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