



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

## 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  
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 English & Communication  
in the special needs class  
30 November 2021  
Audience: Special

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

## Spring

AET Complex Needs & Participation  
2 February 2022  
Audience: Special

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  
March date tbc  
Audience: Mainstream Primary

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

## Summer

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

AET Good Autism Practice  
14 June 2022  
Audience: Mainstream

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

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

Team Teach  
July date tbc  
Audience: Mainstream Primary

Sensory processing difficulties and solutions  
Register your interest  
Audience: Special



## Good Autism Practice

9<sup>th</sup> November 2021

*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.

## 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.

## 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



## Teaching English & 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

December date tbc – register your interest!

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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## Complex Needs & Participation

2<sup>nd</sup> February 2022

*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.



## Good Autism Practice

9<sup>th</sup> March 2022

*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.

## Supporting & Managing Behaviour

15<sup>th</sup> March 2022

Audience: **mainstream and special**

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

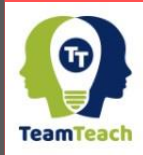
- Fundamental principles relating to positive responses to challenging behaviour
- Knowing the autistic child
- Working with the autism
- Sensory issues
- Writing a Strength/Needs chart
- Writing a Behaviour Support Programme
- Case studies of real children, young people and adults
- Lots of opportunity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



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

21<sup>st</sup> March 2022



## Team Teach Positive Behaviour Management Training: Level One

March date tbc – register your interest!

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: **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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## Autism &amp; Play

Date tbc – register your interest now!

Teaching Relationships  
& Sex Education (RSE)in the special needs class  
16<sup>th</sup> May 2022Good Autism  
Practice14<sup>th</sup> June 2022Audience: **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: **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

*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.



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Supporting & Managing Behaviour  
17<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.

Understanding & Supporting children with Social, Emotional & Mental Health difficulties (SEMH)  
21<sup>st</sup> June 2022

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.

Sensory Processing Difficulties & Solutions  
Date tbc – register your interest!

Audience: special

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.



## Team Teach

### Positive Behaviour Management Training: Level One

July date tbc – register your interest!



**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

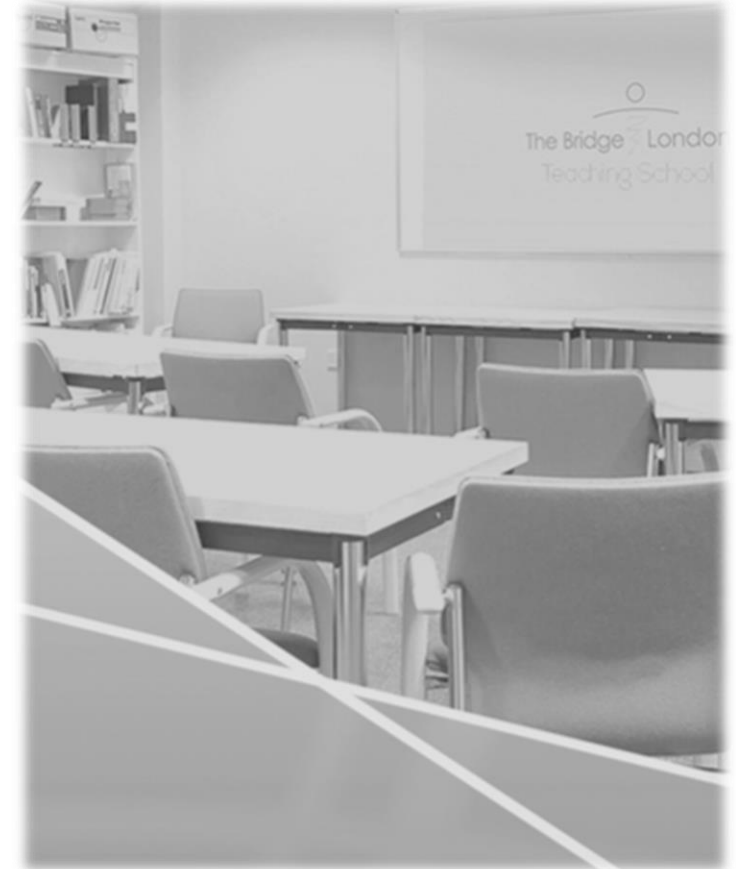
Module 7 - Positive Handling – mainly guiding and escorting safely

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.



## 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."*



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

## 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

## 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

## 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

## 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

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

