

TRAINING & DEVELOPMENT

2018–2019



Inclusive
Alliance

EXPERTISE IN PARTNERSHIP





Inclusive Alliance

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Welcome to the Inclusive Alliance...

Welcome to the Inclusive Alliance Teaching School. We are passionate about working with all settings to ensure the best possible outcomes for pupils through collaborative working.

The Inclusive Alliance is a partnership of six special schools located in Coventry and in this sense, we are unique and form one of the biggest SEN alliances in the country. Working collegiately with our Strategic Partners we have combined with the aim of sustaining and promoting an exceptional quality of education for the pupils and young people and communities we serve, from Early Years, Primary to Secondary & Post 16 provision and across a range of SEND specialisms.

About the Inclusive Alliance...

Castle Wood and Sherbourne Fields Schools jointly lead the 'Inclusive Alliance Teaching School', which was established in 2016. The Inclusive Alliance Teaching School comprises outstanding teachers and leaders from a network of schools. The Inclusive Alliance Teaching School is committed to supporting others to raise standards of teaching and improve the achievement of pupils with SEND.

Our professional partners include the University of Warwick, the University of Northampton and Achievement for All. We welcome a collaborative approach to enhance educational opportunity and improve outcomes for all.

Why choose the Inclusive Alliance?

High Quality...

We do all we can to ensure that our training programmes and events are of the highest quality. We only use high quality trainers and facilitators who have vast, exceptional school experience in developing and delivering high quality Professional Development opportunities. We aim to offer the highest quality professional learning programmes and feedback from delegates tells us that, 100% of attendees rated our services as very good or excellent.

Responsive & Relevant...

The Inclusive Alliance has a clear understanding of the challenges schools are currently facing to enable them to provide outstanding educational opportunities for pupils with additional needs. All of our professional development opportunities and events are relevant and up to date in their content so supporting schools to develop their staff effectively. In this way we are contributing to meeting the needs of current and future leaders.

Impact ...

At Inclusive Alliance we are passionate that professional development is an investment which impacts upon provision and practice in the classroom and beyond. We are therefore continually looking to refine and improve our offer, in response to feedback, to ensure that all of our training and events meets the needs of colleagues across the educational spectrum.

Affordable...

The Inclusive Alliance is a not-for-profit organisation and therefore we aim to keep the cost of all of our professional development activities to an absolute minimum. However, we still deliver excellent professional development, with expert facilitators and a wealth of experience of effective teaching and learning.

Inclusive Alliance Facilitators:

Inclusive Alliance Teaching School is able to draw upon the knowledge and experience of colleagues from both **Castle Wood** and **Sherbourne Fields** schools. That means that we can deliver training and support rooted in research and practical expertise.



Yvonne

As Head Teacher at Castle Wood, an outstanding broad-spectrum primary special school, I am passionate about providing high quality education and improving outcomes for pupils with SEND. I have an MA in SEND and Education Management and a B Phil in Learning Difficulties. I also hold Postgraduate qualifications in Severe and Profound Learning Difficulties and the Teaching of Adults and Children with Autism. I have taught in mainstream and specialist schools enabling me to gain in-depth knowledge and invaluable insight regarding curriculum and assessment development. I have led outreach across the LA and worked with a range of professionals enabling me to develop practice and pedagogy in inclusive approaches and curriculum development. I deliver SEND training for the PGCE and School Direct programmes for the University of Warwick, drawing on my experience of over 20 years as a Head, and previously as a SENCO in a mainstream school. I am a Pupil Premium and SEND Reviewer and am actively involved in system leadership representing the Special Schools at Network Leads, promoting Continuing Professional Development.



Shivaun

After completing my PGCE at Middlesex University specialising in SEND over 20 years ago, I have taught a range of ages and abilities and been a senior leader in outstanding special schools in London and Coventry. As an experienced SEND reviewer, with a wealth of teaching, leadership and advisory experience, I have built up a successful and extensive record of working with teaching and support staff to improve outcomes for children and young people with SEND. As Head Teacher of Sherbourne Fields, a primary and secondary specialist school, I continue to be passionate about achieving better life chances and quality learning experiences for pupils with SEND. I have co-designed and deliver SEND training for the PGCE and School Direct programmes for the University of Warwick and continue to be passionately involved in local and national initiatives and debate around developing a relevant and challenging education for all.



Rebekah

I am Deputy Head Teacher at Castle Wood following a long and diverse career in education as a Foundation Stage, Primary, Specialist and Support teacher in state and independent schools, in the UK and abroad. My extensive experience has enabled me to support and improve pedagogy in teaching and learning from the Early Years and beyond through mentoring, coaching and training. I have an MSc in Information Science as well as a Postgraduate qualification in Severe, Profound and Multiple Learning Difficulties. I also hold the NPQSL and have a Lead Assessor qualification. I am also a trained SEND Reviewer and am a Lead LA EYFS Moderator. I am an SLE for Early Years, Phonics, Leadership of CPD and SEND.



Claire

Since graduating from Worcester University in 2003 I have always continued to follow my passion of working with young people with additional needs. I have taught in both mainstream and special schools. My career began in a mainstream setting where I planned and delivered an alternative curriculum for young people who had barriers to learning and found mainstream education a challenge. In 2003 I developed my career further and was appointed as the PE co-ordinator at Sherbourne Fields Special School; teaching young people from 2-19yrs with a range of abilities. I progressed to Assistant Head and Deputy Head, a role I thoroughly enjoy. In October 2017, I became a qualified Team Teach Trainer and am an experienced SEND reviewer. I am passionate about developing and enhancing the education of pupils with SEND ensuring they have the best possible opportunities throughout their education enabling them to reach their true potential.



Suzanne

I am Assistant Head Teacher at Castle Wood. My teaching career includes both special and mainstream schools where I have taught across Key Stages 1 and 2. I am a trained Reading Recovery Teacher, a Pupil Premium Reviewer, SEND Reviewer and hold the NPQSL. I also hold a Postgraduate qualification looking at Studies in Education for Pupils with SLD and PMLD. I lead on Literacy, Pupil Progress, Assessment, Outreach, Transition and liaise with external agencies. I collaborate with SEND services to ensure effective provision. I am an SLE for Literacy, Assessment and SEND and am an accredited Team Teach Trainer. I am chair of the Special School Literacy Network and collaborate with colleagues to improve literacy outcomes for children with SEND.



Sara

I am the Assistant Head of Primary, EYFS and the Autism Lead at Sherbourne Fields. I have a wealth of teaching and advisory experience, which spans more than 20 years and has involved working and supporting students with a wide range of SEND. In addition to my B.Ed I hold qualifications in Language and Communication Difficulties in Children and a Post Graduate qualification in Autism. I have been a SENCO in a mainstream school, taught children with Speech and Language difficulties in a resource base attached to a mainstream school and supported students with Autism whilst working as part of the Autism Support Team in Coventry. I am a trained SEND reviewer, an SLE in SEND/ASC and am very passionate about ensuring children with SEND, and especially those with Autism have the best opportunities to reach their true potential. I have a wealth of experience in SCERTS, TEACCH, Social Stories, Comic Strip Conversations, Sensory Integration and Lego Therapy.



Lorraine

I am Senior Lead and Consultant for EYFS at Castle Wood. My career in Early Years education has been built up over the last 40 years, working in both Nursery and Reception classes. I spent 12 years as a Local Authority Early Years Consultant supporting practitioners in the maintained, private and voluntary sectors with the implementation of the EYFS framework. In 2014 I became an Independent EYFS Consultant and supported schools locally and nationally. I have a real passion for developing enabling learning environments both indoors and outdoors and was instrumental in implementing the Forest School programme across the LA collaborating with neighbouring regions. I hold the NPQSL and have a Lead Assessor qualification following a long period as an EYFS moderator for the LA.



Linzi

I have comprehensive experience teaching pupils between 2 and 19 years in both mainstream and special educational settings. I am an Assistant Head at Sherbourne Fields where I am the Head of KS3 and Mathematics Co-ordinator. As a committed and enthusiastic teacher, I believe that pupils learn best when their education is tailored to meet individual needs. I use a variety of strategies, techniques and resources to deliver engaging and effective lessons to pupils of varying levels. I have shared and delivered training in these methods, providing support to colleagues and ensuring pupils across the school have access to high quality teaching and learning opportunities. I passionately believe that all pupils should have equal access to a quality education, regardless of their barriers to learning.

			
<p>Heidi</p>	<p>Linda</p>	<p>Stacey</p>	<p>Carla</p>
<p>I am Lead for Autism at Castle Wood. I have supported children with Autism across all settings in Coventry, both mainstream and special schools ranging from 3-18 years, in my role as consultant with the LA. I am committed to developing strategies to ensure students, especially those with Autism, are able to reach their potential and find learning motivating. I aim to ensure that everyone understands about Autism and that this then has an impact upon practice and provision in the classroom. I have implemented the use of PECS, SCERTS, TEACCH, Social Stories, Comic Strip Conversations, Sensory Integration and Team Teach, I am trained to deliver parents programmes including the Early Bird and the Cygnet programme. I hold the NPQML and am a trained SEND Reviewer and accredited Team Teach Trainer.</p>	<p>Having trained as a primary teacher, I have had the opportunity to teach across all age ranges (2-19 years) within Sherbourne Fields Specialist School, delivering a broad range of curriculum subjects to students with a range of special educational needs. Through my various roles and substantial experience, I have been able to develop my own practice. As an SLE I have extensive experience and have been instrumental in training, supporting and motivating colleagues in Communication and the Sensory Curriculum.</p> <p>I am passionate about providing students with the best possible learning opportunities appropriate to their additional needs. Working collaboratively with my colleagues, I use every opportunity to build on and develop student's life skills.</p> <p>I believe that sharing and developing good practice can help transform schools and the lives of students within it.</p>	<p>I am Lower Phase Leader of Learning at Castle Wood and am passionate about providing high quality learning opportunities for all children. For many years I have taught in mainstream schools across a range of key stages. My experience has given me a deep knowledge of the EYFS. As an Early Years Leader of a challenging school, I gained an understanding of the range of challenges experienced in mainstream. I have undertaken advisory work with other Early Years settings gaining a sound understanding of effective Early Years provision and the pedagogical research that supports the learning of all children. I have extensive experience of working with pupils with a range of SEND, including Autism, Behavioural Needs and Learning Delay. I am an SLE for Early Years and a trained SEND Reviewer. I hold the NPQML and am an accredited Team Teach Trainer.</p>	<p>I am a pastoral tutor and a qualified Thrive practitioner at Sherbourne Fields Specialist School. I have worked with a range of students of all ages and abilities and have initiated many research-based practices within our school to support the health and wellbeing of our students. My passion has enabled me to develop resources to support the physical and mental wellbeing of students across a broad age range.</p> <p>My practice enables me to develop resilience and social skills in students, which in turn enables better access to their learning. Working with students who have different abilities and needs is something I relish. I adapt my teaching style to engage students, in fun, physical and creative learning opportunities. I am an accredited Team Teach Trainer and I am committed to sharing my knowledge and expertise with others.</p>



Sue

I am an experienced teacher and Middle Leader and I have taught pupils across a wide age range in Coventry. I have taught in both special schools and mainstream settings and have a wealth of experience teaching pupils with a wide range of additional needs.

I have developed my skills, knowledge, and strategies to enable students to access the curriculum relevant to their needs.

I enjoy the challenge of using children's strengths and abilities to inform my teaching style and approach.

I am committed to developing ideas and resources, to differentiate for the needs of the students in my class to ensure they are reaching their full potential.



Louise

I am Middle Phase Leader of Learning at Castle Wood. I have had experience of working with a wide spectrum of pupils with a range of needs within the primary age, both mainstream and Special education. I have completed my MA in Education in which I focused on pupils with ASD. I am a specialist in computing and am passionate about working with pupils and staff developing and modelling communication aids, symbols, low tech devices, switch control and assessment. I have a deep knowledge of PMLD and am a Centaur trainer for manual handling. I can carry out care plans and PEEP assessments and train staff to meet manual handling legal requirements. I hold the NPQML and am a trained SEND Reviewer.







Ian

Having completed my honours degree, I have worked within ICT in mainstream education for over 13 years. I have worked at Sherbourne Fields Specialist School for the past 3 years. I am passionate about making ICT accessible for all students, and I am very keen to enable pupils with communication barriers to overcome these obstacles using a variety of communication methods and aids, including symbols, low and high tech devices and switch controls. I have a skilled background in most aspects of using ICT including different software packages and various types of hardware. Access and Communication methods are developing all the time with the coming of newer technologies and I relish working alongside pupils and staff to develop and facilitate the use of these.



Rachel

I am Upper Phase Leader of Learning at Castle Wood having graduated from the University of Warwick and having worked across the education sector. My career started in a mainstream primary school before moving into special needs education. I worked with excluded Y11 young people and then disaffected children in mainstream school before supporting young people in the Youth Justice system. After a career break, I moved back into the primary classroom teaching children with SLCN and gaining an accredited specialism as a specialist SLCN teacher. At Castle Wood I lead teachers to support children with ASD and broad spectrum learning difficulties. My special interests in education are using the outdoors as a learning environment; extending opportunities and experiences to enrich learning.

			
<p>Andy</p>	<p>Julie</p>	<p>Alyson</p>	<p>Jo</p>
<p>I have been in the teaching profession for 18 years. During this time I have taught a range of subjects and been involved in many educational projects. These have included teaching in Uganda as part of the Coventry Schools and Coventry Sports Foundations "Africa Inspires" project, working with disaffected boys in mainstream with the "Breakthrough" initiative and delivering "Team Teach" as a qualified instructor. Though the majority of my career was as a Physical Education teacher in a mainstream setting, I have always had a passion for teaching and supporting students with SEND. 18 months ago, I was successfully appointed to Sherbourne Fields as the Art and Design and Forest Schools coordinator. I am now Assistant Head of Key Stage 4 and I am passionate about ensuring all pupils have the support they need to access a rich curriculum. I believe that all pupils can achieve when given the right support and the right environment. This may be through an individualised curriculum and creative approaches, but it is all based on positive relationships, understanding and knowledge of individual students needs.</p>	<p>I have been a teacher for over 20 years working across the whole primary phase, from Nursery to Year 6, having a range of different responsibilities during that time. I enjoyed the challenge of enabling children to meet their full potential. During my teaching career I have been part of the SLT of a large primary school, analysing data, being involved in leadership decisions which impact on whole school outcomes. As an Early Years specialist, I have been an LA Consultant visiting different schools and nurseries where I supported and advised them on their practice and provision in line with the EYFS statutory framework. I have been a staff governor at several primary schools including Castle Wood. I was a SENCO for 5 years and have the skills and knowledge to support children with SEND in mainstream.</p>	<p>I qualified as a NNEB nursery nurse before working at a residential school for blind and partially sighted pupils. After having time with my own family I returned there on a part time basis. I began working at Sherbourne Fields in 1994 initially in the secondary department. I have seen many changes over the years in both teaching styles and approaches and as a HLTA I enjoy supporting new staff to develop their knowledge and expertise. I have had lots of experience with 'hands on activities'. I have assisted and led many residential trips where students are challenged outside of their comfort zone. I have supported students on Work Experience placements, on residential to obtain their DofE Awards and with our Forest Schools curriculum. I became a HLTA in 2005. Part of my role is arranging volunteer and student placements and I became a Centaur Manual Handling Trainer in 2015.</p>	<p>After graduating from university in 1992 I trained in a residential setting to achieve a qualification in Therapeutic Child Care. I have continued to work with children in various settings ever since. This has included working with children with behavioural and emotional difficulties, working for the Family and Children's department of social services and 6 years working in a bilingual school in Honduras. In 2012, I joined Sherbourne Fields School as a TA and am now a HLTA. In 2015, I became a CENTAUR fully qualified manual handling trainer. This role has now extended beyond training the staff at Sherbourne Fields, to schools and organisations across the country. Having had experience with a wide range of children with various needs, I provide a practical approach to manual handling training.</p>



Sarah

I am an Assistant Headteacher and SENCo at Corley Centre. I have recently led the school in its successful bid to attain the National Autistic Society's Autism Accreditation Award and have embedded the AET Competency Framework as a tool for raising standards of autism education with teaching and support staff. I have over 14 years' experience working within SEND, both in the UK and internationally, with autism education as my primary focus. As part of my role at Corley Centre, I support children and staff in mainstream schools where autism presents as a barrier to learning. My particular interest is in ensuring that students with ASC are not limited in their achievements and that barriers to learning are identified and addressed on an individual basis.



Kate

I am a Senior Leader for Teaching and Learning and Curriculum Leader for English at Corley Centre. I have been teaching for over ten years in both secondary mainstream and special schools, with some time in Ghana teaching EAL students at an international academy. My particular interest is in supporting students with ASC to access an increasingly complex secondary curriculum through differentiated strategies and adapting cross-curricular resources with Literacy in mind.

Inclusive Alliance CPD Overview

The Inclusive Alliance has been offering a CPD programme to schools since September 2016. In 2018-2019 we have further developed our comprehensive offer responding to feedback from delegates and networks and have created a package of support for senior leaders, subject leaders, early years specialists, teaching assistants and new or recently qualified teachers.

This document provides information about many of the CPD programmes and events that will be taking place during the 2018-2019 academic year. From time to time, Inclusive Alliance release new programmes or events within the year to ensure that we are offering relevant and responsive support. Please visit our website and social media feeds for all the latest information.

The Inclusive Alliance has a proven track record of organising high-quality learning events for schools and should our current programmes not completely meet your needs we would be happy to discuss your requirements further in order to create a personalised programme for your school, cluster, academy chain or trust.

To book onto any of our CPD sessions, please visit the Inclusive Alliance website:

www.inclusivealliance.co.uk

If you have any queries regarding Inclusive Alliance, or any of our CPD offer, please email:

inclusivealliance@outlook.com

Please follow us on Twitter and Facebook for all the latest news and information:



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Professional Development Outlines:


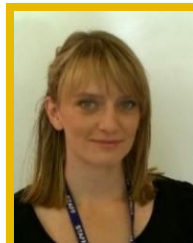
Every school is unique and therefore Inclusive Alliance can tailor all of these sessions to individual circumstances if required. Please contact us on inclusivealliance@outlook.com to discuss further.

ASSESSMENT		PAGE
How to Demonstrate Progress for Pupils in Primary with SEND	<i>Sharing strategies of how to demonstrate progress for all pupils working below national expectations.</i>	14
Evidencing Progress for Pupils with SEND	<i>How to provide a rich tapestry of quantitative and qualitative data which evidences progress for pupils with SEND.</i>	15
EARLY YEARS FOUNDATION STAGE (also see Leadership)		
Developing and Nurturing Confident Practitioners	<i>A suite of training to support practitioners new to the EYFS through their first year in the Foundation Stage.</i>	16
Deepening Effective Practice in the EYFS - Writing and Maths	<i>Two workshops to investigate strategies and approaches for supporting children in their early development of writing and maths.</i>	17
Early Development for Children with Autism	<i>Strategies and approaches to support early intervention to develop self-awareness, joint attention and the building blocks for play.</i>	18
Early Years Twilight Essentials	<i>A range of twilight sessions to support effective EYFS practice and increase knowledge and skills.</i>	19
COMMUNICATION, LANGUAGE & LITERACY		
Access and Communication across the Curriculum	<i>Enabling the supporting of pupils with SEND to communicate with others and access the curriculum through technology.</i>	20
Sensory Stories for Primary aged Pupils – making story time inclusive	<i>To develop a multi-sensory approach to story-telling.</i>	21
Diminishing the Gap - Developing Communication, Language and Literacy	<i>A suite of training exploring the development of Communication, Language and Literacy for pupils with SEND, enabling progress.</i>	22
Practical approaches to Teaching Literacy across Primary to Pupils with SEND	<i>Strategies to support pupils with SEND to enable them to succeed in Literacy.</i>	23
NUMERACY		
Practical approaches to Teaching Numeracy across Primary to Pupils with SEND	<i>Strategies to support pupils with SEND to enable them to succeed in Numeracy.</i>	24




SMSC		
Relationships and Sex Education (RSE) for Pupils with SEND	<i>Innovative approaches to delivering, planning and assessing RSE for a child with SEND.</i>	25
Making Spiritual, Moral, Social & Cultural (SMSC) Special across Primary	<i>Innovative approaches to delivering, planning and assessing SMSC for a child with SEND.</i>	26
SEND (also see Leadership)		
How Children and Young People with Autism think	<i>Develop an understanding of how pupils with Autism think and how this impacts upon pupils in your classroom.</i>	27
Understanding the Sensory Differences for a child with Autism	<i>Develop an understanding of the sensory differences experienced by children with Autism and explore strategies to support.</i>	28
Using Lego Therapy to develop social competency in children with Autism	<i>The theory and study of Lego as a tool to increase social competency, including a practical session.</i>	29
Utilising Social Stories and Comic Strip Conversations for children with Autism	<i>Practical ways to implementing chattercards, social stories and comic strip conversations to support social development.</i>	30
Understanding Stress and Anxiety in Autism	<i>Exploring a toolkit of resources to support emotional regulation and to identify underlying difficulties.</i>	31
Develop an understanding of how girls experience Autism	<i>To consider how girls with Autism differ from boys with Autism.</i>	32
Develop an understanding of Attachment difficulties in children	<i>A theoretical and practical session to develop your understanding of attachment difficulties.</i>	33
SEND Twilight Essentials	<i>A range of twilight sessions to support effective SEND practice and increase knowledge and skills.</i>	34
Overcoming Barriers: Secondary ASC	<i>Autism specific strategies for meeting the demands of a challenging secondary curriculum.</i>	35
FUNCTIONAL TRAINING		
Manual Handling of Children with Special Needs (Core) and (Refresher)	<i>CENTAUR Training and Development is designed to cover theoretical and practical aspects of handling children with SEND.</i>	36
Team Teach	<i>Accredited training to support de-escalation and understanding of behaviour.</i>	37

LEADERSHIP		
EYFS Leader's Network	<i>Termly twilight sessions to explore latest developments in EYFS and share effective practice across a range of settings.</i>	38
Strengthening Leadership for Learning and Development	<i>Establish the skills and knowledge needed to lead an effective EYFS and how to demonstrate accountability which impacts outcomes.</i>	39
Challenge and Support for your EYFS	<i>Opportunity to explore the skills and knowledge needed to lead an effective EYFS and deliver positive outcomes.</i>	40
SENCO CPD Programme	<i>Explore the skills, knowledge and understanding needed to provide high quality teaching and learning for pupils with SEND.</i>	41
SENCO Network	<i>Termly twilight sessions to explore latest developments in SEND and share effective practice.</i>	42
SENCO Surgery	<i>Tailored support for individual SENCOs. Opportunity to discuss and explore solutions to possible challenges.</i>	43
Immersion into Special Education	<i>Explore the skills, knowledge and understanding needed to provide high quality teaching and learning for pupils with SEND.</i>	44
National Award for Special Education Needs Co-ordination	<i>Accredited qualification required by all SENCOs within 3 years of undertaking their post (since 2009).</i>	45
SEND Conference	<i>A day conference showcasing a range of national and international speakers, experts in the field of SEND plus Ofsted HMI.</i>	46
SCHOOL TO SCHOOL SUPPORT		
The Inclusive Study	<i>Opportunities to explore practice, principles and pedagogy in an outstanding Special School setting.</i>	47
Specialist Leaders of Education	<i>Colleagues with recognition of expertise in their field, available to provide bespoke school to school support.</i>	48




How to Demonstrate Progress for Pupils in Primary with SEND

<p><i>Intended audience:</i></p> <ul style="list-style-type: none"> • SENCOs, HT, DHT, AHT, Teacher's, HLTA's 		<p><i>Facilitated by:</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Sara </div> <div style="text-align: center;">  Linzi </div> </div>	
<p><i>Objectives:</i></p> <ul style="list-style-type: none"> • How to demonstrate progress for pupils with SEND is not always straightforward. This course will give you an insight into effective assessment systems to ensure you can capture progress for all your pupils. 		<p><i>Preparation required:</i> Please bring examples of evidence/work for the students you are working with</p>	
<p><i>Outline of Sessions:</i></p> <ul style="list-style-type: none"> • Raise the profile of effective assessment across the city making sure there is a robust plan for progress for SEND pupils • Develop strategies for summative and formative assessment • Share outstanding practice • Guide to tracking progress • Ideas • Assessment opportunities • Incorporating Pre-Key Stage Standards into assessment 		<p><i>Cost per person:</i> £75 per person</p>	
<i>Dates</i>		<i>Times</i>	
Friday 23rd November 2018		0930-1200	
<i>Venue</i>		Sherbourne Fields	
<i>Online course booking:</i>		www.inclusivealliance.co.uk/inclusivecpdoffer	



Evidencing Progress for Pupils with SEND

<p><i>Intended audience:</i></p> <ul style="list-style-type: none">• Mainstream colleagues in Primary	<p><i>Facilitated by:</i></p> <div></div> <div></div> <div></div> <p>SuzanneStaceyRachel</p>		
<p><i>Objectives:</i></p> <ul style="list-style-type: none">• To document learning for all pupils with SEND• To evidence progress for pupils with SEND• To articulate progress for pupils with SEND using qualitative and quantitative data	<p><i>Cost per person:</i></p> <p>£75 per person</p>		
<p><i>Outline of Sessions:</i></p> <ul style="list-style-type: none">• Explore what progress means for pupils with SEND• Explore how to identify and articulate the uniqueness of data for an individual with SEND• Investigate a range of strategies for documenting progress for pupils with SEND• Look at a range of quantitative and qualitative data• Rehearse articulation of progress for pupils with SEND			
Dates	Times	Venue	
Wednesday 7 th November 2018	0915-1215	Castle Wood	
Online course booking:	www.inclusivealliance.co.uk/inclusivecpdoffer		



Developing and Nurturing Confident Practitioners

<p>Intended audience:</p> <ul style="list-style-type: none">Colleagues who are new to teaching in the EYFS - Nursery or Reception			<p>Facilitated by:</p> <div></div> <p>RebekahStaceyLorraine</p>		
<p>Objectives:</p> <ul style="list-style-type: none">To support the confidence and knowledge of practitioners new to teaching and learning in the EYFSTo support colleagues in identifying the statutory expectations of children in the EYFS and how that impacts upon their organisation of learning across the yearTo consider ways of evidencing significant learningTo explore successful strategies for organising an effective learning environment, indoors and outdoorsTo explore the role of the adult in positive outcomes for children			<p>Preparation required:</p> <ul style="list-style-type: none">Practitioners will need to have a knowledge of their children's baseline data		
<p>Outline of Sessions:</p> <ol style="list-style-type: none">Establishing the non-negotiables of effective EYFS practice and creating an environment which promotes learning and impacts progressConsidering the needs of all learners - supporting learners with additional needs and challenging the more ableInvestigating ways to document learning in the EYFS and how this can be used to support quantitative data and articulate qualitative progressConsidering transitions and school readiness - creating firm foundations for a flying start to the following year			<p>Cost per person:</p> <p>£375 for all four sessions</p> <p>Or</p> <p>Individually - £150 for whole day sessions and £75 for half day sessions</p>		
Dates		Times	Venue		Focus
Thursday 11 th October 2018		0915-1515	Castle Wood		Leading Learning in the EYFS / Creating an environment which encourages resilient learners
Wednesday 30 th January 2019		0915-1515	Castle Wood		An inclusive framework - Teaching and Learning for all/Learning, Playing and Interacting
Thursday 21 st March 2019		0915-1215	Castle Wood		Documenting Learning to articulate progress
Wednesday 12 th June 2019		0915-1215	Castle Wood		Understanding children's experience of change and transition
Online course booking:		www.inclusivealliance.co.uk/inclusivecpdoffer			




Deepening Effective Practice in the EYFS - Writing and Maths

<p>Intended audience:</p> <ul style="list-style-type: none"> EYFS Practitioners 	<p>Facilitated by:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Stacey </div> <div style="text-align: center;">  Julie </div> </div>		
<p>Objectives:</p> <ul style="list-style-type: none"> To build confidence in EYFS practitioners to deliver high quality teaching and learning in the EYFS To strengthen knowledge and skills in teaching writing and maths in the EYFS 	<p>Cost per person:</p> <p style="text-align: center;">£130 for the whole day</p> <p>Or available as two separate workshops:</p> <p style="text-align: center;">£80 for the morning £70 for the afternoon session</p>		
<p>Outline of Sessions:</p> <p>The day will be divided into two separate workshops. The morning will focus on writing in the EYFS. There will be consideration of the two strands of writing - secretarial and authorship. Colleagues will have opportunity to explore ideas for embedding both strands to secure children's outcomes.</p> <p>The afternoon session will focus on the strands of mathematical development in the EYFS. Colleagues will have opportunity to explore how children develop mathematical skills and knowledge. Time will be given to how the learning environment can support embedding maths in the EYFS and impact on children's outcomes.</p>			
Dates	Times	Venue	Focus
Thursday 17 th January 2019	0930-1530	Castle Wood	Writing and Maths (0930-1230) (1300-1530)
Online course booking:	www.inclusivealliance.co.uk/inclusivecpdoffer		

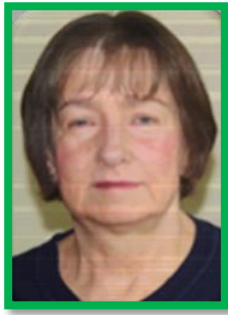

Early Development for Children with Autism

<p><i>Intended audience:</i></p> <ul style="list-style-type: none"> • <i>Early Years Colleagues in mainstream and special education</i> • <i>Primary Colleagues in mainstream and special education</i> 	<p><i>Facilitated by:</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Sara</p> </div> <div style="text-align: center;">  <p>Heidi</p> </div> </div>	
<p><i>Objectives:</i></p> <ul style="list-style-type: none"> • <i>To support knowledge of early development for children with Autism</i> • <i>To promote strategies to support the development of children with Autism</i> 	<p><i>Cost per person:</i></p> <p><i>£150 per person for all 3 sessions</i></p>	
<p><i>Outline of Sessions:</i></p> <ul style="list-style-type: none"> • <i>Early intervention will be explored</i> • <i>Exploration of strategies and approaches to raise self-awareness, joint attention and imitation as building blocks for development of interaction and play</i> 		
<p><i>Dates</i></p>		<p><i>Times</i></p>
<p>Wednesday 14th November</p>		<p>0915-1215</p>
<p><i>Online course booking:</i></p>		<p>www.inclusivealliance.co.uk/inclusivecpdoffer</p>

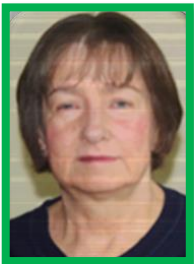
Early Years Twilight Essentials

<p>Intended audience:</p> <ul style="list-style-type: none"> • EYFS Teams in all schools • Colleagues wishing to know more about the common themes in the EYFS 	<p>Facilitated by:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>Rebekah</p> <p>Stacey</p> <p>Lorraine</p> </div>
<p>Objectives:</p> <ul style="list-style-type: none"> • To strengthen knowledge and skills of the EYFS teams in schools • To offer the opportunity for EYFS teams to access high quality twilight training tailored to their roles in school 	<p>Preparation required:</p> <ul style="list-style-type: none"> • Communication of logistics eg: numbers of staff, location, IT etc.
<p>Outline of Sessions:</p> <p>Six themes are available -</p> <ol style="list-style-type: none"> 1. Sustained Shared Thinking 2. Learning, Playing and Interacting 3. Early Writing 4. Early Mathematics 5. Documenting Learning 6. An Effective Learning Environment - Indoors and Outdoors <p>Each will be a one - hour twilight session delivered to the EYFS team in school.</p>	<p>Cost per school:</p> <p style="text-align: center;">£175 per theme</p>
<p>Dates and times to be agreed with individual schools</p>	
<p>Online course booking:</p>	<p>www.inclusivealliance.co.uk/inclusivecpdoffer</p>




Access and Communication across the Curriculum

<i>Intended audience:</i> <ul style="list-style-type: none">Practitioners who wish to gain a basic introduction into supporting the communication needs of children with SEND to access the curriculum		<i>Facilitated by:</i> <div></div> <p>IanLinda</p>	
<i>Objectives:</i> <ul style="list-style-type: none">This course will consider the use of a range of low tech and high-tech aids, such as symbols, big macs, voice output communication aids and Eyegaze to access the curriculumBasic introduction into supporting the communication needs of children with SEND and have the opportunity to observe pupils engaging in meaningful communication		<i>Preparation required:</i> <ul style="list-style-type: none">Ideally, to know the levels of students you will be supporting, in terms of their communication skills and access levels	
<i>Outline of Sessions:</i> <ul style="list-style-type: none">An overview of communication and the different types of support available to students, including creating a communication friendly environment, communication passports, low-tech strategiesUnderstand how to use a symbol communication structure; how to aim for progression to a self-used communication system such as Grid player via a tabletExperience first-hand, a selection of access methods, software and equipment including switches, specialist keyboards, mice and Eyegaze systems		<i>Cost per person:</i> <p>£75 per person</p>	
<i>Dates</i>		<i>Times</i>	
Wednesday 14 th November 2018		0915-1215	
<i>Online course booking:</i>		<i>Venue</i>	
		Sherbourne Fields	
		www.inclusivealliance.co.uk/inclusivecpdoffer	



Sensory Stories for Primary aged pupils – making story time inclusive

<p><i>Intended audience:</i></p> <ul style="list-style-type: none"> • SENCOs, Teachers and supporting adults working with students within primary schools, and those new to Special Education settings, practitioners who support children and young people in a variety of settings. 	<p><i>Facilitated by:</i></p> <div data-bbox="1144 272 1337 536" data-label="Image">  </div> <p>Linda</p>	
<p><i>Objectives:</i></p> <ul style="list-style-type: none"> • A practical course about the benefits of developing core curriculum skills of children and young people within a variety of educational environments. • Resources and practical strategies. • Opportunity to seek support and gather ideas. • Sharing of effective practice and network ideas. • Ideas and varying ways to deliver storytelling. 	<p><i>Cost per person:</i></p> <p>£75 per person</p>	
<p><i>Outline of Sessions:</i></p> <ul style="list-style-type: none"> • To develop a multi-sensory approach to story-telling. • To develop skills in planning and differentiating sensory story lessons to suit all children and young people. • To create a sensory story that can be used in areas across the curriculum within a range of educational environments. 		
<p><i>Dates</i></p>	<p><i>Times</i></p>	<p><i>Venue</i></p>
<p>Friday 1st February 2019</p>	<p>0915-1215</p>	<p>Sherbourne Fields School</p>
<p>Online course booking:</p>	<p>www.inclusivealliance.co.uk/inclusivecpdoffer</p>	



Diminishing the Gap - Developing Communication, Language and Literacy

<p>Intended audience: Primary colleagues EYFS colleagues</p>		<p>Facilitated by:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Suzanne </div> <div style="text-align: center;">  Stacey </div> <div style="text-align: center;">  Rachel </div> </div>	
<p>Objectives: To deepen knowledge of developing communication, language and literacy for children with SEND To investigate practical strategies for communication, language and literacy for children with SEND</p>		<p>Cost per person:</p> <p>£195 for all 3 sessions £130 for reading and writing when purchased together</p>	
<p>Outline of Sessions: Communication and Language Strategies - focus on the challenges experienced by children with SEND and practical strategies for supporting learning. Reading strategies/Writing strategies - explore some of the common issues which challenge children with SEND regarding reading and writing and investigate practical strategies for supporting learning.</p>		<p>If purchased individually: Communication and Language £80 Reading £80/ Writing £70</p>	
Dates	Times	Venue	Focus
Wednesday 31 st October 2018	0915-1215	Castle Wood	Communication and Language Strategies
Thursday 24 th January 2019	0930-1530	Castle Wood	Reading strategies/writing strategies (0930-1230) (1300-1530)
Online course booking:		www.inclusivealliance.co.uk/inclusivecpdoffer	



Practical approaches to Teaching Literacy across Primary to Pupils with SEND

<p>Intended audience:</p> <p>SENCOs HT, DHT, AHT, Teachers, HLTA</p>		<p>Facilitated by:</p> <div>   </div> <p>Sara Linzi</p>	
<p>Objectives:</p> <p><i>The course is intended to support practitioners in delivering literacy to students working below age related expectations</i></p> <p><i>To gain the skills and knowledge needed to utilise a range of practical and theoretical approaches to engage pupils with SEND in meaningful learning</i></p>		<p>Preparation required:</p> <p><i>Please bring examples of evidence/work for the students you are working with</i></p>	
<p>Outline of Sessions:</p> <p><i>To build confidence through developing insight and knowledge of the SEND curriculum</i></p> <p><i>Share outstanding practice</i></p> <p><i>Resources and practical strategies</i></p> <p><i>Ideas and varying ways to deliver English in pupils working below age related expectations</i></p>		<p>Cost per person:</p> <p>£75 per person</p>	
Dates		Times	
Friday 9 th November 2018		0915-1215	
		Venue	
		Sherbourne Fields	
Online course booking:		www.inclusivealliance.co.uk/inclusivecpdoffer	



Practical approaches to Teaching Numeracy across Primary to Pupils with SEND

<p><i>Intended audience:</i> SENCOs HT, DHT, AHT, Teachers, HLTA</p>		<p><i>Facilitated by:</i></p> <div>   </div> <p>Sara Linzi</p>	
<p><i>Objectives:</i> The course is intended to support practitioners in delivering numeracy to students working below age related expectations To gain the skills and knowledge needed to utilise a range of practical and theoretical approaches to engage pupils with SEND in meaningful learning</p>		<p><i>Preparation required:</i> Please bring examples of evidence/work for the students you are working with</p>	
<p><i>Outline of Sessions:</i> To build confidence through developing insight and knowledge of the SEND curriculum Share outstanding practice Resources and practical strategies Ideas and varying ways to deliver English in pupils working below age related expectations</p>		<p><i>Cost per person:</i> £75 per person</p>	
Dates		Times	
Friday 5 th October 2018		0915-1215	
		Venue	
		Sherbourne Fields	
Online course booking:		www.inclusivealliance.co.uk/inclusivecpdoffer	



Relationships and Sex Education (RSE) for Pupils with SEND

<p>Intended audience: Practitioners who want to develop a meaningful and relevant RSE curriculum for students with SEND</p>		<p>Facilitated by:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Carla </div> <div style="text-align: center;">  Sue </div> </div>	
<p>Objectives: Integrate a range of ideas to develop an accessible curriculum for all students To consider sensory implications in the RSE curriculum Develop a bank of resource ideas to enable access to the curriculum Ideas to work with parents to make RSE relevant How to relate theory to practical solutions</p>		<p>Cost per person: £75 per person</p>	
<p>Outline of Sessions: The session will support you to develop an understanding of using Relationships and Sex Education to create a working curriculum for students with SEND. There will be an emphasis on preparing students for the challenges they will face in their daily life as they grow.</p>			
Dates		Times	
Tuesday 14 th May 2019		1230-1530	
		Venue	
		Sherbourne Fields	
Online course booking:		www.inclusivealliance.co.uk/inclusivecpdoffer	



Making Spiritual, Moral, Social & Cultural (SMSC) Special across Primary

<p>Intended audience:</p> <p>Practitioners who want to develop a meaningful and relevant SMSC curriculum for students with SEND</p>		<p>Facilitated by:</p> <div></div> <p>Carla Sue</p>	
<p>Objectives:</p> <p>The session will provide an understanding of using an SMSC approach to develop a working curriculum for all pupils with SEND, with an emphasis on self-awareness, resilience and emotional literacy</p> <p>“An outstanding school will have a thoughtful and wide-ranging promotion of pupils’ SMSC development.”</p> <p>Ofsted</p>		<p>Cost per person:</p> <p>£75 per person</p>	
<p>Outline of Sessions:</p> <p>Integrate a range of ideas to develop an accessible curriculum for all students</p> <p>To consider sensory implication in the SMSC curriculum</p> <p>Develop a bank of resource ideas to enable access to the curriculum</p> <p>Ideas to work with parents to make SMSC relevant</p>			
Dates		Times	Venue
Tuesday 11 th June 2019		1230-1530	Sherbourne Fields
Online course booking:	www.inclusivealliance.co.uk/inclusivecpdoffer		



How Children and Young People with Autism think

<p><i>Intended audience:</i> SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools</p>		<p><i>Facilitated by:</i></p> <div>   </div> <p>Sara Heidi</p>	
<p><i>Objectives:</i> To consider current developments and research To identify the core differences in thinking styles for pupils with Autism To consider how this impacts on pupils in school To identify strategies that can be implemented with pupils</p>		<p><i>Cost per person:</i></p> <p>£75 per person</p>	
<p><i>Outline of Sessions:</i> A theoretical and practical session to develop your understanding of how children and young people with Autism think and learn. Explore how self-awareness, Theory of Mind, Central Coherence and Executive Functioning differences in your students affects their access to learning opportunities. Identify supporting strategies and approaches for the classroom.</p>			
Dates		Times	
Friday 7 th December 2018		0930-1215	
		Venue	
		Sherbourne Fields	
Online course booking:		www.inclusivealliance.co.uk/inclusivecpdoffer	



Understanding the Sensory Differences for a Child with Autism

<p><i>Intended audience:</i> SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools</p>	<p><i>Facilitated by:</i></p> <div></div> <p>SaraHeidi</p>	
<p><i>Objectives:</i> A theoretical and practical session to develop your understanding of how children and young people with Autism experience the sensory world and the impact this can have on their emotional regulation.</p>	<p><i>Preparation required:</i> A basic understanding of the main areas of differences experienced by students with Autism</p>	
<p><i>Outline of Sessions:</i> Explore strategies and approaches to support children and young people experiencing sensory processing differences</p>	<p><i>Cost per person:</i> £75 per person</p>	
<p><i>Dates</i></p>	<p><i>Times</i></p>	<p><i>Venue</i></p>
<p>Wednesday 28th November 2018</p>	<p>1230-1530</p>	<p>Castle Wood</p>
<p><i>Online course booking:</i></p>	<p>www.inclusivealliance.co.uk/inclusivecpdoffer</p>	



Using Lego Therapy to develop social competency in children with Autism

<p><i>Intended audience:</i> SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools</p>		<p><i>Facilitated by:</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Sara</p> </div> <div style="text-align: center;">  <p>Heidi</p> </div> </div>	
<p><i>Objectives:</i> To consider research and theory behind Lego Therapy as an intervention To understand the practical approach and structure of Lego Therapy</p>		<p><i>Preparation required:</i> A basic understanding of the main areas of differences experienced by students with Autism</p>	
<p><i>Outline of Sessions:</i> A theoretical and practical session to develop your understanding of how Lego Therapy can be used with children to Autism to develop their level of social competency. Taking part in a practical therapy session and identify how sessions can be monitored to assess progress for the children</p>		<p><i>Cost per person:</i> £75 per person</p>	
Dates		Times	
Thursday 4 th April 2019		1230-1500	
Venue		Sherbourne Fields	
Online course booking:		www.inclusivealliance.co.uk/inclusivecpdoffer	


Utilising Social Stories and Comic Strip Conversations for children with Autism

<p>Intended audience: SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools</p>		<p>Facilitated by:</p> <div></div> <p>SaraHeidi</p>	
<p>Objectives: To gain an understanding of the strategies and approaches to support social understanding, utilising strategies from Carol Grey</p>		<p>Cost per person: £75 per person</p>	
<p>Outline of Sessions: How to implement Chatter Cards and Social Stories Explore how to use Comic Strip Conversations with pupils to support social development and getting along with others</p>			
<p>Dates</p>		<p>Times</p>	<p>Venue</p>
<p>Thursday 7th March 2019</p>		<p>1230-1500</p>	<p>Castle Wood</p>
<p>Online course booking:</p>		<p>www.inclusivealliance.co.uk/inclusivecpdoffer</p>	


Understanding Stress and Anxiety in Autism

<i>Intended audience:</i> <ul style="list-style-type: none">• <i>Primary Colleagues in mainstream and special education</i>		<i>Facilitated by:</i> <div></div> <div><i>Sara</i><i>Heidi</i></div>	
<i>Objectives:</i> <ul style="list-style-type: none">• <i>To provide an understanding of stress and anxiety in Autism</i>• <i>To investigate the impact of this on behaviour</i>		<i>Cost per person:</i> £75 per person	
<i>Outline of Sessions:</i> <ul style="list-style-type: none">• <i>Colleagues will be supported to utilise the iceberg approach to identify underlying difficulties</i>• <i>A toolkit of resources will be explored which support emotional regulation</i>			
<i>Dates</i>		<i>Times</i>	
Wednesday 21 st November		0915-1215	
		<i>Venue</i>	
		Castle Wood	
<i>Online course booking:</i>		www.inclusivealliance.co.uk/inclusivecpdoffer	



Develop an understanding of how girls experience Autism

<p>Intended audience:</p> <ul style="list-style-type: none">• <i>SENCOs, Teachers and Supporting adults working with students with Autism in mainstream and special primary and secondary schools.</i>	<p>Facilitated by:</p> <div></div> <p>Sara</p>	
<p>Objectives:</p> <ul style="list-style-type: none">• <i>To consider how girls with Autism differ from boys with Autism</i>• <i>To gain an understanding of the thinking styles of females with Autism and develop strategies to support female students</i>	<p>Pre-course preparation:</p> <p><i>A basic understanding of the main areas of differences experienced by students with Autism.</i></p>	
<p>Outline of Sessions:</p> <p><i>A theoretical and practical session to develop your understanding of girls with Autism. To gain knowledge of approaches that can support female children and young people. Take away examples of resources to use with your students</i></p>	<p>Cost per person:</p> <p><i>£75 per person</i></p>	
<p>Dates</p>	<p>Times</p>	<p>Venue</p>
<p><i>Friday 2nd November</i></p>	<p><i>0915-1215</i></p>	<p><i>Sherbourne Fields School</i></p>
<p>Online course booking:</p>	<p>www.inclusivealliance.co.uk/inclusivecpdoffer</p>	



Develop an understanding of Attachment difficulties in Children

<p>Intended audience:</p> <ul style="list-style-type: none">• SENCOs, Teachers and Supporting adults working with students with Attachment difficulties in mainstream and special Primary and Secondary schools.		<p>Facilitated by:</p> <div></div> <p>Sara</p>	
<p>Objectives:</p> <ul style="list-style-type: none">• To consider how attachment difficulties present in children.• To consider the challenging behaviour children with attachment difficulties may display.• To gain an understanding of the different types of attachment and develop strategies to support students who have Attachment difficulties or disorder.• To reflect on case studies around students with Attachment difficulties/disorder.		<p>Cost per person:</p> <p>£75 per person</p>	
<p>Outline of Sessions:</p> <ul style="list-style-type: none">• A theoretical and practical session to develop your understanding of Attachment difficulties. To gain knowledge of approaches that can support young people. Take away resources and strategies to support your students.			
Dates		Times	
Friday 11 th January 2019		0915-1215	
		Venue	
		Sherbourne Fields School	
Online course booking:		www.inclusivealliance.co.uk/inclusivecpdoffer	




SEND Twilight Essentials

<p>Intended audience:</p> <ul style="list-style-type: none"> • Primary Teams in all schools • Secondary Teams in all schools 	<p>Facilitated by:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Objectives:</p> <ul style="list-style-type: none"> • To strengthen knowledge and skills of SEND in schools • To offer the opportunity for colleagues to access high quality twilight training supporting inclusive teaching and learning 	<p>Preparation required:</p> <ul style="list-style-type: none"> • Communication of logistics eg: numbers of staff, location, IT etc.
<p>Outline of Sessions:</p> <p>Four Themes are available:</p> <ul style="list-style-type: none"> ○ Supporting pupils with Autism ○ Evidencing progress for pupils with SEND ○ Adapting teaching and learning for pupils with SEND ○ Practical strategies to support Literacy for pupils with SEND <p>Each will be a one-hour twilight session</p>	<p>Cost per person:</p> <p>£175 per theme</p>
Dates and times to be agreed with individual schools	
Please contact: inclusivealliance@outlook.com	








Overcoming Barriers: Autism Specific Strategies for Meeting the Demands of a Challenging Secondary Curriculum

<p><i>Intended audience:</i></p> <ul style="list-style-type: none"> Secondary mainstream teachers, senior leaders, SENCOs and support staff working with children with ASC 		<p><i>Facilitated by:</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p><i>Sarah</i></p> <p><i>Kate</i></p> </div>
<p><i>Objectives:</i></p> <ul style="list-style-type: none"> - A greater understanding of how Autism impacts on students' executive functioning and capacity for making progress, and strategies for overcoming these barriers to learning - deeper understanding of the co-occurring conditions that often come with autism, the challenges they pose and what can be done to support progress - A range of practical teaching and learning strategies to employ in order to meet the needs of autistic students 		<p><i>Pre-course preparation:</i></p> <p>A basic understanding of the main areas of differences experienced by students with Autism.</p>
<p><i>Outline of Sessions:</i></p> <ul style="list-style-type: none"> Learn how using the AET Competency Framework and NAS Autism Accreditation Award can improve the school experience for ASC children Improve understanding of autistic learning behaviours Understand how Executive Functioning impacts on learning Identify autism specific challenges posed by a GCSE curriculum Explore strategies to overcoming barriers to a GCSE curriculum, with a specific focus on Literacy Identify literacy-specific strategies to support students with Autism Explore a range of strategies to support reluctant readers, particularly those with co-occurring conditions 		<p><i>Cost per person:</i></p> <p>£75 per person</p>
<i>Dates</i>	<i>Times</i>	<i>Venue</i>
Wednesday 30 th January 2019	13.00-15.15	Corley Centre
<i>Online course booking:</i>	www.inclusivealliance.co.uk/inclusivecpdoffer	




Manual Handling of Children with Special Needs (Core) and (Refresher)

<p><i>Intended audience:</i> Staff and Carers who support children and young adults with impaired movement</p>	<p><i>Facilitated by:</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>Jo</p> <p>Alyson</p> <p>Louise</p> </div>
<p><i>Objectives:</i> To train staff and carers in the safe handling techniques to be used with children and young people with a wide range of disabilities</p>	<p><i>Preparation required:</i> Awareness of the client's disabilities and needs To arrive in comfortable clothes and non-slip closed shoes</p>
<p><i>Outline of Sessions:</i> Legal requirements Looking after yourself Understanding disability Practical Manual Handling Techniques - key principles, core theory modules and spinal awareness</p>	<p><i>Cost per person:</i> Bespoke training with cost agreed with client</p>
<p>Please contact to discuss your needs: inclusivealliance@outlook.com</p>	



Team Teach

<p>Intended audience:</p> <p>Special Schools Mainstream Primary and Secondary Nurseries, hospitals, etc.</p>	<p>Facilitated by:</p> <div></div> <p>Suzanne</p> <div></div> <p>Claire</p> <div></div> <p>Heidi</p>		
<p>Purpose:</p> <p>Understanding aggression, how feelings drive behaviours, de-escalation and defusing situations, personal safety, team building, non- verbal and verbal, de-escalation communication strategies, positive handling techniques, documentation and legal guidance, listening and learning, recording, reporting and reviewing</p>	<div></div> <p>Stacey</p> <div></div> <p>Carla</p> <div></div> <p>Rachel</p>		
<p>Training Options available:</p> <p>One Day Foundation (6 hours)- covers the reduction of risk and restraint, supportive teaching, learning and caring, increasing staff confidence and competence in responding to behaviours that challenge, whilst promoting protecting positive relationships.</p> <p>Refresher for the One Day Foundation (3 hours) - refresh staff knowledge and skills from the 6-hour One Day Foundation training.</p> <p>Two Day Basic Training (12 hours) - In depth coverage of the Foundation training with a wider range of strategies.</p> <p>Refresher for the Two Day Basic Training (6 hours) - refresh staff knowledge and skills from the 12-hour Two-day Basic Training.</p>	<div></div> <p>Andy</p>		
<p>Please contact to discuss your needs: inclusivealliance@outlook.com</p>			




EYFS Leader's Network

<i>Intended audience:</i> <ul style="list-style-type: none">• Leaders of the Early Years Foundation Stage		<i>Facilitated by:</i>	
<i>Objectives:</i> <ul style="list-style-type: none">• Opportunity to network and share effective practice across networks• Occasion to visit different settings, both mainstream and special		<div></div> <div>RebekahStaceyLorraine</div>	
<i>Outline of Sessions:</i> <ul style="list-style-type: none">• Discuss the latest developments in the EYFS• Share effective practice• Hear input from specialists on a range of relevant topics		<i>Preparation required:</i> <ul style="list-style-type: none">• Consideration of effective practice to be shared• Willingness to actively participate in sessions	
		<i>Cost per person:</i> £60 per individual session or £150 for all 3 sessions if booked at the same time	
<i>Dates</i>	<i>Times</i>	<i>Venue</i>	<i>Focus</i>
Wednesday 17 th October 2018	1545-1715	Moat House	Language Development
Wednesday 13 th February 2019	1545-1715	Holbrooks	SEND
Wednesday 5 th June 2019	1545-1715	Castle Wood	Attachment
<i>Online course booking:</i>	www.inclusivealliance.co.uk/inclusivecpdoffer		



Strengthening Leadership for Learning and Development in the EYFS

<p>Intended audience:</p> <ul style="list-style-type: none">• Early Years Leaders	<p>Facilitated by:</p> <div></div> <p>LorraineRebekah</p>		
<p>Objectives:</p> <ul style="list-style-type: none">• To establish the knowledge and skills needed for leadership of an effective EYFS• To explore areas of the EYFS to evaluate to support an effective and robust learning environment and secure outcomes for children	<p>Cost per person:</p> <p>£275 per person for both</p>		
<p>Outline of Sessions:</p> <p>Embedding Quality through EYFS Leadership – What is high quality EYFS practice? How do you ensure it is embedded in your setting? Colleagues will consider curriculum and leadership and management of teams.</p> <p>Accountability in EYFS Leadership to impact children's outcomes – colleagues will consider robust systems and protocols, analysis of data, articulation of progress and documenting evidence to support learning.</p>			
Dates	Times		Venue
Wednesday 3 rd October 2018	0915-1500		Castle Wood
Wednesday 6 th February 2019	0915-1500		Castle Wood
Online course booking:	www.inclusivealliance.co.uk/inclusivecpdoffer		



Challenge and Support for your EYFS

<p>Intended audience:</p> <ul style="list-style-type: none"> • Leaders of the Early Years Foundation Stage 	<p>Facilitated by:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Rebekah </div> <div style="text-align: center;">  Stacey </div> <div style="text-align: center;">  Lorraine </div> </div>
<p>Objective:</p> <ul style="list-style-type: none"> • To work in partnership with schools to secure continuous quality improvement that leads to impact 	<p>Preparation required:</p> <ul style="list-style-type: none"> • Initial discussion to identify areas of focus.
<p>Outline of Sessions:</p> <p>Ofsted's report 'Bold Beginnings' highlighted the need to ensure that the EYFS curriculum was 'fit for purpose' and that 'children were equipped to meet the challenges for Year 1 and beyond'. To embed these ideas, it was acknowledged that there was a need for 'significant investment in staff development'.</p> <p>Challenge and Support for your EYFS is designed to help you meet the challenges in 'Bold Beginnings'. A named EYFS Specialist will be attached to your school and offer tailored challenge and support for your EYFS Leaders and team. This can be through the vehicle of critical friend, training, data analysis and evaluation.</p> <p>There are two options available:</p> <ul style="list-style-type: none"> • Option A - An initial consultation and then 3 half day sessions across the academic year • Option B - An initial consultation and then 6 half day sessions across the academic year 	<p>Cost per school:</p> <ul style="list-style-type: none"> • Option A - £740 • Option B - £1395
<p>Online course booking:</p>	<p>inclusivealliance@outlook.com</p>


SENCO CPD Programme

<p>Intended audience:</p> <ul style="list-style-type: none"> • SENCOs 	<p>Facilitated by:</p> <div data-bbox="1151 341 1364 616">  </div> <p>Shivaun</p> <div data-bbox="1460 346 1671 616">  </div> <p>Sara</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> • To have an understanding of the needs of pupils with a range of SEND including Autism • To have a range of strategies proven to support pupils with SEND including Autism • To have an understanding of how to support staff to assess pupils who are working below age related expectations • To have a knowledge of a range of tools to enable staff to demonstrate progress • To have a robust understanding of how to support an inclusive classroom and apply this to your setting 	<p>Dates and Times:</p> <p>All sessions run 0915-1215</p> <ol style="list-style-type: none"> 1. Tuesday 9th October 2018 - Sherbourne Fields 2. Tuesday 27th November 2018 - Sherbourne Fields 3. Tuesday 29th January 2019 - Corley School 4. Tuesday 26th March 2019 - Castle Wood 5. Tuesday 7th May 2019 - Sherbourne Fields 6. Tuesday 18th June 2019 - Sherbourne Fields 	
<p>Outline of Sessions:</p> <ul style="list-style-type: none"> • Written to ensure you have the expertise, skills and knowledge to be an effective practitioner this theoretical and practical series of sessions will immerse you in the special school experience • You will have the opportunity to observe outstanding classroom practice, develop your understanding of how different strategies and approaches can be utilised to support children and young people with a range of SEND and gain an understanding of how to use assessment to demonstrate progress • Resources to support planning and assessment will ensure you have the skills necessary to support and provide high quality teaching based on theory and practice <p>A pre-course questionnaire will ensure you have the opportunity to observe the age range and subject area most relevant to your post</p>	<p>Cost per person:</p> <p>£350 per person</p>	
<p>Online course booking:</p>	<p>www.inclusivealliance.co.uk/inclusivecpdoffer</p>	


SENCO Network

<p>Intended audience:</p> <ul style="list-style-type: none"> Primary SENCOs 	<p>Facilitated by:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <p>Yvonne</p> <p>Suzanne</p> </div>	
<p>Objectives:</p> <ul style="list-style-type: none"> Termly twilight session to bring SENCOs together to collaborate 	<p>Cost per person:</p> <p>£150 per person for all 3 sessions</p>	
<p>Outline of Sessions:</p> <p>Each session will give opportunity to:</p> <ul style="list-style-type: none"> Discuss latest developments in SEND; Opportunity to share effective practice; Network with SENCOs from other settings. 		
Dates	Times	Venue
Wednesday 7 th November 2018	1545-1730	Castle Wood
Wednesday 27 th February 2019	1545-1730	Castle Wood
Wednesday 26 th June 2019	1545-1730	Castle Wood
Online course booking:	www.inclusivealliance.co.uk/inclusivecpdoffer	




SENCO Surgery

<p><i>Intended audience:</i></p> <ul style="list-style-type: none"> • All SENCOs 	<p><i>Facilitated by:</i></p>  <p>Yvonne</p>
<p><i>Objectives:</i></p> <ul style="list-style-type: none"> • Tailored support for individual SENCOs 	<p><i>Cost:</i></p> <p>Costs, dates, times and location to be agreed with individual schools</p>
<p><i>Outline of Sessions:</i></p> <p>Being a SENCO is a demanding role with many challenges. The National SENCO award covers many of the areas of knowledge needed but cannot possibly address the day-to-day needs encountered in individual schools.</p> <p>The SENCO Surgery gives the opportunity for colleagues to gain support in a more tailored manner.</p>	
<p><i>Online course booking:</i></p>	<p>inclusivealliance@outlook.com</p>

Immersion into Special Education

<i>Intended audience:</i> Newly Qualified Teachers Recently Qualified Teachers Teachers / SENCO's / TA's		<i>Facilitated by:</i>  Sherbourne Fields are delighted to offer this opportunity for practitioners across primary and secondary, mainstream and special. Delivered by an outstanding team of practitioners including SLE's and an experienced Head Teacher this course will ensure you have the support to give pupils with SEND quality provision.
<i>Objectives:</i> To have an understanding of the needs of pupils with a range of SEND including Autism. To have a range of strategies proven to support pupils with SEND including Autism. To have an understanding of how to assess pupils who are working below age related expectations. To have the tools to demonstrate progress. To consolidate good and outstanding classroom practice and its application to individual settings.		 Content of the six sessions will include: * SEND – (National and Local Perspective). An opportunity to observe outstanding practice, analyse a range of approaches used and plan how to use these in your own setting. * Creating an Inclusive classroom – a range of strategies for pupils with ASC. * Understanding Assessment – How do we demonstrate progress for pupils working below age related expectations? * Immersion in a specialist setting observing outstanding practice – explore strategies and ideas for use in your own setting.
Outline of Sessions: This theoretical and practical series of sessions will immerse you in the Special School experience enabling you to develop your skills and knowledge of SEND. You will have the opportunity to observe and reflect on outstanding classroom practice and develop your understanding of how different strategies and approaches can be utilised to support children and young people with a range of SEND. You will gain an understanding of how to use assessment to demonstrate progress. Resources to support planning and assessment will ensure you have the skills necessary to provide high quality teaching whilst promoting an inclusive classroom.		<i>Cost per person:</i> * One session 09.15-12.00 £75 * Three sessions – one per term £210 * Six sessions – one every half term £400
<i>Online course booking:</i>		www.inclusivealliance.co.uk/inclusivecpdoffer

National Award for Special Education Needs Co-ordination

<p>Intended audience:</p> <ul style="list-style-type: none"> • Colleagues in SENCO posts • Aspiring SENCOs 	<p>Facilitated by:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
<p>Objectives:</p> <p>Completion of the SENCO Award has been mandatory for the teacher designated as the SENCO since 2009. New SENCOs must gain this qualification within 3 years of taking up their SENCO post.</p> <p>It may also be relevant for those aspiring to be SENCOs or those who were already in the post of SENCO prior to 2009 and wish to pursue accredited professional development in this area. Completing the course entitles candidates with 60 credits which can be used towards an MA in SEN and Inclusion. The programme is taught by experienced senior lecturers from the University of Northampton, School of Education's Centre for Education and Research (CESNER) alongside local colleagues from Castle Wood with experience and expertise in SEND. This programme is endorsed by NASEN.</p>	
<p>Outline of Sessions:</p> <ul style="list-style-type: none"> • Developing inclusive teaching approaches and co-ordinating provision for pupils with SEND • Applying methods to identify additional needs and monitor progress of pupils with SEND • Instigating evidence-based, strategic approaches when deploying, supporting and managing other teaching and support staff • Establishing networks and partnerships with local SENCOs and SEN Specialists 	
<p>Programme includes:</p> <ul style="list-style-type: none"> • Two modules each worth 30 Level 7 credits at Master's Level • Face to face taught sessions (7 days in total spread across the academic year 2018-2019) • Online support - discussion groups, networking • Access to University support and services • Mentor support 	
<p>Cost:</p>	<p>£1925</p>
<p>For more information contact:</p>	<p>Yvonne McCall - headteacher@castlewood.coventry.sch.uk</p>
<p>To apply:</p>	<p>Email senco@northampton.ac.uk Call - 01604 892042</p>

New Speaker Added

Guest
Speakers
Include:

Simon Mosley

Dr Adam Boddison

Gary Wilson

Prof. Des Hewitt

John Simpson

Prof. Barry Carpenter



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SEND CONFERENCE

FRIDAY 19TH OCTOBER, 2018

9:00AM - 4.15PM

THE VILLAGE HOTEL, COVENTRY, CV4 9GZ



Simon Mosley - Her Majesty's Inspector

Simon Mosley is a qualified teacher and has senior leadership experience in both urban and rural settings. Immediately prior to joining Ofsted, he worked for an LA leading improvements in primary, secondary and special schools. He also managed the work of the local authority's governor services. Simon inspects maintained and independent primary, secondary and special schools. He is the regional lead for special educational needs and/or disabilities (SEND) in the West Midlands and he leads local area SEND inspections.



Dr. Adam Boddison - Chief Executive for NASEN

Dr Adam Boddison is the Chief Executive for NASEN with responsibility for strategic direction and operational delivery across the full breadth of NASEN's activity. Prior to this, Adam held a number of senior education roles including Director of the Centre for Professional Education at the University of Warwick, Academic Principal for IGGY (an educational social network for gifted teenagers) and West Midlands Area Coordinator for the Further Mathematics Support Programme



Gary Wilson - Freelance Education Consultant

Gary Wilson is one of the country's leading experts on raising boys' achievement. He is a freelance education consultant, speaker, trainer, author and former teacher of twenty-seven years. Gary has advised and delivered training in over a thousand schools and over thirty LAs across the UK.



Prof. Des Hewitt - Head of Primary Teacher Education, Warwick University

Des leads primary teacher education at the University of Warwick. He is a language and literacy specialist, along with expertise in the area of special educational needs. He sat on a steering group in the Department for Children, Schools and Families, evaluating the impact of training for inclusion in teacher education.



John Simpson - Conference Speaker: Autism Spectrum Conditions

John Simpson has Asperger Syndrome. Over the last five years he has delivered presentations at over 100 conferences, seminars and groups to change people's beliefs, expectations and approaches to autism spectrum conditions.





Prof. Barry Carpenter - International Educational Consultant

Professor Barry Carpenter CBE, OBE, PhD Professor of Mental Health, Oxford Brookes University In a career spanning more than 30 years, Barry has held the leadership positions of Academic Director, Chief Executive, Principal, Inspector of Schools and Director of the Centre for Special Education at Westminster College, Oxford

For more information and to book your ticket, please see our Eventbrite page by scanning the QR Code on this page, or by visiting here: www.goo.gl/DwqRXK






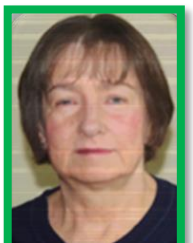




The Inclusive Study

<p>Intended audience:</p> <ul style="list-style-type: none"> • Leaders in mainstream and special schools • Practitioners in mainstream and special schools 	<p>Facilitated by:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Objectives:</p> <ul style="list-style-type: none"> • Deepen pedagogy to improve outcomes for all children • Develop a range of strategies to move practice forward 	
<p>Outline of Sessions:</p> <p>An opportunity to visit schools within the Inclusive Alliance to explore principles, pedagogy and practice. Schools can choose to explore four themes at either Castle Wood or Sherbourne Fields in a blend of professional discussion, time in class to observe teaching and learning and opportunity to explore ideas and strategies for use in colleagues' own schools:</p> <ul style="list-style-type: none"> ○ High quality teaching and learning in a tailored curriculum ○ Articulating progress for pupils with SEND ○ An inclusive learning environment ○ Exploring the journey to outstanding <p>Castle Wood and Sherbourne Fields also have their own specialisms where a further two themes can be pursued:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Castle Wood</p> <ul style="list-style-type: none"> ○ A curriculum for PMLD ○ Early Years practice and pedagogy with all children </div> <div style="width: 45%;"> <p>Sherbourne Fields</p> <ul style="list-style-type: none"> ○ Life skills ○ Vocational routes </div> </div>	<p>Cost per visit:</p> <p>£195 for a group of 3 people £15 for each additional person Each visit will consist of 2½ hours</p>
<p style="text-align: center;">Location, times and dates to be agreed with individual schools</p>	
<p>Please contact:</p>	<p>inclusivealliance@outlook.com</p>

Specialist Leaders of Education:

The following colleagues are accredited by the National College of Teaching and Learning to deliver school to school support in their area of specialism. Please contact us on inclusivealliance@outlook.com to discuss your bespoke needs.

			
Rebekah	Sara	Suzanne	Linzi
SLE Specialism: <ul style="list-style-type: none"> • Leadership of CPD • Early Years • Phonics • SEND 	SLE Specialism: <ul style="list-style-type: none"> • SEND 	SLE Specialism: <ul style="list-style-type: none"> • Assessment • Literacy • SEND 	SLE Specialism: <ul style="list-style-type: none"> • Maths • SEND
			
Heidi	Linda	Stacey	Louise
SLE Specialism: <ul style="list-style-type: none"> • SEND 	SLE Specialism: <ul style="list-style-type: none"> • ICT • SEND 	SLE Specialism: <ul style="list-style-type: none"> • Early Years 	SLE Specialism: <ul style="list-style-type: none"> • ICT • SEND
Identified specialisms are those registered with the NCTL. All of our SLEs also have other experience, knowledge and skills in a range of educational settings and roles. Please refer to the profiles at the beginning of the directory for more information.			



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