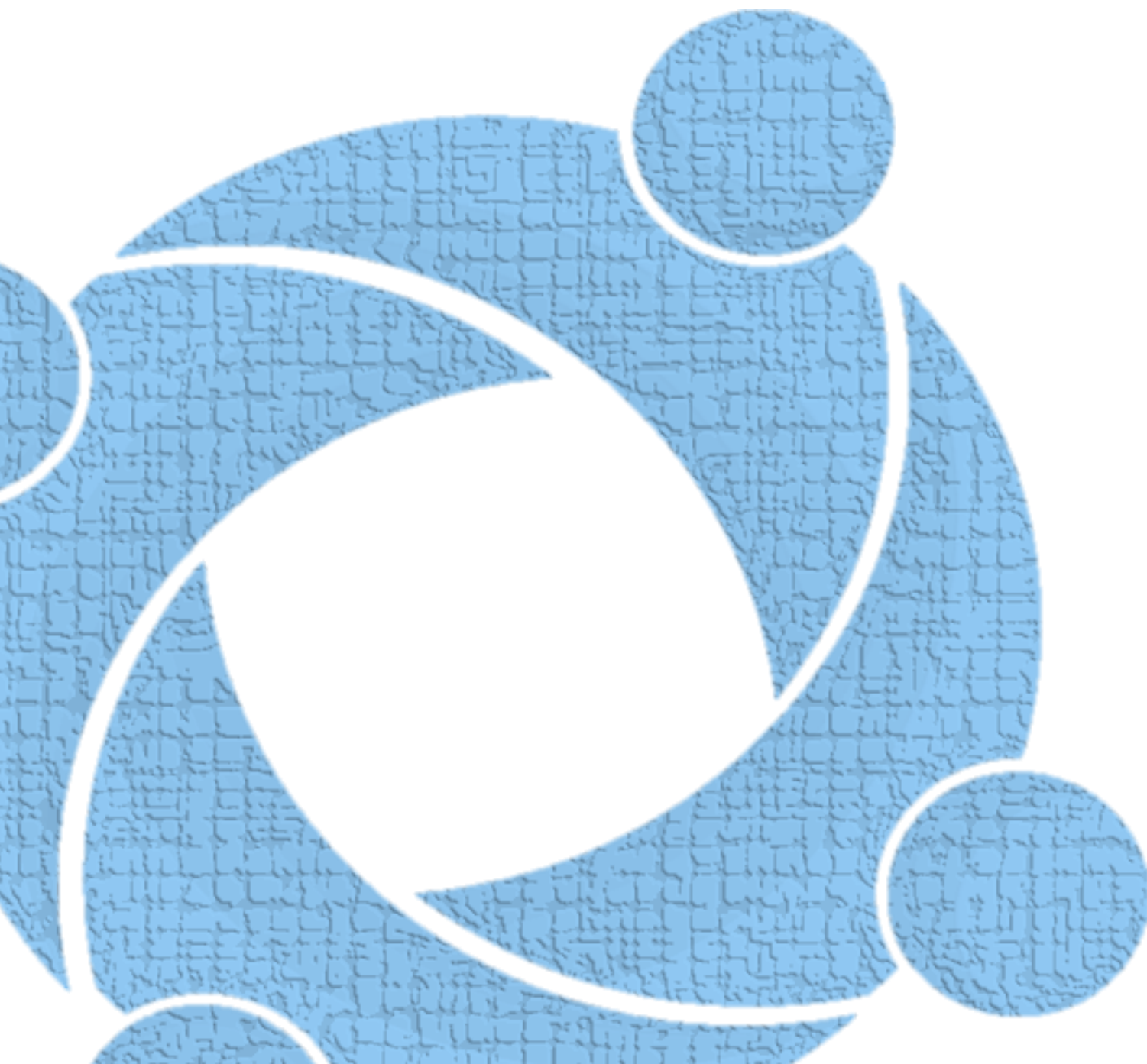


Training & Development 2020 - 2021





Inclusive Alliance

EXPERTISE IN PARTNERSHIP

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...

Sherbourne Fields and Castle Wood 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 **Sherbourne Fields** and **Castle Wood**.



Shivaun Moriarty

After completing my PGCE at Middlesex University specialising in SEND over 23 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 Hayes

I am currently Headteacher 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. I have been a Local Authority phonics specialist and Early Years consultant, LA moderator and Independent consultant supporting and developing children and staff across Coventry.

As an Achievement for All Coach I worked with schools in the region to raise standards and close the gap. I hold the NPQH, have an MSc in Information Science and have completed a Post Graduate Certificate in Severe, Profound and Multiple Learning.

My extensive experience has enabled me to support and improve pedagogy in the Early Years and beyond through mentoring, coaching and training. I am an SLE for Leadership of CPD, Early Years, Phonics and SEN



Claire Antrobus

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 Kavanagh

I am Assistant Head Teacher at Castle Wood School. My teaching career includes both special and mainstream schools where I have taught across Key Stages 1 and 2. I lead on Literacy, Outreach and Transition.

I hold a Postgraduate qualification looking at Studies in Education for Pupils with SLD and PMLD. I also hold the NASENCO qualification and have a Masters in Special Educational Needs and Inclusion. In conjunction with the University of Northampton I deliver the NASENCO qualification. I am an SLE for Literacy, Assessment and SEND. I am chair of the Special School Literacy Network and collaborate with colleagues to improve literacy outcomes for children with SEND. I am a trained Reading Recovery Teacher, a Pupil Premium Reviewer, SEND Reviewer and hold the NPQSL qualification.

As lead for the Teaching School (Castle Wood) I ensure that all training is supported by current research and embedded in effective practice.



Sara Nelmes

Sara Nelmes

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, Attachment Difficulties and Lego Therapy. As part of my role I work very closely with Warwick university to support, train and mentor trainee teachers.



Vikki King

I am Deputy Head and DSL of Castle Wood School having worked in both Mainstream and Special School settings, across all Key Stages from Nursery and Pre-School to Year 6. I am a trained Early Years Specialist with a passion for ensuring that all children are given opportunities and experiences which support their developmental potential. I have previously worked as a SENCO, Looked After Children's' Coordinator and EAL lead within a mainstream primary and across my career have extensive experience of working with children with a wide range of Additional Needs.

I hold a Masters in Educational Innovation with a specialism in Special Educational Needs and also have the NASENCO Qualification. I have also supported colleagues at various levels to develop and expand their practice, policies and procedures with regards to supporting children with SEND within the classroom.

I have experience of training in Autism, including delivering the Cygnet programme, Attachment Theory and Supporting the development of assessment systems to show progress for children with SEND, supporting the development of whole school behaviour strategies and Safeguarding.



Linzi Savage

I am an Assistant Head at Sherbourne Fields Special School where I am Head of Key Stage 3. I am subject coordinator for Humanities, Religious Education, Mathematics and Literacy. I have vast experience teaching pupils between the ages of 2 and 19 years in a variety of both mainstream and special educational settings. As a committed and enthusiastic Teacher.

I use a variety of strategies, techniques and resources to deliver engaging and effective lessons to pupils of varying levels. As a qualified SEND Reviewer and Specialist Leader in Education I have carried out consultation work in both mainstream and special schools ensuring pupils of all abilities have access to high quality teaching and learning opportunities. I facilitate training sessions, mentor NQTs and support trainee teachers in association with Warwick University.

I passionately believe that all pupils should have equal access to a quality education; regardless of their barriers to learning.



Stacey Rutherford

I have worked in primary education for over 16 years and have gained extensive experience in both mainstream and specialist settings. I have completed the NPQML and NPQSL and I am an SLE for Early Years education. I am a moderator for Early Years across Coventry and a qualified Thrive Practitioner. I am passionate about providing high quality learning opportunities for all children and I have a deep understanding of the Early Years Foundation Stage curriculum. As an area of expertise, I have gained a sound understanding of effective Early Years provision and the pedagogical research that supports the learning of all children. In addition to this I have extensive experience of working with pupils with a range of Special Educational Needs, including Autism, behavioural needs and learning delay. I have been successful in leading teams in raising attainment and progress and improving outcomes for all pupils. I am highly motivated to support colleagues in developing their own practise and create new ways of working, building on skills sets and developing growth and achievement in others.



Andy Lewis

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. 24 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 student's needs



Louise Dewis

I have taught all primary ages and abilities in special school. I have worked alongside Penny Lacey to create the PMLD curriculum and I am a manual handling trainer. I have worked alongside physio and OT to meet the needs of a 24 hour postural management of PMLD pupils within an educational environment. I am part of the special schools network for ICT and have strengths in AAC and switches. I also work with some very challenging Autistic pupils that are very low levels and have high levels of anxiety, challenging behaviour and need support to meet their sensory needs. I have mentored OT students for 2 years and have knowledge of sensory strategies and methods. I have a Masters in special needs, NPQML and NPQSL and currently the Assistant Head for PMLD and complex and profound ASD pupils.



Julie Duckett

I have been a teacher for 25 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 and 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 of several primary schools including Castle Wood. I was a SENCO for five years and have the skills and knowledge to support children with SEND in mainstream.

I lead on Mathematics at Castle Wood and feed into local special network groups.



Carla Swaffield

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 emotional wellbeing of students across a broad age range. 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.



Sue Wookey

I am an experienced teacher and I have taught students across a wide age range in Coventry. I have taught in both special schools and mainstream settings and have a wealth of experience teaching students 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.



Rhonda Barnes

My name is Rhonda Barnes and I am a Teaching Assistant at Castle Wood school. During my 13 years, I have worked with children with profound and multiple learning difficulties. Most of these children have specialised equipment.

I became a Centaur Manual Handling Trainer over three years ago and am now a key trainer at Castle Wood School, ensuring that staff are trained to place children in equipment correctly ensuring functional mobility and postural management techniques are followed.



Alyson Bentham

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.



Jo Smith

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.



Sarah Heckle

I am an Assistant Headteacher and SENCo at Corley Centre. I have 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 16 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.

I have recently become an assessor for the NAS Autism Accreditation Award



Kate Foxon

I am 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.



Zoe Civzelis

I started my teaching career as a mainstream secondary teacher specialising in resistant materials where I developed my passion for teaching students in a practical environment. I have enhanced my understanding of a variety of SEND through my role as a teacher within special needs settings for over 10 years.

During this time I have worked alongside a wide range of young people with varying needs enabling me to extend my knowledge of learning differences and how best to develop a curriculum that allows everyone to learn and succeed.

I champion the need to give students a predictable, structured and nurturing environment to reduce anxiety, increase communication and raise self-esteem to allow them to successfully engage in their learning.



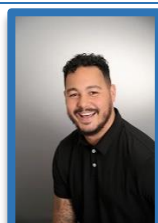
Sam Kendall

I have over 13 years of experience teaching young people with SEND. Much of my work has been in Key Stages 4 and 5 but I have worked across the whole 3-19 age range, supporting learners with a broad range of additional needs.

I am a class teacher at Sherbourne Fields School with additional responsibilities over Expressive Arts and Secondary English. In 2020 I was awarded The Worshipful Company of Educators 'Inspirational Educator' award for 'Teaching Shakespeare in Challenging Settings'

I enjoy teaching creatively and believe that this is often the best way to engage learners at a range of levels, as well as equipping them with transferable skills that can be utilised beyond school life.

I am a qualified 'Team Teach' trainer and have delivered this in my setting and others across the city. I have also shared and delivered training around communication and creative teaching and supported colleagues to maintain high expectations for the young people we work with. I believe that with tailored opportunities pupils can leave school with a wealth of skills to offer and a full life ahead of them.



Nyron Martin

I have 10 years' experience working with children and young people, in a variety of settings.

I started as an apprentice teaching assistant within a primary SEN school as well as working with children and young people in residential care. I am now a Higher-Level Teaching Assistant at Sherbourne Fields School. In addition to my current role I am also one of the Team-Teach trainers at Sherbourne Fields and support in the delivery of training throughout the school and others in the city.

I enjoy teaching in a creative and hands on style that helps to create a more memorable experience for our pupils and this in return creates a longer lasting impact on their learning. I feel tailoring learning to the individual child's needs is important as every child should have access to the same experiences and education.



Kate Mulcahy

I am a HLTA and a qualified Team Teach instructor at Sherbourne Fields Special School with nine years experience supporting children of all ages with challenging behaviour and severe special needs. I am passionate and committed to helping our pupils learn through a person centred approach.

Throughout my career I have had the opportunity to work with children and young people with a wide range of special needs, on a one to one and group basis. I have gained an understanding and developed strategies for supporting pupils through challenging periods of their life. Recognising early warning signs and intervening with distraction, staying calm, minimising the risk and being consistent. I am now lead in our brand new PODs, providing our pupils with a sensory curriculum, within an amazing and fulfilling outdoor space that can provide the young people with the skills and independence to self regulate their own behaviours and experience the world and school life around them. Providing positive and trusting relationships, focusing on individual needs and a sense of community within school.

Inclusive Alliance CPD Overview

The Inclusive Alliance has been offering a CPD programme to schools since September 2016. In 2020-2021 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. We can also offer bespoke training based upon the needs and requirements of the settings.

This document provides information about many of the CPD programmes and events that will be taking place during the 2020-2021 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

Tel: Sherbourne Fields School: 02476 591501

Castle Wood School: 02476 709060

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

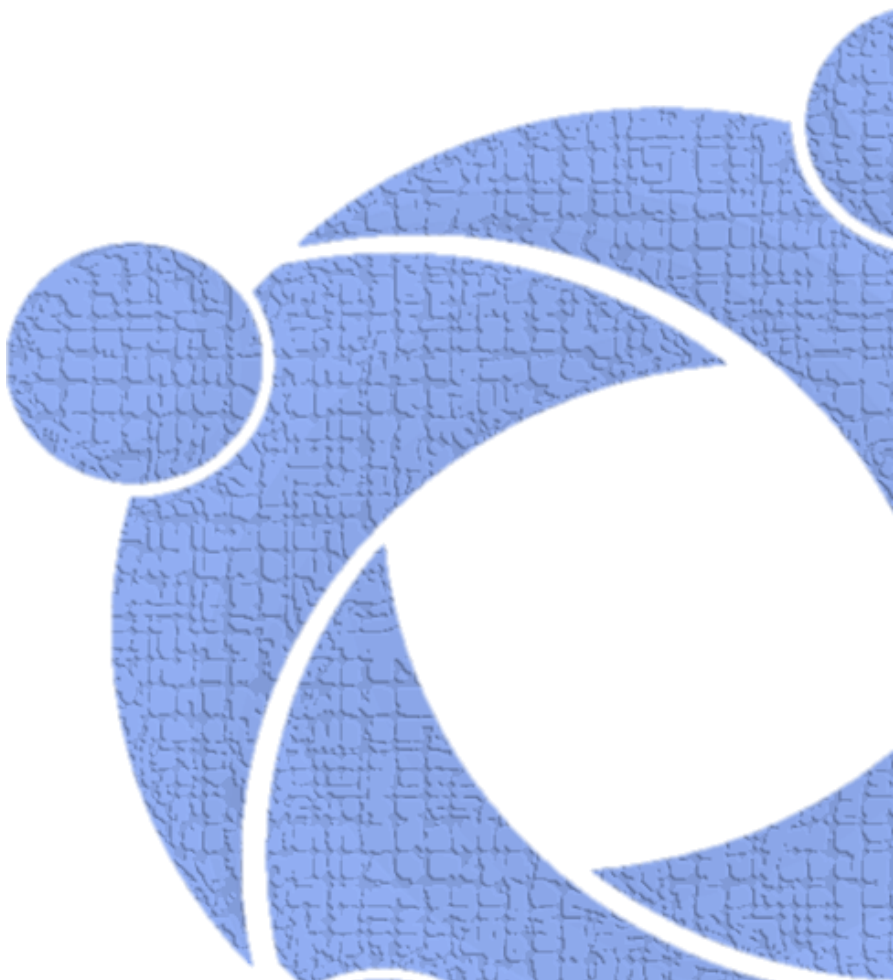


@incl_alliance



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Autism Sessions



Bespoke ASC Training/Support

Brief Overview:	<ul style="list-style-type: none"> Bespoke training to develop the understanding of Autism with your individual school or network needs/priorities in mind Bespoke school support to assess and develop strategies for specific students in your school. The training/support package will be discussed and designed in collaboration with your school or network. 	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields School
Who is it suitable for:	<i>Schools/Networks who require specific ASC training or support.</i>	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<p><i>The training sessions will address aspects of Autism identified as a priority for your school/network. The delivery will consist of theoretical knowledge as well as practical approaches and resources for you to take away and use in everyday practise.</i></p> <p>School support will enable strategies to be developed and incorporated for individual needs of students with ASC in used within your setting.</p>	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501 – Sherbourne Fields	
Costs:	To be arranged	

Sessions	Date	Time	Venue
To be arranged with client			Sherbourne Fields School to host or liaise with individual schools.

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Develop an understanding of Attachment difficulties in children.

Brief Overview:	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.	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields
Who is it suitable for:	SENCOs, Teachers and Supporting adults working with students with Attachment difficulties in mainstream and special Primary and Secondary schools.	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> <i>To consider how attachment difficulties present in children.</i> <i>To consider the challenging behaviour children with attachment difficulties may display.</i> <i>To gain an understanding of the different types of attachment and develop strategies to support students who have attachment difficulties or Disorder.</i> <i>To reflect on case studies around students with attachment difficulties/disorder.</i> 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501 – Sherbourne Fields	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Develop an understanding of how girls experience Autism

Brief Overview:	<ul style="list-style-type: none"> To consider how girls with Autism differ from boys with Autism To gain an understanding of the thinking styles of females with Autism and develop strategies to support female students. 	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields
Who is it suitable for:	SENCOs, Teachers and Supporting adults working with students with Autism in mainstream and special Primary and Secondary schools.	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	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.	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501 – Sherbourne Fields	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Early Development for Children with Autism		
Brief Overview:	<ul style="list-style-type: none"> To support knowledge of early development for children with Autism To promote strategies to support the development of children with Autism 	
Facilitators:	Name	School
	Vikki King	Castle Wood
	Stacey Rutherford	Castle Wood
Who is it suitable for:	<ul style="list-style-type: none"> Early Years Colleagues in mainstream and special education Primary Colleagues in mainstream and special education 	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> Early intervention will be explored Exploration of strategies and approaches to raise self-awareness, joint attention and imitation as building blocks for development of interaction and play 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 709060 – Castle Wood	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

How Children and Young People with Autism think

Brief Overview:	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	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields
Who is it suitable for:	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> • 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 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Managing Challenging Behaviours in Autism

Brief Overview:	<ul style="list-style-type: none"> To develop an understanding of stress and anxiety in Autism To investigate the impact of triggers on behaviour To consider possible strategies/approaches to develop appropriate behaviours 	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields
Who is it suitable for:	Primary Colleagues in mainstream and special education	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> Colleagues will be supported to utilise approaches to identify underlying difficulties and triggers A toolkit of resources will be explored which support emotional regulation 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501 – Sherbourne Fields	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

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

Brief Overview:	<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 	
Facilitators:	Name	School
	Sarah Heckle	Corley Centre
	Kate Foxon	Corley Centre
Who is it suitable for:	<i>Secondary mainstream teachers, senior leaders, SENCOs and support staff working with children with ASC</i>	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<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 • A 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 • Literacy-specific techniques for differentiating the curriculum to meet students' needs • Handouts and resources relating to ASC and Literacy strategies 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	01676 540218 (Corley Centre) or 02476591501 Sherbourne Fields	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Understanding Stress and Anxiety in Autism

Brief Overview:	<ul style="list-style-type: none"> To provide an understanding of stress and anxiety in autism To investigate the impact of this on behaviour 	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields
	Vikki King	Castle Wood
Who is it suitable for:	Primary colleagues in mainstream and special education.	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> To provide an understanding of stress and anxiety in autism To investigate the impact of this on behaviour 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Understanding the Sensory Differences for a Child with Autism

Brief Overview:	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.	
Facilitators:	Name	School
	Louise Dewis	Castle Wood
	Vikki King	Castle Wood
Who is it suitable for:	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	Explore strategies and approaches to support children and young people experiencing sensory processing differences	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 709060	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Using Lego Therapy to develop social competency in children with Autism

Brief Overview:	<ul style="list-style-type: none"> 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 	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields School
Who is it suitable for:	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> To consider research and theory behind Lego Therapy as an intervention To understand the practical approach and structure of Lego Therapy 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Utilising Social Stories and Comic Strip Conversations for children with Autism

Brief Overview:	To gain an understanding of the strategies and approaches to support social understanding, utilising strategies from Carol Grey	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields School
Who is it suitable for:	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> • 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 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501 – Sherbourne Fields	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

EYFS Sessions



Challenge and Support for your EYFS		
Brief Overview:	To work in partnership with schools to secure continuous quality improvement that leads to impact	
Facilitators:	Name	School
	Stacey Rutherford	Castle Wood School
Who is it suitable for:	Leaders of the Early Years Foundation Stage	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<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 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501 – Sherbourne Fields 02476 709060 – Castle Wood	
Costs:	- Option A - £740 - Option B - £1395	

Sessions	Date	Time	Venue
Dates and times to be agreed with individual schools			Castle Wood School or hosted by school / network

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Deepening Effective Practice in the EYFS - Writing and Maths

Brief Overview:	<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 	
Facilitators:	Name	School
	Stacey Rutherford	Castle Wood
	Julie Duckett	Castle Wood
Who is it suitable for:	EYFS Practitioners	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<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>	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 709060	
Costs:	<p>Cost per person: £130 for the whole day</p> <p>Or available as two separate workshops: £80 for the morning £70 for the afternoon session</p>	

Sessions	Date	Time	Venue	Brief Outline		
Session 1	1 st December 2020	0930-1530	Castle Wood School	Writing (0930-1230)	and	Maths (1300-1530)

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Developing and Nurturing Confident Practitioners

Brief Overview:	<ul style="list-style-type: none"> To support the confidence and knowledge of practitioners new to teaching and learning in the EYFS; To support colleagues in identifying the statutory expectations of children in the EYFS and how that impacts upon their organisation of learning across the year To consider ways of evidencing significant learning To explore successful strategies for organising an effective learning environment, indoors and outdoors To explore the role of the adult in positive outcomes for children 	
Facilitators:	Name	School
	Stacey Rutherford	Castle Wood
Who is it suitable for:	Colleagues who are new to teaching in the EYFS - Nursery or Reception	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ol style="list-style-type: none"> Establishing the non-negotiables of effective EYFS practice and creating an environment which promotes learning and impacts progress. Considering the needs of all learners - supporting learners with additional needs and challenging the more able. Investigating ways to document learning in the EYFS and how this can be used to support quantitative data and articulate qualitative progress. Considering transitions and school readiness - creating firm foundations for a flying start to the following year 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 709060	
Costs:	£375 for all four sessions Or Individually - £150 for whole day sessions and £75 for half day sessions	

Sessions	Date	Time	Venue	Brief Outline
Session 1	6th October 2020	0915-1515	Castle Wood	Leading Learning in the EYFS/ Creating an environment which encourages resilient learners
Session 2	26th January 2021	0915-1515	Castle Wood	An inclusive framework - Teaching and Learning for all/Learning, Playing and Interacting
Session 3	16th March 2021	0915-1515	Castle Wood	Documenting Learning to articulate progress
Session 4	8th June 2021	0915-1515	Castle Wood	Understanding children's experience of change and transition

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Early Years Twilight Essentials			
Brief Overview:	<ul style="list-style-type: none">To strengthen knowledge and skills of the EYFS teams in schoolsTo offer the opportunity for EYFS teams to access high quality twilight training tailored to their roles in school.		
Facilitators:	Name	School	
	Stacey Rutherford	Castle Wood School	
Who is it suitable for:	<ul style="list-style-type: none">EYFS Teams in all schools;Colleagues wishing to know more about the common themes in the EYFS.		
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<p>Six themes are available -</p> <ol style="list-style-type: none">Sustained Shared ThinkingLearning, Playing and InteractingEarly WritingEarly MathematicsDocumenting LearningAn Effective Learning Environment - Indoors and Outdoors <p>Each will be a one- hour twilight session delivered to the EYFS team in school.</p>		
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer		
Tel:	02476 591501		
Costs:	£175 per theme		
Sessions	Date	Time	Venue
Dates and times to be agreed with individual schools			Castle Wood School

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

EYFS Leader's Network

Brief Overview:	<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 	
Facilitators:	Name	School
	Rebekah Hayes	Castle Wood
	Stacey Rutherford	Castle Wood
Who is it suitable for:	Leaders of the Early Years Foundation Stage	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> • Opportunity to network and share effective practice across networks • Occasion to visit different settings, both mainstream and special 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 709060	
Costs:	£60 per individual session	

Sessions	Date	Time	Venue	Brief Outline
Session 1	13th October 2020	15:45-17:45	Castle Wood	<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
Session 2	9th February 2021	15:45-17:45	Castle Wood	<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
Session 3	1st June 2021	15:45-17:45	Castle Wood	<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

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Strengthening Leadership for Learning and Development in the EYFS

Brief Overview:	<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 	
Facilitators:	Name	School
	Stacey Rutherford	Castle Wood School
Who is it suitable for:	<ul style="list-style-type: none"> Early Years Leaders 	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<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>	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 709060	
Costs:	£275 per person for both	

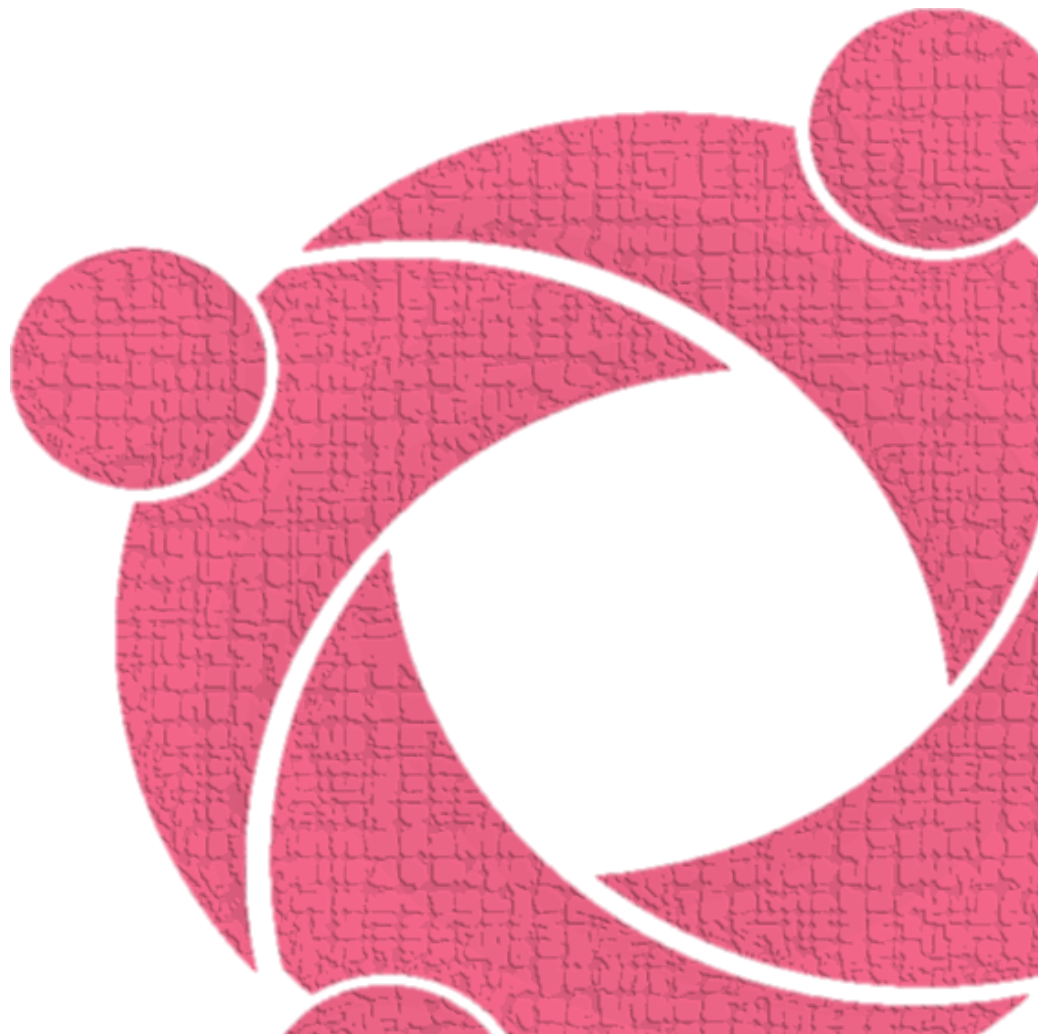
Sessions	Date	Time	Venue
Session 1	20 th October 2020	0915-1500	Castle Wood School
Session 2	2 nd March 2021	0915-1500	Castle Wood School

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Communication, Language, Literacy & Numeracy Sessions



Diminishing the Gap - Developing Communication, Language, Writing and Literacy

Brief Overview:	<ul style="list-style-type: none"> 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 	
Facilitators:	Name	School
	Suzanne Kavanagh	Castle Wood
Who is it suitable for:	Primary colleagues EYFS colleagues	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ol style="list-style-type: none"> 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. 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 709060	
Costs:	Cost per person: £195 for all 3 sessions £130 for reading and writing when purchased together If purchased individually: Communication and Language £80 Reading £80/ Writing £70	

Sessions	Date	Time	Venue	Brief Outline
Session 1	23rd October 2020	0915-1215	Castle Wood School	Communication and Language Strategies
Session 2	29 th January 2021	0930-1530	Castle Wood School	Reading strategies / writing strategies (0930-1230) (1300-1530)

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Practical approaches to Teaching Numeracy across Primary to Pupils with SEND

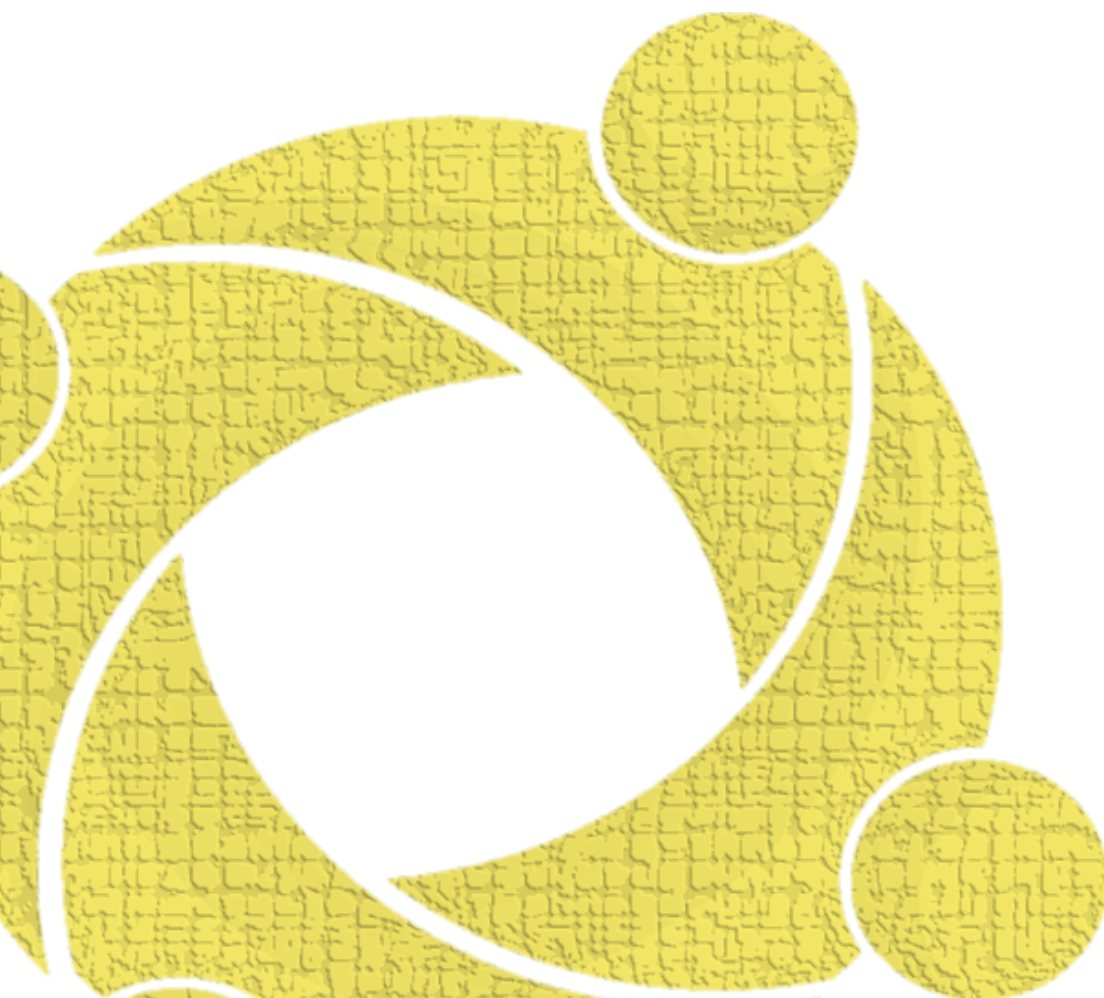
Brief Overview:	<ul style="list-style-type: none"> The course is intended to support practitioners in delivering numeracy to students working below age related expectations. To gain the skills and knowledge needed to utilise a range of practical and theoretical approaches to engage pupils with SEND in meaningful learning 	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields School
	Linzi Savage	Sherbourne Fields School
	Jodie Lynch	Sherbourne Fields School
Who is it suitable for:	<ul style="list-style-type: none"> SENCOs HT, DHT, AHT, Teachers, HLTA 	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> 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 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Assessment Sessions



Evidencing Progress for Pupils with SEND (EYFS Curriculum)

Brief Overview:	<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 	
Facilitators:	Name	School
	Suzanne Kavanagh	Castle Wood School
Who is it suitable for:	Mainstream colleagues in Primary	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<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 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 709060	
Costs:	£75 per person	

Sessions	Date	Time	Venue
Session 1	4th November 2020	09.15-12.15	Castle Wood

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

How to Demonstrate Progress for Pupils in Primary with SEND

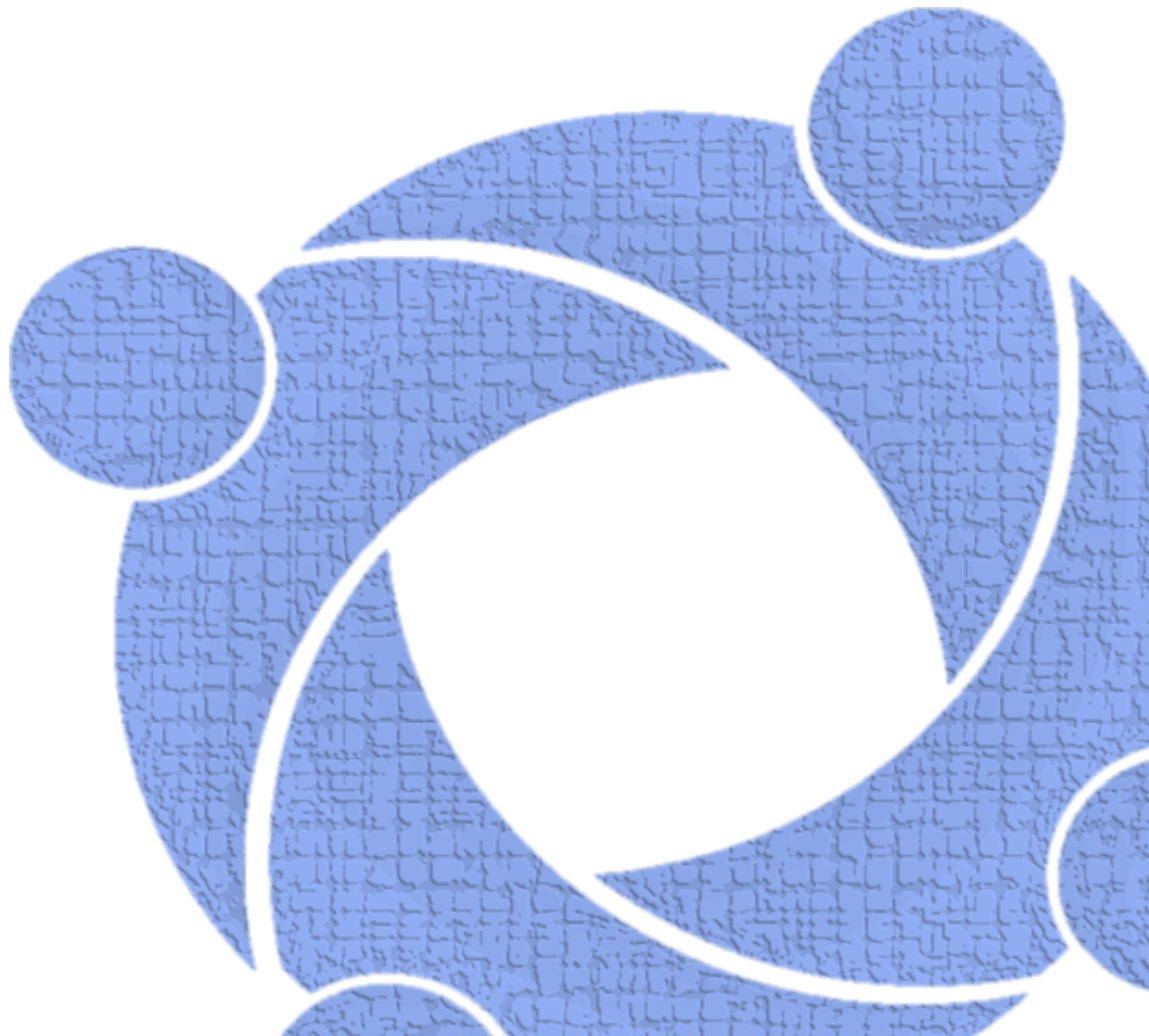
Brief Overview:	How to demonstrate progress for pupils with SEND is not always straightforward. This course will give you an insight into effective assessment systems to ensure you can capture progress for all your pupils.	
Facilitators:	Name	School
	Sara Nelmes	Sherbourne Fields
	Linzi Savage	Sherbourne Fields
Who is it suitable for:	SENCOs, HT, DHT, AHT, Teacher's, HLTA's	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<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 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Leadership (SEND) Sessions



Immersion into Special Education

Brief Overview:	<p>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.</p> <p>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.</p> <p>Resources to support planning and assessment will ensure you have the skills necessary to provide high quality teaching whilst promoting an inclusive classroom.</p>
Facilitators:	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.
Who is it suitable for:	<p>Newly Qualified Teachers</p> <p>Recently Qualified Teachers</p> <p>Teachers / SENCO's / TA's</p> <p>Head Teachers</p>
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<p>To have an understanding of the needs of pupils with a range of SEND including Autism.</p> <p>To have a range of strategies proven to support pupils with SEND including Autism</p> <p>To have an understanding of how to assess pupils who are working below age related expectations.</p> <p>To have the tools to demonstrate progress.</p> <p>To consolidate good and outstanding classroom practice and its application to individual settings</p>
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer
Tel:	02476 591501
Costs:	To be arranged with the school.

Content of the six morning 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.

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

National Award for Special Education Needs Co-ordination

Brief Overview:	<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. 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>
Facilitators:	<p>The University of Northampton</p> <p>Castle Wood School</p>
Who is it suitable for:	<ul style="list-style-type: none"> • Colleagues in SENCO posts • Aspiring SENCOs
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<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 2020-2021). • Online support - discussion groups, networking • Access to University support and services • Mentor support
Teaching School:	To apply: Email -senco@northampton.ac.uk
Tel:	<p>01604 892042</p> <p>02476 709060 – Castle Wood School</p>
Costs:	£2000

Session Dates

Dates of all 6 sessions to be confirmed.

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

NQT's / RQT's / Teachers & SENCO's – SEND Immersion Programme

Brief Overview:	<ul style="list-style-type: none"> An opportunity to spend time in a specialist school setting and develop your understanding of the needs of pupils with SEND including Autism. Explore strategies that are proven to support pupils with SEND including Autism Gain an understanding of how to assess pupils who are working below age related expectations Explore a range of tools currently used in a specialist setting to enable staff to demonstrate progress Have a robust understanding of how to support an inclusive classroom and apply this to your setting 	
Facilitators:	Name	School
	Shivaun Duffy Moriarty	Sherbourne Fields School
Who is it suitable for:	SENCO's, Teachers, Teaching Assistants working with pupils with SEND including Autism.	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<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. <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>	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	
Costs:	£350 per person	

Sessions	Date	Time	Venue
Session 1	15th October 2020	9.30am – 12pm	Sherbourne Fields School
Session 2	26 th November 2020	9.30am – 12pm	Sherbourne Fields School
Session 3	28th January 2021	9.30am – 12pm	Corley Centre
Session 4	25th March 2021	9.30am – 12pm	Sherbourne Fields School
Session 5	3rd June 2021	9.30am – 12pm	Sherbourne Fields School
Session 6	8th July 2021	9.30am – 12pm	Sherbourne Fields School

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

SENCO Network		
Brief Overview:	Termly twilight session to bring SENCOs together to collaborate and to disseminate current research, ideas and examples of innovative practice.	
Facilitators:	Name	School
	Suzanne Kavanagh	Castle Wood School
Who is it suitable for:	Primary SENCOs	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	Each session will give opportunity to: <ul style="list-style-type: none"> ○ Discuss latest developments in SEND; ○ Opportunity to share effective practice; ○ Network with SENCOs from other settings 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 709060	
Costs:	£150 per person for all three sessions	

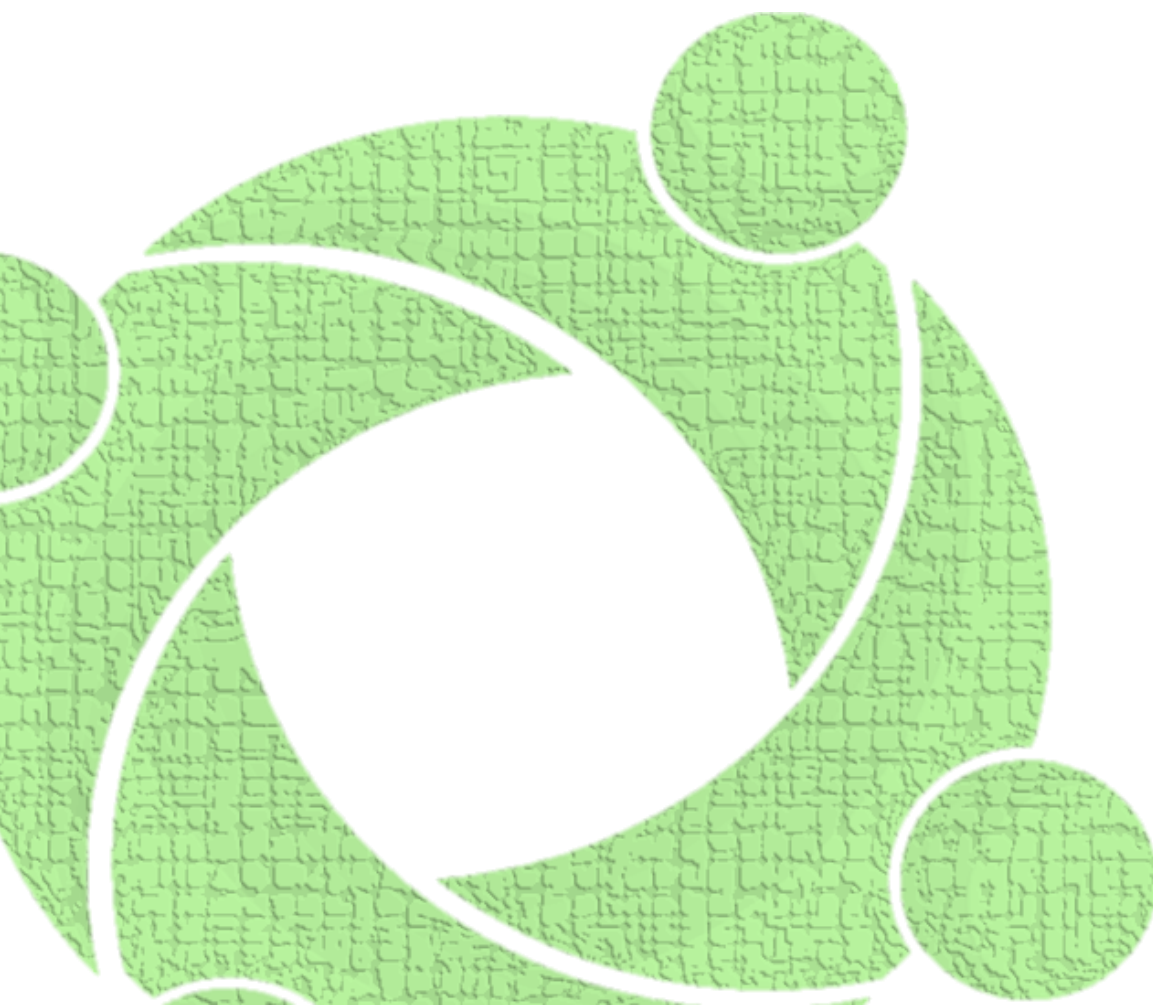
Sessions	Date	Time	Venue
Session 1	6th November 2020	1545-1730	Castle Wood School
Session 2	9th February 2021	1545-1730	Castle Wood School
Session 3	24th June 2021	1545-1730	Castle Wood School

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

SMSC Sessions



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

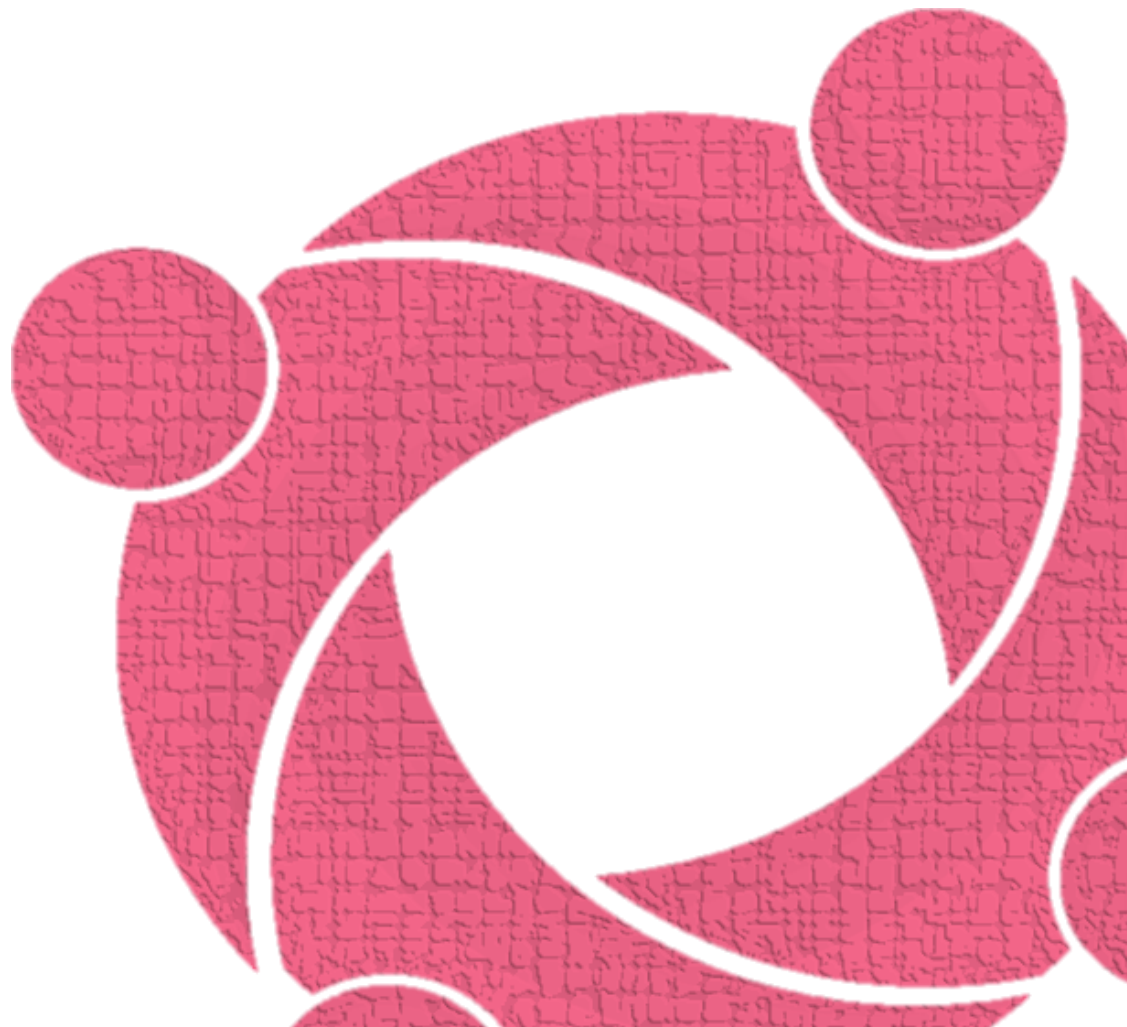
Brief Overview:	<ul style="list-style-type: none"> • Integrate a range of ideas to develop an accessible curriculum for all students • To consider sensory implication in the SMSC curriculum • Develop a bank of resource ideas to enable access to the curriculum <p><i>Ideas to work with parents to make SMSC relevant</i></p>	
Facilitators:	Name	School
	Carla Swaffield	Sherbourne Fields
	Sue Wookey	Sherbourne Fields
Who is it suitable for:	Practitioners who want to develop a meaningful and relevant SMSC curriculum for students with SEND	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> • 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 • "An outstanding school will have a thoughtful and wide-ranging promotion of pupils' SMSC development." Ofsted 	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Relationships and Sex Education



Relationships and Sex Education (RSE) for all Pupils with SEND including those with ASC

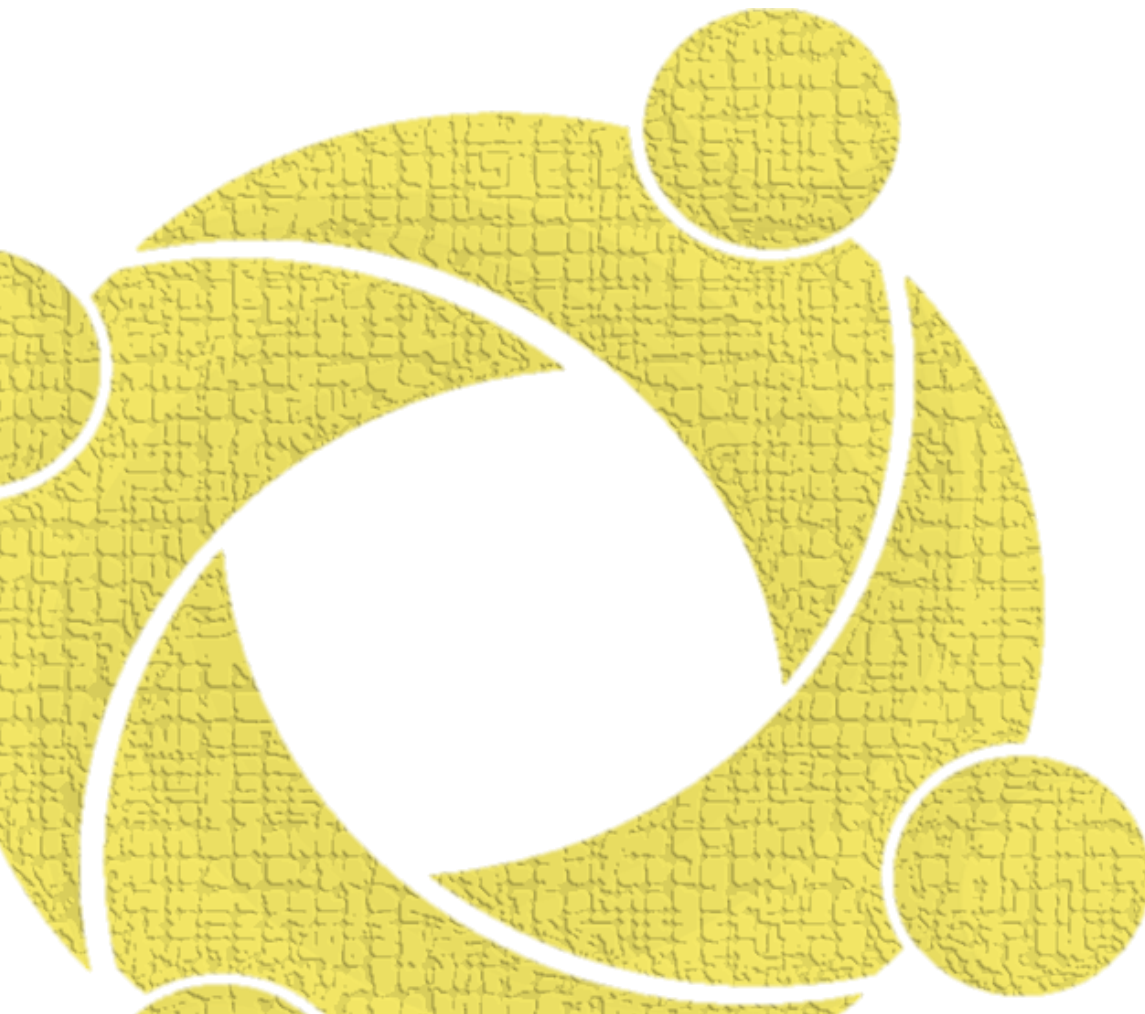
Brief Overview:	<ul style="list-style-type: none"> • Integrate a range of ideas to develop an accessible curriculum for all students • To consider sensory implications in the RSE curriculum • Develop a bank of resource ideas to enable access to the curriculum • Ideas to work with parents to make RSE relevant • How to relate theory to practical solutions 	
Facilitators:	Name	School
	Carla Swaffield	Sherbourne Fields School
	Sue Wookey	Sherbourne Fields School
Who is it suitable for:	Practitioners who want to develop a meaningful and relevant RSE curriculum for students with SEND, including those with ASC.	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	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	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

School to School Support Sessions



The Inclusive Study

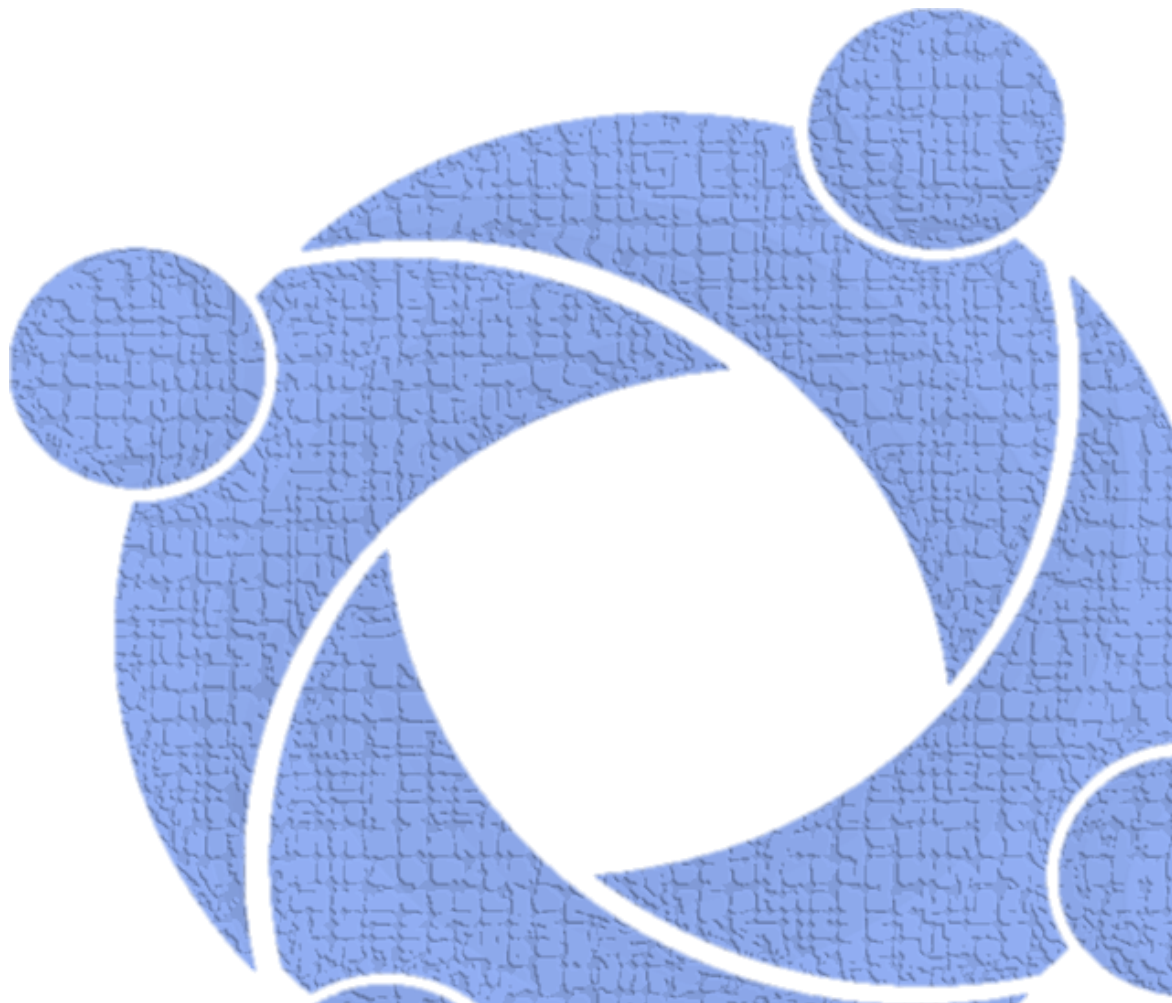
Brief Overview:	<ul style="list-style-type: none"> • Deepen pedagogy to improve outcomes for all children • Develop a range of strategies to move practice forward 	
Facilitators:	Name	School
	Shivaun Duffy Moriarty	Sherbourne Fields School
	Claire Antrobus	Sherbourne Fields School
	Rebekah Hayes	Castle Wood School
	Suzanne Kavanagh	Castle Wood School
Who is it suitable for:	<ul style="list-style-type: none"> • Leaders in mainstream and special schools • Practitioners in mainstream and special schools 	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<p>Outline of Sessions: An opportunity to visit schools within the Inclusive Alliance to explore principles, pedagogy and practice. Schools can choose to explore at either Castle Wood or Sherbourne Fields in a blend of professional discussion, time in class to observe outstanding teaching and learning and to have opportunities 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 An outstanding curriculum for PMLD children based on research and effective practice. Early Years practice and pedagogy for primary children. An innovative curriculum for primary children with SEND.</p> <p>Sherbourne Fields Offers a functional and dynamic curriculum for EYFS, Primary and Secondary aged pupils with a broad spectrum of need including ASC, PMLD, SLD & MLD</p>	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501 – Sherbourne Fields School 02476 709060 – Castle Wood school	
Costs:	Location, times and dates to be agreed with individual schools	

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Functional Training Sessions



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

Brief Overview:	To train practitioners in the safe handling techniques to be used with children and young people with a wide range of disabilities	
Facilitators:	Name	School
	Jo Smith	Sherbourne Fields School
	Alyson Bentham	Sherbourne Fields School
	Louise Dewis	Castle Wood School
	Rhonda Barnes	Castle Wood School
Who is it suitable for:	Staff and Carers who support children and young adults with a physical disability.	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> • Legal requirements • Appee • Base to face • Spinal awareness • Understanding disability <p>Practical Manual Handling training bespoke to your setting requirements and core theory supporting the safety of the client and handler during manual handling techniques.</p>	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501 – Sherbourne Fields School 02476 709060 – Castle Wood School	
Costs:	Bespoke training with cost agreed with client	

Sessions	Date	Time	Venue
Bespoke training with cost agreed with client			Clients School

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

Team Teach		
Brief Overview:	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	
Facilitators:	Name	School
	Claire Antrobus	Sherbourne Fields School
	Andy Lewis	Sherbourne Fields School
	Sam Kendall	Sherbourne Fields School
	Kate Mulcahy	Sherbourne Fields School
	Nyron Martin	Sherbourne Fields School
Who is it suitable for:	<ul style="list-style-type: none"> • Special Schools • Mainstream Primary and Secondary • Nurseries, hospitals, etc. 	
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<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>	
Teaching School:	Inclusive Alliance Bookings; www.inclusivealliance.co.uk/inclusivecpdoffer	
Tel:	02476 591501	
Costs:	Bespoke training with cost agreed with client	

Sessions	Date	Time	Venue
Bespoke training with cost agreed with client			At clients school

Booking a session.

Please contact us to make an enquiry with regards to your booking for available dates, times and costings to meet your requirements.

<https://www.inclusivealliance.co.uk/contact>

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

Tel:

Sherbourne Fields School: 02476 591501

Castle Wood School: 02476 709060

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