

SEND Centralised Training Offer for Schools and Settings



*Together we support and empower children and young people with SEND to live well,
learn well, and lead happy and fulfilling lives.*

Academic year 2024-2025

Our Vision Statement

Together we support and empower children and young people with SEND to live well, learn well, and lead happy and fulfilling lives.

We are thrilled to share with you our **2024-25** Centralised Training offer to schools and settings in Milton Keynes. We have worked hard with our stakeholders and carefully considered feedback from school leaders to create an offer which fits purpose and is appropriate to the needs of our children and young people in Milton Keynes.

Our co-production values aim to be a 'golden thread' running through all SEND Strategy activities and are integral to our partnership working across education, health and care. Therefore, we have ensured that our offer includes sessions from our SALT, Educational Psychologists and Healthcare colleagues.

Sessions will be offered either face to face or via TEAMS; the course will also outline if this is a webinar-based session (information giving) or an interactive session (opportunities for discussion).

Courses are organised into the four areas of need and inclusion:

- Social Communication and Interaction
- Cognition and Learning
- Emotional and Social Wellbeing and Mental Health
- Physical and Sensory
- Inclusion

This is the **first draft** of the document, and courses **will continue to be added at different points in the year**. Updated editions of the document will be shared via the Local Offer pages.

We also strongly encourage SENCOs to attend the regular SENCO Quadrant Meetings to receive the latest updates from the MKC SEND Team, supporting external agencies, local organisations supporting SEND, and national initiatives and policy.

MKC colleagues are able to attend sessions where relevant to their work and where numbers can accommodate the request.

How to enroll on a course

Please apply for the training courses via email: SENDtraining@milton-keynes.gov.uk stating the course, the date, who will be attending and their email address. **If a number of different staff members are attending from the same school/setting it is VITAL that you send the separate email addresses of all attendees.**

Applications for training MUST be sent at least 48 hours before the start of the training.

For sessions delivered via MS Teams, email invites will be sent to participants with a MS Teams link, at least the day before each session.

Cancellations

In the event that you are no longer able to attend a course, you must email SENDsupport@milton-keynes.gov.uk at least 48 hours in advance.

For subsidised external courses where payment has been taken, we will be unable to give refunds for cancellations made less than five working days before the event.

For external courses where there has not been a charge, cancellations less than five days before the event or no shows on the day will be charged a discretionary £50 fee.

Course Evaluation

We ask everyone to complete an evaluation form at the end of training sessions either in paper form or using a link shared via the **MS Team invite**. Following completion of the evaluation any relevant resources will be sent out.

We take your feedback about training very seriously and your remarks will guide us when planning future training.

CPD Programme in schools

SENDCO's and Leaders to consider how the resources below can be used to create a CPD programme which can be planned throughout your year and be implemented into your INSET days/team meetings.

Dyslexia: [The Dyslexia-SpLD Trust - Home](#)

Free whole school SEND CPD: [Whole School SEND Home Page | Whole School SEND](#)

Occupational Therapy resources: [Milton Keynes Children and Young People's Occupational Therapy Team :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](#)

SALT resources: [Milton Keynes Children's Speech and Language Therapy Services :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](#)

MK SEND Video Resources: [Parent and carer programmes | Milton Keynes City Council \(mksendlocaloffer.co.uk\)](#)

Parent/Carer Programmes

Please see the Parent/Carer Programme Booklet for information about the range of courses and workshops available to parents.

Further workshops and question and answer sessions are delivered throughout the year in collaboration with SENDIAS, PACA and Carers MK.

Parents can find out more information and book onto these sessions by:

Email SENDsupport@milton-keynes.gov.uk

MK SEND Local Offer [Milton Keynes City Council \(mksendlocaloffer.co.uk\)](#)

MK SEND Local Offer Facebook www.facebook.com/MKSEND

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[Communication and Interaction- including Autism](#)

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p>Understanding and effectively supporting Autism in Primary schools</p> <p>Click here for course details</p>	<p>Session 1:</p> <p>10/10/24 3:30 – 4:30</p> <p>Session 2:</p> <p>24/10/24 3:30 – 4:30</p> <p>Session 3:</p> <p>21/11/24 3:30 – 4:30</p> <p><u>MUST ATTEND ALL SESSIONS</u></p>	<p>Session 1:</p> <p>On Microsoft Teams</p> <p>Session 2:</p> <p>Face to Face, Location to be confirmed</p> <p>Session 3:</p> <p>Face to Face, Location to be confirmed</p>	<p>Specialist Teaching Team</p>	<p>Primary teachers and teaching assistants</p>
<p>Understanding and effectively supporting Autism in Secondary schools</p> <p>Click here for course details</p>	<p>MUST ATTEND ALL SESSIONS</p> <p>Session 1:</p> <p>17.10.24 3:30 – 4:30</p> <p>Session 2:</p> <p>07.11.24 3:30 – 4:30</p> <p>Session 3:</p> <p>28.11.24 3:30 – 4:30</p>	<p>Session 1: MS Teams</p> <p>Session 2: Face to Face – Watling Academy</p> <p>Session 3: Face to Face- Watling Academy Secondary</p>	<p>Specialist Teaching Team</p>	<p>Secondary teachers and teaching assistants</p>

<p>Understanding and effectively supporting Autism in the Early Years</p> <p>Click here for course details</p>	<p>*NB it is strongly recommended that you attend all three sessions</p> <p>Autumn</p> <p>Session 1: Teams 11.11.24 09.30- 11am</p> <p>Session 2 : in person 18.11.24 09.30- 11am</p> <p>Session 3: in person 25.11.24 09.20- 11am</p>	<p>MS Teams Face to Face</p>	<p>Specialist Teaching Team</p> <p>Early Years Speech and Language Therapy Team</p>	<p>Early Years</p>
<p>Introduction to PDA: understanding and supporting demand avoidant students</p> <p>Click here for course details</p>	<p>Spring: 5/2/2025 3:30-5:00</p> <p>Summer: 22/5/2025 3:30-5:00</p>	<p>MS TEAMS</p>	<p>Educational Psychology Service</p>	<p>Primary and Secondary</p>
<p>Understanding the communication environment - The WHOLE Approach Working Holistically On Language through Environment</p> <p>Click here for course details</p>	<p>Half-day session delivered on school site, in context, at a mutually convenient time.</p>	<p>Face to Face</p>	<p>CNWL-MK Speech and Language Therapy Schools' Team</p>	<p>Primary</p> <p>For F2 and/or children just starting to communicate</p>

<p>Developing the communication environment - The WHOLE Approach Working Holistically On Language through Environment</p> <p>Click here for course details</p>	<p>Half-day session delivered on school site, in context, at a mutually convenient time.</p>	<p>Face to Face</p>	<p>CNWL-MK Speech and Language Therapy Schools' Team</p>	<p>Primary</p> <p>For F2 and/or children just starting to communicate</p>
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Cognition and Learning

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p>Precision Teaching</p> <p>Click here for course details</p>	<p>TBC</p>	<p>TEAMS and Face to Face</p>	<p>Educational Psychology Service</p>	<p>Primary and Secondary</p>
<p>Supporting Literacy, Numeracy and mediated support</p> <p>Click here for course details</p>	<p>TBC</p>	<p>TEAMS and Face to Face</p>	<p>Educational Psychology Service</p>	<p>Primary and Secondary</p>
<p>Executive Functioning</p> <p>Click here for course details</p>	<p>TBC</p>	<p>TEAMS and Face to Face</p>	<p>Educational Psychology Service and Specialist Teacher</p>	<p>All ages</p>

Emotional and Social Wellbeing and Mental Health

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p>Emotionally Based School Avoidance: Putting MK guidance into practice.</p> <p><u>Click here for course details</u></p>	<p>Spring</p> <p>TBC</p>	<p>Face to face</p>	<p>Educational Psychology Service</p>	<p>Primary and Secondary</p>
<p>Attachment and resilience</p> <p><u>Click here for course details</u></p>	<p>Summer</p> <p>Provisional date: 12/06/2025 (am)</p> <p>TBC</p>	<p>Face to face</p>	<p>Educational Psychology Service and Specialist Teaching Team</p>	<p>Primary and Secondary</p>
<p>Adolescent Brain</p> <p><u>Click here for course details</u></p>	<p>Summer</p> <p>Provisional date: 08/05/2025 (am)</p> <p>TBC</p>	<p>Face to face</p>	<p>Educational Psychology Service</p>	<p>Secondary School</p>
<p>Emotional Regulation Using Zones and Positive Behaviour Support Approaches</p> <p><u>Click here for course details</u></p>	<p>Autumn</p> <p>14th October 3.30-5.00</p>	<p>Face to face</p> <p>Venue: tbc</p>	<p>Specialist Teaching Team</p>	<p>Primary and Secondary</p>

Physical and Sensory

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p>Sensory differences in children with SEND in the Early years</p> <p>Click here for course details</p>	<p>Spring TBC</p>	Face to face	OT and Specialist Teaching Team	<p>Early Years</p> <p>Foundation stage</p>
<p>Creating positive opportunities to support children's sensory needs</p> <p>Click here for course details</p>	<p>Autumn and Spring</p>	Face to Face	Specialist Teaching Team and OT	<p>Primary</p> <p>Secondary</p>

Inclusion

Course title	Date and time	Delivery method	Delivered by:	Suitable for:
<p>Role of the Early Years SENCo – a course for Early Years SENCO's</p> <p>Click here for course details</p>	<p>*NB you will need to attend all three sessions Autumn -</p> <p>Session 1: 12/11/24 9-10.30am</p> <p>Session 2: 19/11/24 9-10.30am</p> <p>Session 3: 26/11/24 9-10.30am</p>	MS Teams	Specialist Teaching Team	Early Years
<p>Transition: Y6 to Secondary</p> <p>Click here for course details</p>	<p>Summer</p> <p>Tuesday 3rd June 2025</p>	Face to Face (venue to be confirmed)	Specialist Teaching Team	Primary and Secondary

Communication and Interaction

Understanding and Effectively Supporting Autism in Primary schools.

Course summary:

Understanding and effectively supporting autism in primary schools

1. A theoretic overview of autism (on Teams)
2. Discussion about individual children and strategies to support (face to face)
3. Review use of, and impact, of strategies (face to face)

Trainers:

Members of the SEND Team- Specialist Teaching Team

Course content:

Session 1 (via Teams) - A theoretic overview of autism (on Teams) to include:

- Social communication and interaction difficulties
- Restricted, repetitive patterns of behaviour, interests or activities
- Demand avoidance and anxiety.
- Complex needs to include non-verbal, sensory needs, toileting difficulties, obsessions.
- Deciding on case study

Session 2 (face to face) – Strategies to support children with autism.

Interactive tasks based on:

- Individual case studies – child’s strengths and weaknesses.
- Strategies to support case study child, including looking at resources, the school/classroom environment and sharing ideas.
- Agree action plan/strategies to use in school before next session.

Session 3 (face to face) - Review use of, and impact, of strategies

Interactive tasks based on:

- Individual case studies – review of action plan/strategies, next steps
- Strategies to support case study child, including looking at resources, the school/classroom environment and sharing ideas.
- Setting outcomes
- Questions and answer session

Course dates and time:

(Please note that participants must attend all 3 sessions.)

Session 1 – Thursday 10th October 2024 - 3:30 – 4:30

Session 2 - Thursday 24th October 2024 3:30 – 4:30

Session 3 – Thursday 21st November 2024 3:30 – 4:30

Venues:

Session 1 – **On Teams** (Thursday 10th October 2024)

Session 2 -**In person location TBC** (Thursday 24th October 2024)

Session 3 – **In person location TBC** (Thursday 21st November 2024)

Who should attend?

This training is useful for all primary school practitioners, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Communication and Interaction

Understanding and Effectively Supporting Autism in Secondary schools.

Course summary:

Understanding and effectively supporting autism in secondary schools

1. A theoretic overview of autism (on Teams)
2. Discussion about individual children and strategies to support (face to face)
3. Review use of, and impact, of strategies (face to face)

Trainers:

Members of the SEND Team- Specialist Teaching Team

Course content:

Session 1 (via Teams) - A theoretic overview of autism (on Teams) to include:

- Social communication and interaction difficulties
- Restricted, repetitive patterns of behaviour, interests or activities
- Demand avoidance and anxiety.
- Complex needs to include non-verbal, sensory needs, toileting difficulties, obsessions.
- Deciding on case study

Session 2 (face to face) – Strategies to support children with autism.

Interactive tasks based on:

- Individual case studies – child’s strengths and weaknesses.
- Strategies to support case study child, including looking at resources, the school/classroom environment and sharing ideas.
- Agree action plan/strategies to use in school before next session.

Session 3 (face to face) - Review use of, and impact, of strategies

Interactive tasks based on:

- Individual case studies – review of action plan/strategies, next steps
- Strategies to support case study child, including looking at resources, the school/classroom environment and sharing ideas.
- Setting outcomes
- Questions and answer session

Course dates and time:

Please note that participants must attend all 3 sessions.

Session 1 – Thursday 17th October 2024 - 3:30 – 4:30

Session 2 – Thursday 7th November 2024 - 3:30 – 4:30

Session 3 – Thursday 28th November 2024 - 3:30 – 4:30

Venues:

Session 1 – **On Teams** (Thursday 17th October 2024)

Session 2 -**In person at Watling Academy Secondary** (Thursday 7th November 2024)

Session 3 – **In person at Watling Academy Secondary** (Thursday 28th November 2024)

Who should attend?

This training is useful for all secondary school practitioners, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Communication and Interaction

Understanding and Effectively Supporting Autism in the Early Years.

Course summary:

An introduction to Autism and how it may present in children aged 2-5 years, including strategies and resources to support communication and interaction, developing early learning skills and positive behaviour management.

Trainers:

Members of the SEND Team- Inclusion Specialist Teaching Team

Course content:

Session 1:

- Become familiar with ASC and how this can present in young children
- Become familiar with the Hanen communication stages for young children with ASC
- Plan and set appropriate short-term outcomes using 'Communication Stages.'

Session 2:

- Consider how you can plan for play and learning skills at the different communication stages, including use of visual structure.

Session 3:

- Consider the impact of sensory preferences and how you might support these.
- Consider the reason behind behaviour- and how we might address these proactively.

Course dates and time: Autumn term

Session 1: 11th November 2024 at 9.30- 11am- TEAMS

Session 2: 18th November 2024 at 9.30- 11am – Face to Face

Session 3: 25th November 2024 at 9.30- 11am – Face to Face

Who should attend? This training is useful for all school practitioners, behaviour leads, teachers, SENDCos, teaching assistants and learning mentors working within a mainstream setting.

Communication and Interaction

Introduction to PDA: understanding and supporting demand avoidant students

Course summary:

This training is an introduction for school staff who have come across the term PDA but want to know more. Perhaps you have worked with a child who has been described as having a PDA profile, or perhaps you're questioning whether PDA is an appropriate description for a young person in your care. Perhaps you already know something about PDA but still have lots of questions: What does PDA stand for? (Pathological Demand Avoidance? Pervasive Demand Avoidance? Pervasive Drive for Autonomy?) Is it part of the autism spectrum, or a separate condition? Is it a real, diagnosable condition? This training will cover these questions and more, explaining the key features of a PDA profile, discussing the issue of identifying PDA, and helping you understand how PDA can feel, before going on to describe helpful approaches to support and care for children and young people who display characteristics that fit the PDA profile.

Trainers: Educational Psychologist

Course dates and time:

Spring: Wednesday 5th Feb at 3.30pm

Summer: Thursday 22nd May at 3:30 to 5:00 PM

Venue: MS TEAMS

Who should attend? Primary and Secondary School practitioners. This training is useful for teachers, SENCos, teaching assistants, mental health leads, behaviour leads, and learning mentors working within a mainstream setting.

Communication and Interaction

UNDERSTANDING THE COMMUNICATION ENVIRONMENT - The WHOLE Approach Working Holistically On Language through Environment FOR F2 AND/OR CHILDREN JUST STARTING TO COMMUNICATE

Target audience: School Senior Leadership Team, SENCOs, teachers and TAs working with children in F2 and 'Nurture/Rainbow'-type rooms, preferably as part of whole-school development.

Delivered by: Members of the CNWL-MK Speech and Language Therapy Schools' Team.

Half-day session delivered on school site, in context, at a mutually-convenient time.

Booking: Contact the Speech and Language Therapy Service Admin Team at cnwtr.sltmkservice@nhs.net to be added to the waiting list for the **Collaborative Evaluation**. This will be arranged at a mutually convenient time.

The CNWL-MK Speech and Language Therapy Service to Schools is working to provide the most effective offer to schools, using an evidence-based approach which supports children with their communication throughout the setting.

We want to work with you to ensure:

- that all children and young people are supported with their speech, language and communication needs (SLCN) throughout their day
- that school staff are confident to provide an enhanced communication environment to support language learning for all children and young people, especially those with SLCN.

In order to do this, we are offering support to schools to carry out a
Collaborative Evaluation of the Communication Environment.

This session aims to support school staff to explore how they are supporting children within a setting/classroom with their language and communication.

How?

We will use the WHOLE Approach (**Working Holistically On Language through Environment**) to spend time with you looking at how you are supporting speech, language and communication in three areas:

- the physical environment and learning context
- the opportunities that are present in the classroom to support language and communication development
- the language learning interactions (the way adults talk/communicate *with* the children)

How will this help my school?

- The goal is that you have an environment where the children are engaged and making progress with their learning...
- ...and that staff feel confident in using communication supportive strategies.

What does this look like for me?

- We will meet with you and a member of your senior leadership team to discuss the details of the **Collaborative Evaluation of the Communication Environment** and to identify a member of staff who will jointly carry out the evaluation alongside the therapist.
- Following the joint evaluation, we will work together to identify 3 actions to implement in your setting. We will then return to see how you are getting on (approximately 6 months after the first evaluation).
- The initial evaluation takes about 1 hour of joint observation (SaLT and member(s) of the Senior Leadership Team) followed by an hour discussion with member(s) of Senior Leadership Team, Teacher/Room Leader and SENCO.
- If you need support to develop skills in order to implement the identified actions, there are further training offers in the following areas:
 - Language Learning Environments (the physical environment and learning context)
 - Language Learning Opportunities (making use of opportunities that are present in the classroom to support language and communication development)
 - Language Learning Interactions (the way adults talk/communicate *with* the children)

What next? Contact the Speech and Language Therapy Service Admin Team at cnw-tr.sltmkservice@nhs.net to be added to the waiting list for the **Collaborative Evaluation**. This will be arranged at a mutually convenient time.

Communication and Interaction

DEVELOPING THE COMMUNICATION ENVIRONMENT - The WHOLE Approach Working Holistically On Language through Environment FOR F2 AND/OR CHILDREN JUST STARTING TO COMMUNICATE

Target audience: School Senior Leadership Team, SENCos, teachers and TAs working with children in F2 and 'Nurture/Rainbow'-type rooms, preferably as part of whole-school development.

Delivered by: Members of the CNWL-MK Speech and Language Therapy Schools' Team.

Half-day sessions delivered on school site, in context, at a mutually-convenient time.

Pre-requisite learning:

Prior to booking these sessions, the school will need to have undertaken a **Collaborative Evaluation of the Communication Environment** (see above) with staff from the Speech and Language Therapy Service. That evaluation will determine which of the following three training offers is appropriate.

Language Learning Environments (the physical environment and learning context)

This session will support participants to explore how to organise the classroom to facilitate speech, language and communication, including:

- Consideration of sensory needs, including designating areas for different purposes
- Labelling, using words/pictures/symbols
- How to make best use of equipment and resources
- How to make use of visual and other sensory cues within routine, to create a calm and predictable environment

Language Learning Opportunities (making use of opportunities that are present in the classroom to support language and communication development)

This session will support participants to explore how best to use opportunities available in the classroom to facilitate speech, language and communication, including:

- Recognising and creating language and communication opportunities in existing planning
- Facilitation of each child's way of communicating, in context
- Pitching the level of adult communication to enable children's progress with understanding
- Techniques for vocabulary-building
- Facilitating the 'pupil voice' in choosing activities and evaluating their own success

Language Learning Interactions (the way adults talk/communicate with the children)

This session will support participants to explore how best to interact with individual children to facilitate their speech, language and communication, including:

- How to offer regular, purposeful interaction using a range of strategies
- Creating and modelling to children the use of visual (communication) aids in 'real life'
- Engaging with the children in activities which are likely to motivate communication
- Modelling social expectations using consistent language at an appropriate level
- Being alert and responding to *all* of a child's attempts to communicate - verbal and non-verbal
- Using visuals alongside the written word

What next? Following the **Collaborative Evaluation**, the Speech and Language Therapist linked to your school will add you to the appropriate training waiting list. Training will be arranged at a mutually convenient time.

Advice, resources and videos available at

[Milton Keynes Schools Speech and Language Therapy Team :: Central and North West London NHS Foundation Trust \(cnwl.nhs.uk\)](https://www.cnwl.nhs.uk)

Cognition and Learning

Precision Teaching

Course summary:

Precision Teaching (Monitoring) is a structured, systematic way of planning, monitoring, and evaluating progress. It supports and develops the accuracy and fluency of reading, spelling, and Maths skills.

Which pupils will it benefit?

- Pupils who know something one day and not the next day, or the week after.
- Pupils who are struggling to make progress in reading words, spelling, and basic Maths skills.

Course Content:

Session 1:

- An overview of Precision Teaching (monitoring)
- Theory underpinning Precision Teaching
- How to monitor the process so that it is effective
- Take part in practical activities involved in Precision Teaching

Session 2:

- Sharing ideas for teaching input
- Different uses of Precision Teaching e.g., maths
- Graph interpretation
- Common errors when running Precision Teaching

Trainers: Educational Psychologist

Course dates and time: TBC

Please note both sessions need to be attended.

Venue: Remote training via Microsoft Teams

Who should attend?

This training is useful for SENCOs, teachers, LSAs planning to run Precision Teaching interventions who are working in mainstream Primary and Secondary School. It is best to come in pairs so that practical activities can be completed.

Cognition and Learning

Supporting Literacy, Numeracy and mediated support

Course summary:

In this training we will explore the skills needed for children and young people to be literate and numerate. We will also look how we support and enable children to become independent and confident learners.

Trainers: Delivered by colleagues in the Educational Psychology Service

Course content:

At the end of this training delegates will have an understanding of:

- How children learn to read
- how children develop numeracy skills
- to know how to assess and intervene to support children
- to feel confident and competent in supporting children developing their skills

Course dates and time: TBC

Venue: TBC

Who should attend? This course is particularly aimed at teachers and teaching/learning assistants who work with children who have difficulties relating to literacy and numeracy

Cognition and Learning

Executive Functioning

This training is suitable for all those who teach and work with children (of all ages). It will provide an overview to the concept as well as practical tools and ideas on how to support children and young people. It will involve elements of discussion, practical work and group activities.

Course summary:

Executive functioning skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

In this training we will explore:

- How these skills develop in children and young people
- How to support children and young people who have difficulties with executive functioning skills

Trainers: Delivered by colleagues in the Educational Psychology Service

Course dates and time: TBC

Venue: TBC

Who should attend? This training is suitable for all those who teach and work with children (of all ages).

Emotional and Social Wellbeing and Mental Health

Emotionally Based School Avoidance (EBSA): Putting MK guidance into practice in your school context.

Course summary:

Emotionally Based School Avoidance (EBSA) is a term used to describe a group of children and young people (CYP) who have difficulty attending school due to emotional factors, often related to feelings of fear and anxiety.

This workshop aims to provide school staff with a psychological overview of EBSA and key approaches to supporting children and young people experiencing EBSA to promote school attendance. We place a strong emphasis on the importance of early identification and intervention in order to prevent EBSA difficulties becoming more entrenched over time.

Prior to the workshop, you may find it helpful familiarise yourself with the MK [EBSA Guidance for Schools Part 1](#) and the practical support working document: [EBSA Guidance for Schools Part 2](#) as we will be referring to these documents during the session.

Trainers: Educational Psychology Service

Course dates and time: Spring term, TBC

Who should attend? Ideally, two members of school staff should attend per school, one of whom should be in a position to make strategic decisions and the other may have a pastoral or support role. Please note, this is a repeated session and is therefore best suited for new staff and staff new to role.

Emotional and Social Wellbeing and Mental Health

Attachment

Course summary:

This training is suitable for all those working (or living with) children and young people, with a particular emphasis on understanding and meeting the needs of children and young people who have experienced early life adversity.

Course content:

The training will cover:

- Early development and how stress and trauma impact on brain development
- To increase awareness of behaviours associated with attachment behaviours and the impact of trauma and adversity
- How attachment behaviours present in education settings and how to promote resilience

This is a workshop which will involve elements of group activities and discussions.

Course dates and time: 12th June 2025 – am (time TBC)

Venue: TBC

Trainers: Delivered by colleagues in the Educational Psychology Service

Who should attend? Primary and Secondary School practitioners. This training is useful for teachers, SENCOs, teaching assistants, mental health leads, behaviour leads, and learning mentors working within a mainstream setting.

Emotional and Social Wellbeing and Mental Health

Adolescent Brain

Course summary:

This training is suitable for all those working (or living with!) children and young people as they move into and through secondary schools.

We will be considering:

- What is adolescence; what are the biological, psychological, social and intellectual changes that occur in this phase

What is the role of adults in order to:

- Encourage resilience and independence
- Support social and emotional development
- Promote and help develop cognitive skills

Trainers: Delivered by colleagues in the Educational Psychology Service

Course content: This is a workshop which will involve elements of group activities and discussions

Course dates and time: 8th May 2025 – am (Time TBC)

Venue: TBC

Who should attend? Secondary School practitioners. This training is useful for teachers, SENCos, teaching assistants, mental health leads, behaviour leads and learning mentors.

Emotional and Social Wellbeing and Mental Health

Emotional Regulation Using Zones and Positive Behaviour Support Approaches

Course summary:

This training session is for primary and secondary colleagues and will include:

- Context – importance of mental health and wellbeing support, linked to priority areas for SEND within Milton Keynes
- Overview of Zones of Regulation and Positive Behaviour Support
- Student Voice – the views and wishes of young people and how this links to their school experience
- Functions of Behaviour
- Proactive strategies to support regulation and wellbeing.

Trainers: SEND Team – Specialist Teachers

Course dates and time:

Monday 14th October 3.30-5.00

Venue:

St Marys Wavendon CE Primary School, Wafandun Lane, Eagle Farm South, Milton Keynes, MK17 7AA.

Who should attend?

SENCOs, Pastoral/Wellbeing Leads, teachers and support staff

Physical and Sensory

Sensory differences in children with SEND in the Early years

Course summary:

Sensory differences can have a significant impact on children with SEND needs, including ASC, ADHD, and developmental co-ordination difficulties. This can affect their ability to communicate, play and interact along with behaviour changes especially when overwhelmed.

The course will give a greater understanding of the sensory issues that can be experienced by children and how reasonable adjustments can be made, along with understanding the difference between sensory breaks and activity breaks and practical strategies to support children in early years.

Trainers: OT and Specialist Teaching Team

Course content:

- Awareness of sensory differences and how this might present itself in children and developing emotional regulation
- Practical activities to support children's needs including sensory resources and activity breaks
- How and when you may use sensory or activity breaks
- Consider how sensory needs can be incorporated into the curriculum including sensory stories
- Share ideas with colleagues

Please come dressed in comfortable clothing to join in activities (not compulsory)

Course dates and time:

Spring: TBC

Venue: TBC

Who should attend? EY setting practitioners and EYFS practitioners

Physical and Sensory

Creating positive opportunities to support children's sensory needs for primary and secondary pupils.

Course summary and Content:

This course considers the impact of sensory challenges on children with SEN and understanding their needs.

The course will discuss proactive approaches that can be put in place to support pupils and will also guide practitioners on knowing what interventions are available to support pupils.

The session will also encourage practitioners to share their good practice and ideas with

Trainers: EHC Specialist Teaching Team and the Walnuts School Occupational Therapist

Dates and time:

Autumn: Thursday 5th December 2024 1pm-3pm

Spring: Thursday 27th March 2025- 1pm –3pm

Summer: Thursday 3rd July 2025 1pm-3pm

Venue:

Civic Offices Room 1.25 Milton Keynes City Council Civic /1 Saxon Gate East/ Central Milton Keynes
MK9 3EJ

Who should attend? SENCOS, Teachers, Teaching Assistants from primary or secondary school

Inclusion

The Role of the Early Years SENCo – a course for new Early Years SENCos and those wishing to refresh their knowledge

Course Summary:

This three-session course will support practitioners to consider how they can identify SEND, assess needs, and plan for interventions in the early years. It will also support practitioners in their understanding of SEND processes in Milton Keynes.

Trainers:

Inclusion Specialist Teaching Team

Course content:

- What is inclusion?
- The graduated approach
- Assessing progress- new EYFS Framework
- Writing short term outcomes successfully
- Planning and implementing provision
- EHC processes, including use of SEN Support Plans

Course dates and time:

Autumn:

Session 1: 12/11/24 9-10.30am

Session 2: 19/11/24 9-10.30am

Session 3: 26/11/24 9-10.30am

Venue: Remote training via Microsoft Teams

Who should attend?

This training is useful for new SENDCos working in non-maintained early years settings, and for those colleagues who are interested in taking on the role in the future.

Inclusion

Transition: Year 6 to Year 7

Course summary:

This training session will support schools to run and implement transition plans for children with SEND moving from primary to secondary school.

Trainers:

Members of the SEND Team- Specialist Teaching Team

Course content:

- Transition through the eyes of the child and family.
- Sharing positive practice of transition.
- Collaboration between schools, families and wider services.
- Personalised transition plans to support inclusion.
- Communication and review points.
- Creating a transition action plan.

Course dates and time:

Summer Term: Tuesday 3rd June 3:30 – 5:00

Venue:

Face to Face (Venue TBC)

Who should attend?

SENCOs, Transition Leads, Year Group Leaders and teachers (6 and 7), Pastoral Leads, Inclusion Lead

