

## CITA SLE Offers of CPD for 2018 Spring/Summer Terms

SLE	Title and Intro
<p><b>Adam Westwater and Charlotte Monins</b></p> <p><b>27<sup>th</sup> Feb, re-run 3<sup>rd</sup> July</b></p>	<p><b><u>Understanding Attachment and Strategies for Improving Outcomes for Young People</u></b></p> <p>This training will enable practitioners to develop a wider understanding of the different forms of Attachment, distinguish between Autism Spectrum Conditions and Attachment Needs, and recognise the implications for learning and how to apply strategies to remove barriers to future learning.</p> <p style="text-align: center;">-</p>
<p><b>Adam Westwater and Charlotte Monins</b></p> <p><b>1<sup>st</sup> March, re-run 17<sup>th</sup> April</b></p>	<p><b><u>'The Naughty Child' – A Whole School Approach to Supporting Students with SEMH</u></b></p> <p>This training will consider the reasons behind challenging behaviours displayed by pupils with SEMH needs, identify strategies and interventions and evaluate their impact on pupils, and support practitioners to make reasonable adjustments to the school environment to support learning.</p>
<p><b>Fiona Lunnon</b></p> <p><b>6<sup>th</sup> March</b></p>	<p><b><u>Understanding Autism and its Impact on Learning</u></b></p> <p>This session is for anyone working with children with autism or social communication difficulties. It will explain their different way of perceiving the world and learning in the classroom. Practical strategies to support communication will be shared to achieve maximum impact in the classroom for pupils.</p>
<p><b>Michelle Parkes</b></p> <p><b>15<sup>th</sup> March</b></p>	<p><b><u>Transition to Adulthood for Pupils with SEND:</u></b></p> <p>This training will support practitioners to know how to run personal centred reviews for Y9 upwards, the information needed to inform young people and their families about Health and Social Care input and transition to Adulthood, and what kind of curriculum can be offered to young people aged 14 and above. It also includes what Careers Education looks like for young people with additional needs.</p>
<p><b>Fiona Lunnon</b></p> <p><b>27<sup>th</sup> March</b></p>	<p><b><u>Sensory Processing Difficulties in Autism and its Impact on Behaviour.</u></b></p> <p>By understanding the sensory processing difficulties faced by children with autism we can help them to cope with their environment and reduce behaviour that is seen as challenging. Ways to reduce sensory overload in schools will be shared.</p>
<p><b>Rosemary Charlton</b></p> <p><b>19<sup>th</sup> April</b></p>	<p><b><u>Social Stories: A Practical Guide</u></b></p> <p>This training will provide you with an introduction to the concept of Social Stories, and give you the knowledge around why, when, and how to use them. This will include a practical session with time to write your own Social Story.</p>

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<p><b>Rosemary Charlton</b></p> <p><b>26<sup>th</sup> April</b></p>	<p><b><u>Supporting Neurodiversity in the Classroom</u></b></p> <p>Within every class, pupils have a diverse range of needs linked to their neurology. This course will help you to understand what is meant by neurodiversity and provide you with multiple strategies to support students within your classroom.</p>
<p><b>Fiona Lunnon</b></p> <p><b>1<sup>st</sup> May</b></p>	<p><b><u>An Autism Friendly Classroom (EYFS and Primary)</u></b></p> <p>This training will support teachers and TAs in including children with autism in a mainstream primary school. It includes ways to provide an autism friendly environment in your school and practical strategies to aid learning and develop communication for children within the Early Years or Primary mainstream classroom.</p>
<p><b>Rosemary Charlton</b></p> <p><b>8<sup>th</sup> May</b></p>	<p><b><u>An Autism Friendly Classroom: (Secondary Settings)</u></b></p> <p>This training will support teachers and TAs in including children with autism in a mainstream secondary school. It includes ways to provide an autism friendly environment in your school and practical strategies to support students in the secondary setting.</p>
<p><b>Stacey Sawicki</b></p> <p><b>5<sup>th</sup> June</b></p>	<p><b><u>The role of the SENCo</u></b></p> <p>This training will look critically and analytically at the national picture of SEND and how it applies locally. It will explore the links between SEND and poverty and consider how this impacts on our schools. This session will also be an opportunity to highlight and share best practice.</p>
<p><b>Michelle Parkes</b></p> <p><b>14<sup>th</sup> June</b></p>	<p><b><u>Preparing for Subject Leadership in SEND Schools:</u></b></p> <p>This training will prepare NQTs/RQTs/teachers new to SEND schools for taking on subject leadership in specialist schools. It will include how to develop a robust, broad and challenging curriculum in your subject, how to use credible data and create a subject action plan and policy to ensure you are prepared for Ofsted and to input into the School Improvement Plan.</p>
<p><b>Stacey Sawicki</b></p> <p><b>Part 1: 19<sup>th</sup> June</b></p> <p><b>Part 2: 10<sup>th</sup> July</b></p>	<p><b><u>Using Data to Remove SEND Barriers to Learning</u></b></p> <p>This training will be done over <b>two</b> sessions by looking at the different aspects:</p> <ul style="list-style-type: none"> <li>- What do we know?</li> <li>- What are barriers to learning?</li> <li>- What is an intervention?</li> </ul> <p>In this way participants will explore their own practice with others in a series of workshops that will enhance their own knowledge and provide a network of support. Participants will be able to combine practical experience with a rigorous exploration of current research to create meaningful change for the individual.</p>

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<p><b>Helen Ashley</b></p> <p><b>5<sup>th</sup> July</b></p>	<p><b><u>How to make Inclusion Inclusive in the Early Years:</u></b></p> <p>This course is suitable for mainstream Nursery settings, Reception classes, NQT's, Teaching Assistants and any other staff seeking to increase their knowledge and understanding of the provision required for EYFS pupils with SEN in the mainstream environment.</p> <p>Join us for an informative and engaging set of workshops; learning how to offer an inclusive provision and environment for your Early Years children with Special Education Needs. The session will comprise of introductory sessions to; SEN and an appropriate EYFS curriculum, enabling environments and provisions, structures and routines to support learning, reducing barriers to learning, assessment, targets and observational approaches including Individual Education Plans, the role of the Family Support Worker and a tour of the EYFS provision at Hebden Green giving time to see the approaches discussed and ideas in practice. Candidates will leave with practical strategies, example resources and lots of motivation!</p> <p>This course is delivered by dedicated Early Years practitioners from Hebden Green.</p>

	Title
<p><b>20 and 21 March 2018</b></p> <p><b>26 and 27 June 2018</b></p>	<p><b><u>Whole School Mental &amp; Emotional Health and Well-Being - What, Why, When, How</u></b></p> <p>A comprehensive and experiential course on Mental and Emotional Well-being in school brought to you by Aquamarine Holistic Health Ltd.</p> <p>Benefits of a Whole School Mental and Emotional Well-being provision:</p> <ul style="list-style-type: none"> <li>• Helps Pupils, Staff &amp; Parents</li> <li>• Takes less than 10 minutes of teaching time</li> <li>• Improves attention and behaviour</li> <li>• Better progress and attainment</li> <li>• Can improve Ofsted rating</li> <li>• All for as little as £1 per pupil</li> </ul> <p>This course will give you all the training and resources you need to provide effective Mental and Emotional care for your whole school.</p>