

See following pages for programme details

£995 for 14 session course

or individual days can be booked for

£110 per day

The structured programme consists of whole day sessions run during the spring and summer terms. Each of these days will address a specific aspect of educating children and young people with special educational needs and disabilities.

Participants will discover new teaching methods, pedagogy and classroom structure; and become familiar with the terminology, legislation and guidance relevant to SEND.

The course is relevant to qualifying and recently qualified teachers in special schools, and more experienced teachers who are new to special education.

Course begins January 2018

Many experienced teachers choose to make a career change from mainstream education to working in a special school or academy, or take on a SENCO role within a mainstream setting.

Beginning your new role, whilst exciting, will bring

challenges and the need to develop new skills and

an enhanced knowledge base.

To help support the transition, we are offering a course to enable teachers to transfer their skills to the rewarding context of special education.

*A course for experienced teachers who are new to teaching in special schools or academies, or new to a SENCO role, and those wishing to develop their knowledge in relation to teaching pupils with Special Educational Needs and Disabilities.*

New to Special Education

Continuing Professional Development

**New2SEND Programme**

**2018**

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| Session | Date | Session Topic |
| 1 | 12th January | Introduction to SEND Code of Practice; SENCO Role; Individual Education Plans; Education, Health & Care Plans |
| 2 | 19th January | Complex Needs and Engagement for Learning Framework |
| 3 | 26th January | Behaviour Management |
| 4 | 2nd February | Autism & Attention Deficit Hyperactivity Disorder |
| 5 | 9th February | Speech, Language and Communication Needs |
| 6 | 2nd March | Supporting Literacy Development |
| 7 | 9th March | Assessment |
| 8 | 16th March | Sensory Storytelling (a.m.)  Multisensory Impairments (p.m.) |
| 9 | 20th April | Profound and Multiple Learning Difficulties (PMLD) |
| 10 | 27th April | Visual Impairment |
| 11 | 4th May | Dyspraxia (motor, spatial, verbal) |
| 12 | 18th May | Interventions for Physical Development and Inclusive PE |
| 13 | 22nd June | Inclusion: Student Voice and Inclusive Schools |
| 14 | 29th June | Sign-supported Communication (Signalong) (a.m.)  Dyslexia (p.m.) |

All days are held at Chadsgrove from 10.00 a.m. until 3.00 p.m. except:

\* at Pitcheroak School, Redditch B97 6PH

\*\* finishes at 4.00 p.m.

*This programme is subject to amendment*

**New2SEND Programme**

**2018**

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| **Session 1** | **Friday 12/1/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Lorraine Petersen OBE |
| **Focus:** | **Introduction to the SEND Framework** | | |
| **Overview:** | This session will involve an introduction to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015), exploring implications for teachers in mainstream and special schools. There will be discussion of the role of Special Educational Needs Coordinators (SENCOs) as identified by the Code of Practice. Further elements relevant to the current SEN framework will be covered including Individual Education Plans (IEP) and Education, Health and Care Plans (EHCP). | | |

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| **Session 2** | **Friday 19/1/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Bev Cockbill |
| **Focus:** | **Complex Needs and the Engagement for Learning Framework** | | |
| **Overview:** | This session will use discussion, video observation, case studies and practical exercises to explore the processes of assessing and developing pupil engagement. Students will be introduced to the Engagement Profile, and develop deeper understanding of factors contributing to engagement, and how engagement acts as a bridge between learner and attainment. | | |

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| **Session 3** | **Friday 26/1/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Sheila Holden |
| **Focus:** | **Behaviour support for pupils with SEND** | | |
| **Overview:** | This session will explore strategies to help children adopt appropriate behaviour for learning. This will include strategies to break a pattern of unacceptable behaviour and maintain positive behaviour in the longer term. Positive behavioural approaches require consideration of personal, social and emotional development in relation to behaviour and self-control. | | |

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| **Session 4** | **Friday 2/2/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Deb Rattley & Iain Chatwin |
| **Focus:** | **Supporting Pupils with Autism and ADHD** | | |
| **Overview:** | This session will explore the challenges of addressing the unique learning needs of pupils on the autism spectrum and those with ADHD who have additional learning disabilities. Students will develop awareness of the impact of the autism spectrum and ADHD on learning, and provide practical advice on implementing structured teaching strategies. The session will explore the key components of structured teaching from principles to practical implementation in specialist settings. Examples illustrating effective application in the classroom will be used to assist participants in creating their own resources. | | |

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| **Session 5** | **Friday 9/2/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Nicky Beddows |
| **Focus:** | Meeting Speech, Language and Communication Needs | | |
| **Overview:** | This session will include identifying, assessing and responding to speech language and communication needs. It will explore how communication, language and learning skills can be developed for pupils with SEND. The session will provide opportunities for students to develop knowledge and practical ideas to promote the communication, language and learning skills of children with severe and complex communication needs through class based tasks and activities to use in their own setting. | | |

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| **Session 6a** | **Friday 2/3/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Carolyn Russell |
| **Focus:** | **Literacy: Support for Reading and Spelling** | | |
| **Overview:** | Literacy skills are key to children accessing information and developing knowledge through comprehension and expression, underpinning the whole curriculum. This session will provide a brief explanation as to why children experience difficulties (looking at auditory and visual processing, vocabulary and concept development) and explore how this can impact on Literacy. | | |
| **Session 6b** |  | | |
| **Time:** | 13.00 | **Tutor (s):** | Mark Loveday |
| **Focus:** | **Literacy: Support for Writing** | | |
| **Overview:** | This session will identify how to provide effective support and give a clearer understanding of how to encourage children to develop their writing skills. Students will explore the pre-requisite motor skills that are essential before beginning to develop handwriting. A range of strategies to support pupils to develop writing skills will be discussed and demonstrated. | | |

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| **Session 7** | **Friday 9/3/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Lorraine Petersen OBE |
| **Focus:** | **Assessment for pupils currently working below age range expectations** | | |
| **Overview:** | This session will provide an overview of assessment procedures, recording and reporting within the National Curriculum framework, especially for children and young people with SEND currently working below age range expectations. It will look at how to measure progress without levels and the implications for the Ofsted inspection process. This will include an overview of curriculum and assessment reform and the impact on schools, why we need to assess,  And methods of gathering evidence and recording progress. | | |

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| **Session 8a** | **Friday 16/3/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Gareth Brown |
| **Focus:** | **Literacy: Sensory Storytelling** | | |
| **Overview:** | To introduce students to a range of approaches available to make Literacy accessible to learners working at early developmental levels. | | |
| **Session 8b** |  | | |
| **Time:** | 13.00 | **Tutor (s):** | Cath Yie |
| **Focus:** | **Multisensory Impairment** | | |
| **Overview:** | This session will explore the impact of multisensory impairment on pupils learning, and will enable students to develop their practice to maximise the effective use of multi-sensory room equipment. Students will have the opportunity to develop engaging sensory sessions during a practical, hands-on session. | | |

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| **Session 9** | **Friday 20/4/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Richard Aird OBE |
| **Focus:** | **Profound and Multiple Learning Difficulties (PMLD)** | | |
| **Overview:** | This session will define the characteristics of PMLD and set the theoretical context for the use of distinctive pedagogical approaches. It will then explore practical issues such as the personalisation of pupil assessment and the importance of sensory function, the design of learner profiles, understanding idiosyncratic learning styles, setting and incorporating SMARTER learning targets, ideas for curriculum design, and the use of performance data for PMLD. | | |

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| **Session 10** | **Friday 27/4/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Jane Thistlethwaite |
| **Focus:** | **Visual Impairment** | | |
| **Overview:** | This session will support students to identify the different presentations of visual processing difficulties. Case studies and practical examples of interventions will be used to support students to implement effective classroom support and make school environments more VI accessible. | | |

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| **Session 11a** | **Tuesday 4/5/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Mark Loveday |
| **Focus:** | **Dyspraxia (motor/spatial)** | | |
| **Overview:** | Dyspraxia may also be referred to as developmental co-ordination disorder (DCD). It is a condition affecting physical co-ordination that causes a child to perform less well than expected for his or her age in daily activities and appear to move clumsily. This session will look at strategies that may be employed to adapt tasks to make them easier for the pupil to perform. | | |

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| **Session 11b** |  | | |
| **Time:** | 13.00 | **Tutor (s):** | Jacqui Woodcock |
| **Focus:** | **Developmental Verbal Dyspraxia** | | |
| **Overview:** | Also referred to as apraxia of speech and oral motor planning disorder. DVD is not a muscle disorder, but arises from ineffective muscle control signals from the brain. Children with DVD may also have problems with non-speech tasks such as moving the tongue, puffing the cheeks, and opening and closing the jaw. This session will look at the ways in which DVD may present in pupils and the difficulties that they experience. Strategies and resources to support access to the curriculum will be identified. | | |

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| **Session 12** | **Friday 18/5/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Carina Taylor |
| **Focus:** | **Interventions for Physical Development including Inclusive PE** | | |
| **Overview:** | This session will explore how physical components may be introduced across the school day to have a positive impact on educational performance. Students will also investigate strategies and activities to make Physical Education inclusive of all pupil needs, through discussion and practical sessions working with pupils | | |

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| **Session 13** | **Friday 22/6/18** | | |
| **Time:** | 10.00 | Tutor (s): | Deb Rattley, Claire Neal & Vanessa Crombie |
| **Focus:** | **Inclusion: Student Voice and Inclusive Schools** | | |
| **Overview:** | This session will promote greater insights into the importance of supporting children to have a voice in their education and care needs. This will include discussion of the fundamental question of how schools can improve their sensitivity and tangibility to all pupils. This will include discussion of the particular needs of children with SEND, and how models and strategies for engagement need to be made appropriate to their needs. | | |

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| **Session 14a** | **Friday 29/6/18** | | |
| **Time:** | 10.00 | **Tutor (s):** | Claire Stoodley |
| **Focus:** | **Sign Supported Communication** (using Signalong) | | |
| **Overview:** | A workshop to introduce basic skills for sign supported communication using Signalong vocabulary. This session will teach skills to read and make signs accurately. It will provide the basis for everyday sign supported communication from which participants can progress to expand their vocabulary. | | |
| **Session 14b** |  | | |
| **Time:** | 13.00 | **Tutor (s):** | Rebecca Thompson |
| **Focus:** | **Dyslexia** | | |
| **Overview:** | Dyslexia is the term used for a specific learning difficulty (SpLD) relating to difficulties with reading, writing and spelling. Being able to identify signs of dyslexia in the education environment is beneficial for both the pupil and the teacher. This session will provide useful information about identifying and responding to the needs of pupils dyslexia. | | |

*This programme is subject to amendment*

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| **Number of full course places required (at £995 each):**  \**Please indicate the sessions to be attended overleaf* | |  |
| Attendee(s) Name & Email Address: | | |
| Occupation: | | |
| Special Requirements:  (E.g. dietary, access, etc.) | | |
| Postal Address for Correspondence: | | |
| **Number of single session places required (at £110 each):**  *Please indicate the sessions to be attended overleaf* | |  |
| Attendee(s) Name & Email Address: *(for more than one attendee, please identify sessions being attended by each)* | | |
| Occupation: | | |
| Special Requirements:  (e.g. dietary, access, etc.) | | |
| Postal Address for Correspondence: | | |
| **Total Cost:**  *(Please make cheques payable to Worcestershire County Council)* | |  |
| Organisation name: | | |
| Invoicing Address (*if different to Postal Address*):  Email:  Telephone Number: | | |
| Cost Centre for Internal Transfer for **Worcestershire Schools** please complete **both** sections below  Project Code: Cost Centre: | | |
| Authorised Signature (Headteacher): | Name in Capitals: | |
| *We regret that we cannot accept typed signatures. Digital signatures or scanned electronic copies are suitable.* | | |

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New to Special Education Course 2018

Booking Form

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| Session | Date | Topic | Number of places per session |
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Chadsgrove Teaching School Alliance

*\*When purchasing the full course at £995, schools will be entitled to book 14 individual course places from the above programme. This allows the flexibility to designate different staff for each session, or to send up to 3 delegates to one session by relinquishing attendance at other sessions.*

*Please return to:*

Chadsgrove Teaching School, Meadow Road, Catshill, Bromsgrove, Worcestershire, B61 0JL

Tel: 01527 871511 Email: tsa@chadsgrove.worcs.sch.uk

Confirmation of your booking(s) will be made within 14 working days

*CANCELLATION of a course booking must be received in writing at least 10 working days prior to the course date, otherwise the following costs will be incurred: 50% of the course fee will be payable for cancellations received between 10 & 6 working days prior to course date, with 100% of the fee being payable for cancellation received later or for non-attendance. We are happy to accept substitute delegates.*

In the event of unforeseen circumstances we reserve the right to cancel or alter parts of the programme.