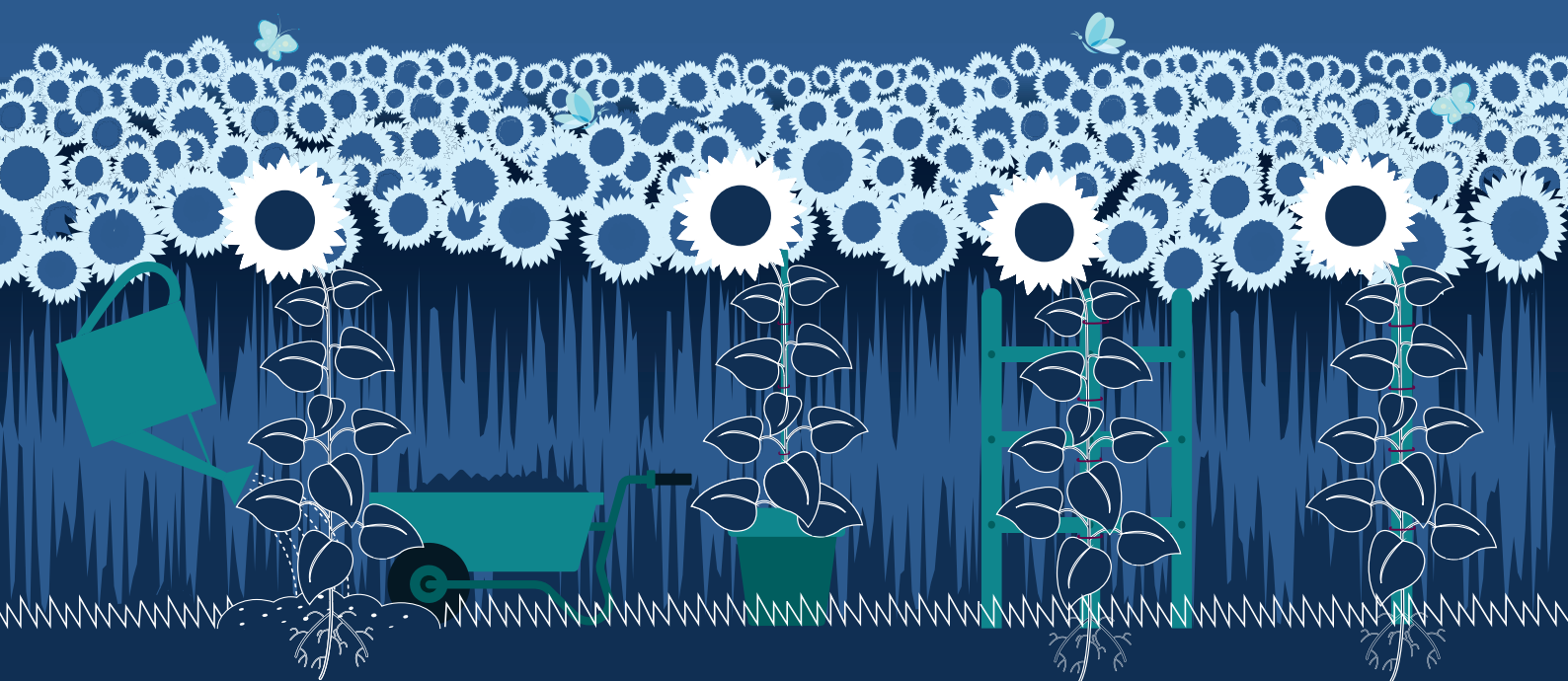


A support service to schools and settings

# Inclusive Learning Service SEND

APRIL 2025 – MARCH 2026

Programme of Support and Training  
FS and KS1- KS5



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# Welcome...

## ...to SEND Learning and Support Service | April 2025 to March 2026

We are a team of professionals who are skilled and passionate about achieving the best outcomes for Children and Young People with Special Educational Needs and Disability (SEND).

We deliver an extensive offer to Stoke-on-Trent Schools and Academies but also welcome enquiries and bookings from schools and academies further afield in other areas looking for our services. Enquire at [SEND@stoke.gov.uk](mailto:SEND@stoke.gov.uk)

Our brochure includes set packages of support as well as programmes of training and support for all aspects of SEND work, including individual pupil casework. We continue to provide opportunities for SENDCOs, practitioners and whole school staff development in the area of SEND.

We offer support and advice for children with additional needs and for the staff who work with them. Our brochure includes packages of support for those with social, emotional, mental health needs, cognition and learning (which includes dyslexia as well as general literacy and mathematical difficulties), speech language and communication difficulties and Autism. Bespoke packages are available across all areas of need.

We are all highly experienced and qualified, holding a number of specialist qualifications in SEND. All of the team are trained in using Emotion Coaching as a relational approach to supporting the emotional regulation of children and young people. Earlier this year we have been recognised as an Emotion Coaching UK accredited organisation Emotion Coaching Accredited Organisations

We are always looking to the future and are keen to hear from you about your expectations and needs from our Service.

Get in touch and talk to us about your plans so that we can tailor support to meet your needs.

**Kuljit Jheeta**

SEND Learning and Support Manager

[SEND@stoke.gov.uk](mailto:SEND@stoke.gov.uk)

01782 232538

# Thank You

## Parent

I am grateful for the support my son is having, he has improved so much. Thankyou!

...

## SENCo

There has been huge amounts of progress in the child. You have worked extremely hard with the school and the family to improve outcomes for the child.

...

## 6<sup>th</sup> Form Student

Thank you for reminding me of my worth and how amazing I am. You are amazing – you have never failed to uplift me. I will never be able to put into words how grateful I really am, I am glad to have been supported by you.

...

## Local Charity

The work you continue to do is much appreciated by us and we are very grateful for your continued involvement. This training was really well received by the Trustees and Senior Management.

...

## SENCo

Thank you for all of your support, it really has been invaluable.

...

## Teacher

Loved the training it was all great and really useful, I'm going to feedback in our staff meeting tomorrow. Thank you.

...

## Set Packages of Support

Package 1	2 Generic	2 Specialist	£1285
Package 2	3 Generic	3 Specialist	£1925

## SEND Generic Packages

Schools and settings within Stoke-on-Trent and neighbouring Local Authorities can access sessions of Special Educational Needs support from a SEND Advisor tailored to meet their needs, (minimum 2 hour visit unless via Teams).

Package 1	1 x generic (up to 3 hours)	£320
Package 2	2 x generic (each generic is up to 3 hours)	£535
Package 3	4 x generic (each generic is up to 3 hours)	£965
If you would like hourly support then please contact us.		£125

## SEND Specialist Packages

Schools and settings within Stoke-on-Trent and neighbouring Local Authorities can access additional sessions from SEND Services specialist teams which include SLCN, Autism, SEMH, SpLD, Literacy difficulties, Behaviour Support, MLD, Neurodiversity needs and Access Arrangements (6 hours of support).

Package 1	1 Specialist sessions	£430
Package 2	2 specialist Sessions	£800
Package 3	4 Specialist Sessions	£1495
A dyslexia diagnostic assessment		£550 or two for £1000

## SEND Multi-academy Trust / School Based Training

Schools and settings within Stoke-on-Trent and neighbouring Local Authorities can access school-based training from a team of professionals with a wide range of expertise and experience in all areas of Special Educational Needs.

1 hour	£160 - £300	<p>(For some courses there is a maximum number of delegates)</p> <p>Costing may vary depending upon the number of delegates and size of school.</p>
2 hours	£300 - £600	
3 hours	£450 - £900	
Full day	£700 - £1,200	

## Autism Friendly Status | Dyslexia Friendly Status |

### Language First Teaching Award

Training and support to acquire Autism Friendly Status, Dyslexia Friendly Status or the Language First Teaching Award. Includes whole staff training, support to implement strategies and completion of evidence file.

Please contact the appropriate advisor for an informal discussion and further details.

Ceri Reed	Autism Friendly Status	Price £300 - £500 each
David Weaver	Dyslexia Friendly Status	
Dawn Bailey	Language First Teaching Award	

### Set packages of support

These packages of support give you a specialist practitioner who will tailor support to meet the needs of the individual pupil. This may include delivery of personalised intervention, which can be modelled to staff as requested.

Package 1	6 hours (£55 per hr)	£330
Package 2	8 hours (£50 per hr)	£400
Package 3	12 hours (£45 per hr)	£540
Package 4	24 hours (£40 per hr)	£960
Package 5	Speech and Language Outreach Support	£2,000
	1 visit per week for an academic year	
	Including liaison with Speech Therapy, initial consultation,	
	planning and preparation time, modelling of strategies, exit report.	

Your Specialist Practitioner sessions (Packages 1-4) may include:

- Individual Pupil Sessions and mentoring.
- Intervention delivery 1:1 or small group.
- Post-diagnostic support.
- Speech and Language weekly Outreach Support.
- Behaviour analysis and understanding the function of behaviours.
- Anxiety management / emotional regulation.
- Modelling and support to implement specialist recommendations.
- Neuro-affirming Social Skills development sessions.
- Peer mentoring, student ambassador training and support groups.
- Observations and recommendations.
- Transition support (Summer term including 1 follow up session in the Autumn term).
- Support with positive behaviour plans, risk assessments and environmental audits.

- Preparation of resources to support inclusion within settings e.g. visual timetables, first, next, then boards / prompt keyrings.
- Support to create inclusive environments, workstations, sensory spaces etc.

## Generic Sessions

Your Generic Sessions may include the following:

- Issues identified through your School Improvement Partner or other outside agencies
- Complete Provision Map and Audit of Need to identify provision and expected outcomes
- Standardised Assessment data; identification/analysis of need/match provision
- Support in the implementation and delivery of EHC plans
- Quality assure provision for pupils with an Education, Health & Care Plan
- Analyse data
- Support with your SEND Action Plan, to develop and/or review
- Review and update SEN and other policies
- Audit staff skills and identify CPD requirements
- Monitor and evaluate delivery of interventions, complete a Learning Walk or Book Trawl
- Transition planning
- Ofsted preparation



## Specialist Sessions

Your Specialist Sessions can be selected from the following (discuss needs with the staff of the SEND Service):

Each of the following is equivalent to 1 specialist session (this is equivalent of up to 6 hours of time which may include preparation and provision of materials or report writing).

- Observation and/or assessment and review of an individual pupil by a Specialist SEND Advisor with a written report providing educational advice and verbal feedback to the school and parents.
- Modelling to a TA/Teacher to support a specific pupil/group of pupils with a given area of need (Autism, SLCN, Dyslexia, Literacy difficulties, SEMH and MLD). This may also include pupils with a neuro-diverse profile.
- Delivery of advice or training for 1 or more members of staff to support a specific pupil /group of pupils with a given area of need (Autism, SLCN, Dyslexia, Literacy difficulties, MLD, SEMH).
- Access arrangements for pupils requiring additional support during external examinations in KS4.
- Attendance at statutory reviews for pupils with an Education Health and Care Plan, transfer reviews or at school reviews for pupils at SEN Support can be provided if required. Advice about provision for a child with an EHCP is also available to ensure compliance and expected outcomes.
- Attendance at Professionals Meetings can be provided if required.



**Bespoke packages of support are also available on request. Please contact: [SEND@stoke.gov.uk](mailto:SEND@stoke.gov.uk)**



# Social, Emotional and Mental Health

## Attachment Awareness in the Classroom

An introduction to attachment theory including the different patterns of attachment and how this could present within schools. Strategies in supporting attachment and building relationships and resilience will be explored. Suitable for teachers and TA's in primary and secondary settings.

Tuesday 4th November 2025

9am – 12pm

£75

Trainer: Rebecca Rawlinson

## Emotion Coaching

A workshop to examine the use of Emotion Coaching within schools as a method to support emotional regulation through a relational approach. Emotion Coaching enables adults to support children to recognise, label, manage and understand emotions in themselves and others. Suitable for all educational setting staff in Primary, Secondary and post 16 settings and includes a one hour follow up meeting to discuss ways to embed Emotion Coaching in to everyday practice.

Tuesday 10th March 2026

9am – 12pm

£75

Trainer: Rebecca Rawlinson

Follow up meeting via Microsoft Teams: Tues 22nd September 2026 at 3.30–4.30pm

# Behaviour support

## Understanding Behaviour that Challenges

A session aimed at understanding why a young person may display behaviour which challenges the people around them and what that behaviour may be communicating. Methods of collecting information will be explored so that an analysis to understand the function of the behaviour can be completed which can inform intervention, as well as building practitioner confidence. The importance of relationships and expectations will also be examined, along with practical ideas and strategies including adaptations to the approach used so that interactions are more successful. Suitable for primary and secondary staff.

Tuesday 24th February 2026

9am – 12pm

£75

Trainer: Rebecca Rawlinson

## Whole School Behaviour Review to include:

### Support with Behaviour or Inclusion Policies and Procedures

Evaluating and analysing current policy and procedures around Special Educational Needs or behaviour in your setting. Policies and procedures will be examined to ensure that they meet DfE regulations, current legislation and recommended practice. Support can be offered to amend or create new policies where appropriate.

### Environment and Behaviour Learning Walk

This is an opportunity to gather an overview of how the practice within the setting impacts upon behaviour. An evaluation will be completed of how your school environment meets the needs of pupils along with an action plan containing recommendations on how to adapt the environment further to suit the needs of your pupils.

### Reintegration Advice and Support

Support for school staff to plan for a successful reintegration of pupils who have had a period of absence, exclusion or have accessed an alternative provision. Advice will be provided on how to evidence the reintegration including using a multi-agency approach and identifying next steps.

### Lunchtime Supervisor Training

Current practice and systems will be reflected upon and attendees will receive training on effective communication, understanding the function of the behaviours and the importance of a consistent approach combined with positive relationships.

**Cost depends on size of setting. Please make contact.**

# Cognition and Learning

## Access Arrangements for G.C.S.E.

### Update for staff

Free to schools who purchase access arrangements from SEND Services.  
All other settings will be charged a nominal fee of £35.

Thursday 2nd October 2025

3.30 - 4.30pm

£25

Trainer: David Weaver

## Spelling Strategies and Interventions

Why are some pupils' poor spellers? Why do Phonics or Look, Cover, Write, Check, not work for all pupils? This course considers the stages of spelling development and how looking at pupil's errors can help staff select appropriate interventions. Participants will have the opportunity to consider a range of spelling interventions and how they can be implemented.

Tuesday 20th January 2026

9am - 12pm

£75

Trainer: David Weaver

## Effective Delivery of Precision Teaching

This course provides an overview of Precision Teaching, probes and how to bring about maximum impact. During the session we will look at skills that could be targeted through this approach including reading, spelling and maths. This will be a workshop session. Participants will be required to bring a fully charged laptop to the session as well as coloured pens. An email address will be required so that we can email resources to you that you will need to have on your laptop for the session. This training can also be purchased to be delivered to staff in your school or Academy/ MAT (Maximum 10 delegates).

Tuesday 3rd March 2026

9am - 12pm

£75

Trainer: David Weaver

## The Reading Journey from Pre-reading to Fluency

Join us on this journey to discover how children learn to read words, sentences and texts. Through this we hope that you will then be able to identify the gaps that the children you teach may have, and what strategies you now need to teach them so that they can access a wider range of texts that may also become increasingly challenging.

Monday 23rd June 2025

9am - 12pm

£75

Trainer: David Weaver

## Comprehension

Comprehension difficulties may stem from a range of underlying cognitive and language weaknesses and can often be hidden. This workshop will look at the acquisition of comprehension skills, problems that poor comprehenders may experience, and practical strategies to support pupils. Suitable for teachers and TA's

Monday 23rd June 2025

1 - 4pm

£75

Trainer: David Weaver

Price Deal: If both Supporting Struggling Readers – Back to Basics, and Comprehension trainings are completed together – cost £120

## Supporting Children with SEND in Maths

This course will look at helping children with SEND to access the primary maths curriculum. The course will cover practical ideas to help you support pupils in maths towards becoming confident and independent maths learners.

Monday 16th March 2026

9am - 12pm

£75

Trainer: Claire Gilbert

## Inclusive Practice for Neurodivergent Learners

NEW Training! Coming Soon! Information to follow.

Date TBC

Trainer: TBC

## Adaptive Teaching Practices

NEW Training! Coming Soon! Information to follow.

Date TBC

Trainer: TBC

# Speech, Language and Communication Needs

## Strategies to support those presenting with Selective Mutism (increasingly known as Situational Mutism)

This course aims to provide guidance to staff in order to identify and understand Situational Mutism. Strategies are provided to support children who display anxiety with speech and language. Suitable for all staff at FS – KS5.

Tuesday 24th June 2025

9.15am – 12.15pm

£75

Trainer: Dawn Bailey

## Speech, Language and Communication Needs, a Challenge for Schools (FS – KS2)

Research indicates that many pupils with SLCN do not have their needs identified correctly. This session outlines the many challenges involved in identifying SLCN and provides strategies for how to overcome them. The use of assessment and guidance materials to effectively identify and meet need are explored.

Suitable for SENCO's and TA's that carry out assessments.

Monday 27th January 2026

9.15am – 12.15pm

£75

Trainer: Dawn Bailey

## Speech, Language and Communication Needs, a Challenge for Schools (KS3 – KS5)

SLCN is the most prevalent area of SEND yet the least correctly identified. This training outlines the challenges involved in identifying SLCN and provides strategies for how to overcome them. The use of assessment and guidance materials to effectively identify and meet need are explored.

Wednesday 3rd February 2026

9.15am – 12.15pm

£75

Trainer: Dawn Bailey

## Workshop - Modelling of Colourful Semantics/ Shape Coding

A session aimed at developing a greater understanding of using Colourful Semantics and Shape Coding. Colourful Semantics uses colour-coding to support the important elements of a sentence and how to join this in the correct order. Similarly Shape Coding supports the same skill acquisition using shapes instead of colours. The interactive workshop will give you an overview of how to integrate Colourful Semantics and Shape Coding within the classroom. Suitable for TA's at FS – KS2 for intervention/group work.

Thursday 23rd October 2025

9.15 – 10.45am

£40

Trainer: Nicola White, Nicola Allen and Beth Astbury

## Classroom Strategies to support Stammering

Up to 8% of pupils will stammer at some point. This session aims to develop awareness of the complexities of verbal communication, the impact of stammering and different strategies to support in the classroom. Suitable for all staff at FS – KS5.

Monday 2nd March 2026

9.15am – 12.15pm

£75

Trainer: Dawn Bailey

# Autism

## Autism Acceptance (Tier 1)

An overview of Autism and quality first strategies and reasonable adjustments to use when working with pupils with Autism. It is recommended that this is delivered in school as whole staff training and is renewed every 3 years.

Primary Focus

EYFS to include strategies to improve attention and communication

Primary - Thursday 2nd October 2025	9am - 12pm	£75
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EYFS - Tuesday 10th February 2026	9am - 12pm	£75
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Trainer: Ceri Reed

## Understanding Mental Health for Autistic Teenagers (Tier 1 Secondary)<sup>A</sup>

KS3 - KS5. The goal of this course is to deepen understanding of the autistic experience, including mental health challenges, and to explore strategies for supporting the mental health of young autistic individuals in secondary school.

Tuesday 18th November 2025	9am - 12pm	£75
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Trainer: Ceri Reed

## Understanding Behaviours of Pupils with Autism (Tier 2)

This workshop will give an understanding of the behaviours that may be displayed by pupils with Autism and suggest strategies for supporting these behaviours. It would be advantageous for candidates to have an awareness of the areas of differences before attending this course.

Thursday 23rd October 2025	9am - 12pm	£75
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(course repeated on Thursday 12th March 2026 9.00 - 12.00)

Trainer: Ceri Reed

## Autism and Sensory Processing (Tier 2)

A session aimed at developing a greater understanding of sensory processing and how sensory differences can impact on pupils with Autism. We will look at sensory approaches and how these can be applied in school to reduce pupil's anxiety and improve their focus on learning.

Thursday 13th November 2025	9am - 12pm	£75
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Trainer: Ceri Reed



## Structured Teaching for Pupils with Autism (Tier 2)

Structured teaching is a system for organising the environment, developing appropriate activities, and helping people with autism **understand** what is expected of them. Structured teaching greatly increases the pupil's independence skills. During this course you will learn how to set up a workstation and structure learning to meet individual needs.

Thursday 22nd January 2026

9am - 12pm

£75

Trainer: Ceri Reed

## Social Stories and Comic Strip Conversations Workshop (Tier 2)

This interactive workshop will give you an overview of how to write social stories and create comic strip conversations with a child on the Autism Spectrum. Participants are required to bring along an example of a situation that a child with Autism finds difficult so that together we can look at how these strategies can be used to begin to help the child resolve this.

Thursday 5th February 2026

9am - 12pm

£75

Trainer: David Weaver

## Autism Advocate Package all four Tier 2 sessions for just £265.00

Autism Advocate: Once all four Tier 2 training sessions are complete the delegate will be awarded the title of 'Stoke Autism Advocate'. The aim is for all schools to have an Autism Advocate – this will be a point of contact for staff, pupil and parents.

## One-hour focused Training

These courses are 1-hour online training sessions for teachers and teaching assistants looking to enhance their knowledge of SEND.

### Autism and Girls

This course looks at raising knowledge and understanding of the female presentation of autism and the issues around diagnosis. This course is aimed at anyone looking to enhance their knowledge and explore areas around identification, strategies and support for autistic girls.

Trainer: Ceri Reed

£30

### Talking to young people about their Autism diagnosis

This course explains what This course will provide key adults with the tools needed to support young people to embrace and understand their diagnosis. The key adults will develop their confidence in how to initiate important conversations and help children and young people to develop a positive understanding of their autistic identity.

Trainer: Ceri Reed

£30

### Demand Avoidance

This course explains what Demand Avoidance is and why it is aligned with autism. We look at the main identifying features; and look at the strategies that have been developed to support this anxiety-based profile in a school setting.

Trainer: Ceri Reed

£30

### Dyslexia Friendly Classroom

Do children in your classroom find it difficult to copy from the board, to read, write or follow instructions? This one-hour session will look at potential causes and strategies you can use in your classroom to support these children and help them to become independent learners.

Trainer: David Weaver

£30

## Developing Comprehension

How do children become competent comprehenders? Join this one-hour session to gain an overview of how you can help children to develop these skills.

Trainer: David Weaver

£30

## Teaching High Frequency Words, Times tables and Phonics

Do children in your classroom find it difficult to read high frequency words, to remember their times tables or to identify phonemes or other factual information? Join this one-hour session to find out how Precision Teaching can help these children to develop this knowledge.

Trainer: David Weaver

£30

## Supporting young people with Attention Deficit, Hyperactivity Disorder (ADHD)

This course will look at the practical day to day strategies that can be used in school to support a young person with ADHD, including adapting and structuring learning tasks.

Trainer: Rebecca Rawlinson

£30

## Strategies for supporting Emotional Regulation

The different ways of supporting emotional regulation will be discussed, including how to adapt approaches depending on the possible cause and level of dysregulation.

Trainer: Rebecca Rawlinson

£30

## Positive Attuned Interactions in Foundation Stage

This session aims to develop active listening, responding and encouraging through child and adult-led interactions including for those who are struggling to engage. Suitable for adults working with children at Foundation Stage levels.

Trainer: Dawn Bailey

£30

## Effective Pre-teaching of Vocabulary

This is an opportunity to explore the impact of pre-teaching and pre-cuing vocabulary. This session promotes the use of effective pre-teaching strategies to support pupil's understanding and engagement with learning.

Trainer: Dawn Bailey

£30

## Quality Verbal Feedback promoting Independent Learning

Based on the Sutton Trust and Education Endowment Foundation findings, this session aims to improve the quality of feedback through a scaffolding framework. Suitable for all adults working with FS – KS5.

Trainer: Dawn Bailey

£30

## How to get the Best from Listening to Children Read

This is a course for volunteers, parent helpers or new Teaching Assistants. It requires no prior knowledge and is aimed at helping adults understand how to engage children and maximise learning opportunities during short reading sessions.

Trainer: Claire Gilbert

£30

## Supporting Pupils with SEND during Maths Lessons

A course for TAs and LSPs who work with children and take small groups during Maths lessons. The course will focus on how to make adaptations and how to close gaps in pupils mathematical understanding.

Trainer: Claire Gilbert

£30

# Network Meetings and SENDCO CPD

## SENDCO Professional Network Meetings

Opportunities for SENDCOs to hear and share the latest information in SEND education both locally and nationally. Lively discussion and debate to inform good practice.

Phase: FS and KS1-KS5

Price: FREE for Stoke-on-Trent schools and academies

## SENDCO CPD

### Induction for New SENDCOs

A 4-part course with a practical approach for newly appointed SENDCOs, designed to support staff in this complex role and to provide an opportunity to meet other new SENDCOs.

Date: Tuesday 23rd September 2025	(Part 1)
Date: Tuesday 7th October 2025	(Part 2)
Date: Tuesday 11th November 2025	(Part 3)
Date: Tuesday 2nd December 2025	(Part 4)
Duration: 9am - 12pm	Cost: FREE for Stoke-on-Trent schools and academies

### How to be an Effective SEN Teaching Assistant

Offering practical tips and strategies known to be effective in promoting pupil progress that TAs can deploy within the classroom to impact upon learning and teaching. Suitable for those working with FS - KS5.

This course can be delivered in setting as a full or half day training

Tuesday 17th March 2026	9.15am - 15.30pm	£110
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Trainer: Dawn Bailey

# Training delivered in schools

## Relationships with Parents of SEND Pupils

Support for classroom teachers in developing effective relationships with parents that will allow them to work together to understand the pupil and set targets that are supported by all parties. Co-production will encourage parents to feel they have participated fully in the process.

## Target Setting for SEND pupils

Setting targets for pupils with Special Educational Needs that ensures impact on attainment, removes barriers to learning, supports wider outcomes and creates independent learners. This will follow the assess, plan, do, review cycle as set out in the Code of Practice.

## Standardised Tests: Assessment and Analysis

This session covers key aspects for consideration when choosing standardised tests. This is an excellent opportunity to look at the different standardised tests available for base lining pupils in order to measure progress.

## Support with Behaviour or Inclusion Policies and Procedures

Support with Behaviour or Inclusion Policies and Procedures Evaluating and analysing current policy and procedures around Special Educational Needs or behaviour in your setting. Policies and procedures will be examined to ensure that they meet DfE regulations, current legislation and recommended practice. Support can be offered to amend or create new policies where appropriate.

## Environment and Behaviour Learning Walk

This is an opportunity to gather an overview of how the practice within the setting impacts upon behaviour. An evaluation will be completed of how your school environment meets the needs of pupils along with an action plan containing recommendations on how to adapt the environment further to suit the needs of your pupils.

## Reintegration Advice and Support

Support for school staff to plan for a successful reintegration of pupils who have had a period of absence, exclusion or have accessed an alternative provision. Advice will be provided on how to evidence the reintegration including using a multi-agency approach and identifying next steps.

## **Lunchtime Supervisor Training**

Current practice and systems will be reflected upon and attendees will receive training on effective communication, understanding the function of the behaviours and the importance of a consistent approach combined with positive relationships.

## **Assessment Frameworks for supporting the development of Social and Emotional Skills**

During this session we will explore how to complete assessments of social, emotional and behavioural development using various frameworks which include The Boxall Profile, Strengths and Difficulties Questionnaires (SDQs) and Emotional Literacy. We will look at how to use this information to target specific skills to meet individual needs and how to use the data to show the impact of the intervention. Suitable for teachers and TA's in primary and secondary settings

## **Strategies for Supporting Pupils with ADHD**

This interactive training session will look at the possible challenges of supporting young people with ADHD in an education setting including recognising and understanding behaviours associated with ADHD. Suitable for teachers and teaching assistants (TAs) in primary and secondary settings.

## **Maximising the Practice and Impact of your TAs**

This training is designed to provide guidance for teachers in how to release the potential within the TAs that work in their classroom. This course helps teachers to understand and improve their deployment of TAs, and to ensure TAs make a valuable contribution to learning and helping pupils towards independence.  
Suitable for TA line managers and teachers responsible for the deployment of TAs.

## **Language in the Classroom (FS – KS2)**

Language in the Classroom (FS – KS2)

Developing an awareness of the impact of SLCN difficulties on learning, highlighting the importance of teacher talk and promoting a 'Communication Friendly' classroom. This session promotes the use of language through all teaching and learning.

## **Language for Engagement and Progress (KS3 – KS5)**

Developing an awareness of the impact of SLCN difficulties on learning, highlighting the importance of adult language. Promoting appropriate strategies to support all pupils, particularly those with language and communication needs.



## **Word Aware (Primary)**

This whole school approach teaches vocabulary using the 3 tiers of language across the school and curriculum to ensure rapid vocabulary development. Word Aware is incorporated into QFT benefiting all pupils and developing independent word learning skills. This updated second edition includes easier to implement activities, worksheets and resources supporting individuals, groups and whole class throughout the school.

## **Classroom support for children with EAL**

This course aims to provide programmes and strategies to support children with English as an additional language who may be new to the country or do not speak English in the home. During the session staff receive guidance to support the identification of any need alongside EAL. Delegates are required to bring a laptop or tablet along with them. Suitable for all staff at FS – KS5.

## **Dyslexia Awareness**

What is Dyslexia? Do you know what a Dyslexia Friendly Classroom might look like and what adjustments you could make to your own practice? Are you interested in whole school approaches that you could use to meet the needs of your pupils with Dyslexia? This interactive course will aim to provide you with answers to these questions.

## **Helping Children with SEND towards Independent Writing in Primary Schools**

What does it take to be a writer? Many children with SEND are reluctant to write. This course will look at practical ideas to help children with SEND become confident and independent writers in both English lessons and in the wider curriculum.

## **Autism Acceptance**

An overview of Autism and quality first strategies and reasonable adjustments to use when working with pupils with Autism. It is recommended that this whole staff training is renewed every 3 years.

## Specialist Programme and Strategy Modelling

Our Specialist Practitioners support in all areas of need and through transition. This can be tailored to support the needs of individual children and the training priorities in school. Some examples are provided below.

Sessions can include delivery of programmes on a regular basis or modelling. Modelling would support CPD of staff.

Please complete a modelling request outlining your bespoke requirements.

### Cognition and Learning

Modelling of multi-sensory programmes and strategies; supporting reading; writing and spelling, and supporting pupils in maths lessons with adaptations.

### Speech, Language and Communication Needs

Modelling a variety of language programmes including Colourful Semantics; interpreting and implementing targets set by a Speech and Language Therapist; using strategies and adaptations to support language in the classroom.

### Autism

Supporting pupils in the classroom with the use of visuals including a now and next approach; setting up and using a structured work station; using strategies to gain attention; using Social Stories or programmes such as Socially Speaking.

### Social, Emotional and Mental Health

Modelling positive behaviour strategies; using Emotion Coaching and developing a plan to facilitate a pupil's inclusion in the school environment; working with individual pupils to support emotional regulation; supporting key staff with effective communication; delivering a range of intervention including school based cognitive therapy.

# Children and Family Services

## SEND Services

Hazel Trees, Duke Street  
Fenton, Stoke on Trent ST4 3NR  
Telephone: 01782 232538  
Email: [SEND@stoke.gov.uk](mailto:SEND@stoke.gov.uk)



City of  
**Stoke-on-Trent**

Please tell us if you require this information in another format.

