

SEND Services

Programme of Support and Training
FS and KS1- KS5

ACADEMIC YEAR 2023 TO 2024



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Welcome to SEND Service

Academic year 2023 to 2024

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

We work with our partners to implement and embed the principles, policy and practice of the SEND Reforms and SEND Code of Practice (2015). The SEND strategy is bringing about positive implementation and outcomes for children and young people (CYP) with SEND.

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 have an extensive offer 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 of support are available across all areas of need. Stoke-on-Trent City Council have also partnered with Manchester Metropolitan University to offer the National Award for SENDCOs which is delivered locally.

We are all highly experienced and qualified, holding a number of specialist qualifications in SEND. 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
Senior SEND Advisor
SEND@stoke.gov.uk
01782 232538

Set Packages of Support

Package 1	2 Generic	2 Specialist		£1200
Package 2	3 Generic	3 Specialist		£1800
Package 3	3 Generic	3 Specialist	1 hour of Training	£2000
Package 4	6 Generic	4 Specialist	6 hours of Training	£3200

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)	£300
Package 2	2 x generic (each generic is up to 3 hours)	£500
Package 3	4 x generic (each generic is up to 3 hours)	£900

If you would like hourly support then please contact us.

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 and Access Arrangements (6 hours of support).

Package 1	1 Specialist sessions	£400
Package 2	2 specialist Sessions	£750
Package 3	4 Specialist Sessions	£1400

SEND School Based Training Packages

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	£150
2 hours	£250
3 hours	£350
Full day	£500

6 hours of school-based training (maximum 3 separate training sessions)

3 x 2 hours or 2 x 3 hours £700

(For some courses maximum number of delegates)

Dyslexia or Autism Friendly Status and Language First Teaching Award

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

Price £260 each

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 modelling of specific programmes or support with the implementation of strategies in the classroom.

Package 1	6 sessions of modelling	£350
Package 2	8 sessions of modelling	£400
Package 3	2-hour specialist with advisor and 6 modelling sessions	£700

Generic Sessions

Arrangements for generic visits will be made directly between the SENCO and SEND Advisor.

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
- Quality assure provision for pupils with an Education, Health & Care Plan
- Analyse data including ASP
- Support with your SEND Action Plan, to develop and/or review
- Review and update SEN and other policies
- Consider whole schools initiatives e.g. Dyslexia Friendly Schools, Autism Friendly etc.
- Audit staff skills and identify CPD requirements
- Monitor and evaluate delivery of interventions, complete a Learning Walk or Book Trawl
- Transition planning
- Ofsted preparation
- Action planning

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 of a programme 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). A list of our most popular programmes can be found on pages 20-26.
- 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.

Bespoke packages of support are also available on request

Please contact: SEND@stoke.gov.uk

Social, Emotional and Mental Health

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.

Monday 12th June 2023

9.00—12.00

£ 70

Trainer: Rebecca Rawlinson

Supporting young people with Fetal Alcohol Spectrum Disorder (FASD)

An introduction to FASD, including strategies for understanding and supporting the young person will be explored, along with identifying their unique strengths and challenges so that a strengths-based approach can be taken. Information will also be provided about the professionals that can offer guidance as well as signposting school staff to further advice and information for FASD, which may span the four broad areas of SEND.

Suitable for all school staff and key stages

Monday 19th June 2023

1.30 – 3.30

£60

Trainer: Rebecca Rawlinson

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 3rd October 2023

9.00—12.00

£70

Trainer: Rebecca Rawlinson

Emotion Coaching

A workshop to examine the use of Emotion Coaching within schools as a method to support de-escalation of reactive behaviours. Emotion Coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them. Suitable for teachers and TA's in Primary and Secondary settings and includes a one hour follow up meeting to discuss ways to embed Emotion Coaching in to everyday practice.

Tuesday 7th November 2023

9.00—12.00

£70

Trainer: Rebecca Rawlinson

Follow up meeting via Microsoft Teams: Tuesday 13th March 2024 at 3.30—4.30pm

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

Tuesday 27th February 2024

9.00—12.00

£70

Trainer: Rebecca Rawlinson

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 21st November 2023

9.00—12.00

£70

Trainer: Rebecca Rawlinson

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.

Cognition and Learning

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

Tuesday 13th June 2023

9.00—12.00

£70

Trainer: David Weaver

Understanding and Supporting Pupils with Dyslexia and SpLD's

This course will increase understanding of how to support pupils with dyslexia with a focus on identification and assessment, multisensory teaching, literacy and numeracy. **Time will be provided for you to look through and consider assessments and interventions** that are available to you. We will also examine how pupils with dyslexia can best be supported within the classroom and through 1:1 or small group intervention.

Tuesday 20th June 2023

9.00—3.30

£100

Trainer: David Weaver

Introduction to Dyslexia Friendly Status

An overview of the process of achieving Dyslexia Friendly Status Level 1

Thursday 21st September 2023

3.30—4.30

FREE

Trainer: David Weaver

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.

Monday 25th September 2023 (KS1-2)

1.00—3.30

£60

Trainer: Claire Gilbert

Access Arrangements for G.C.S.E.

Update for KS4 staff

Free to schools who purchase access arrangements from SEND Service. All other settings will be charged a nominal fee of £20.

Thursday 5th October 2023

3.30—4.30

Trainer: David Weaver

Improving Phonics through Intervention

How can children, who have found it challenging to learn phonics in the classroom, develop their knowledge? This workshop is an opportunity for teachers and support staff in years 2, 3 and 4 to look at and try different approaches and strategies that may enable children to do this, with an emphasis on multisensory teaching.

Monday 13th November 2023

9.00—11.00

£60

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 16th January 2024

9.00—12.00

£70

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.

Monday 5th March 2024

9.00—12.00

£70

Trainer: David Weaver

Speech, Language and Communication Needs

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

This course aims to provide programmes and strategies to support children who display anxiety with speech and language.

Monday 26th June 2023 **9.15—12.15** **£70**

Trainer: Dawn Bailey

Programmes and strategies to support 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 country or do not speak English in the home. Suitable for all staff at FS – KS5.

Tuesday 10th October 2023 **9.15—12.15** **£70**

Trainer: Dawn Bailey

Talking Partners for Teaching Assistants

This aims to train TAs in the delivery of the Talking Partners Programme. The training is for TAs in schools where the SENCO (or other) has received the full days Talking Partners training.

Thursday 16th November 2023 **9.30— 3.30** **£90**

Trainer: Kuljit Jheeta

Language in the classroom (EY and Primary)

Developing an awareness of the impact of SLCN difficulties on learning, highlighting the importance of teacher talk and promoting a 'Communication Friendly' classroom

Monday 27th November 2023 **9.15—12.15** **£70**

Trainer: Dawn Bailey

Language in the classroom (Secondary)

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.

Tuesday 5th December 2023 **9.15—12.15** **£70**

Trainer: Dawn Bailey

The Identification and Assessment of children with Speech, Language and Communication Needs (EY and Primary)

An outline of the challenges involved in identifying SLCN and strategies for how to overcome them. The use of assessment and guidance materials to effectively identify and meet need.

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

Monday 15th January 2024

9.15—12.15

£70

Trainer: Dawn Bailey

The Identification and Assessment of children with Speech, Language and Communication Needs (Secondary)

An outline of the challenges involved in identifying SLCN and strategies for how to overcome them. The use of assessment and guidance materials to effectively identify and meet need.

Monday 29th January 2024

9.15—12.15

£70

Trainer: Dawn Bailey

Talking Partners Programme

Talking Partners Programme enables targeted pupils to accelerate their progress in language, communication and literacy. Suitable for SEN and EAL pupils.

Tuesday 26th February 2024

9.00—4.00

£100 per person + manual £75 each

Trainer: Kuljit Jheeta

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.

Thursday 7th March 2024

9.15 – 12.15

£70

Trainer: Dawn Bailey

Language First Teaching Award

Training and support to acquire Language First Teaching Award. Includes whole school staff training, support to implement strategies and complete an evidence file.

Trainer: Dawn Bailey

£260

Autism

Tier 1

Autism Acceptance

An overview of Autism and quality first strategies and reasonable adjustments to use when working with pupils with Autism—Primary / Secondary and EYFS

Thursday 5th October 2023

9.00—12.00

£70

Trainer: Kuljit Jheeta or Ceri Reed

Tier 2

Understanding Behaviours of Pupils with Autism

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 12th October 2023

9.00—12.00

£70

Trainer: Ceri Reed

(course repeated on Thursday 14th March 2024)

Autism and Sensory Processing

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 23rd November 2023

9.00—12.00

£70

Trainer: Ceri Reed

Structured Teaching for Pupils with Autism

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 11th January 2024

9.00—12.00

£70

Trainer: Ceri Reed

Social Stories and Comic Strip Conversations Workshop

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 8th February 2024

9.00—12.00

£70

Trainer: David Weaver

Autism Advocate Package

all four Tier 2 sessions for just £245.00

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 £25

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 £25

Assessment and target setting using the AET Progression Framework

The Progression Framework is intended to assist practitioners in identifying areas where autistic pupils may require additional support, so that specific programmes can be planned and implemented. It can also provide evidence of the effectiveness of such support. It is recommended that discussions about learning needs, interventions and progress involve the pupil, their parents or carers and all those who work with them.

Trainer: Ceri Reed £25

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 £25

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 £25

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 £25

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 £25

Creating highly structured and predictable learning environments to support attachment

A practical session to support attachment through the use of observation, planning and adaptation.

Trainer: Rebecca Rawlinson £25

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 £25

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 students at Foundation Stage levels.

Trainer: Dawn Bailey £25

Language for Learning through Differentiated Questioning

This is an opportunity to explore the impact of questioning. This session aims to promote the use of different levels of questioning to develop engagement and verbal reasoning.

Trainer: Dawn Bailey £25

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. Su

Trainer: Dawn Bailey £25

Network Meetings and SENDCO CPD

SENDCO 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 3 part termly course (join in any term) 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: Wednesday 18th October 2023 (Part 1)

Date: Wednesday 22nd November 2023 (Part 2)

Date: Wednesday 29th November 2023 (Part 3)

Duration: 9.00—12.00 **Cost:** FREE

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.

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

Wednesday 13th March 2024 9.15—3.30 £100

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.

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.

Specialist Programme Modelling

The following programmes can be modelled in school by our team of Specialist Practitioners or advisors by completing a specialist request:

Cognition and Learning

All Key stages

Multisensory Maths

Supporting the school in identifying gaps in pupils' mathematical understanding and knowing where to go next. Modelling use of resources e.g. Numicon etc. alongside language to develop learning. Suitable for all Key Stages.

Beat Dyslexia

A step-by-step multi-sensory literacy programme that is highly structured, covering the first stages of letters sounds to full literacy. The reading and spelling packs and wooden alphabet are an integral part of the programme. This programme can be used with Key Stages 1 to 3.

Wordshark

A computerised teaching resource for improving spelling, reading and motivation that is designed for pupils in Key Stages 1 to 3. It uses over 55 games to reinforce reading and spelling. This programme can also be used to support Alpha to Omega.

Active Literacy Kit

A highly focused programme designed to build accuracy, fluency and automaticity in reading and spelling. For pupils aged 7 years and above it teaches letter/sound correspondence through to automatic CVC words.

Conquering Literacy Programme

This 1-1 or small group multi-sensory programme is suitable for primary and secondary aged children, who have a dyslexic profile or generalised literacy difficulties.

Speech, Language and Communication Needs

all key stages

Talking Partners (for those that have had the central training)

Supports receptive and expressive language as well as impacting on reading and writing. We can support in the planning and delivery of TP sessions. Suitable for Key Stages 1 to 3.

Language for Thinking

A Programme for Key Stages 1, 2 and 3 that focuses on receptive and expressive language alongside pragmatics.

Makaton

To support with the implementation of these strategies.

Cued Articulation

A visual, auditory and kinaesthetic programme that impacts on speech articulation and phoneme recognition. Suitable for early years and KS1

Colourful Semantics or Shape Coding

Are evidence-based methods that are designed to teach spoken and written grammar to pupils with language difficulties/disorders. Shapes and colours are used to represent parts of language giving pupils a visual structure of how sentences can be put together. Suitable for all Key stages

Language Steps

An intensive programme that uses information carrying words to develop receptive and expressive vocabulary for pupils in EYFS and Key Stage 1.

Asking More Specific Questions

This programme aims to develop questioning techniques using receptive and expressive language. Suitable for reception to Year 4.

Words and Pictures: Vocabulary Builder

This programme looks at extending the vocabulary of pupils in EYFS to Key Stage 2.

Story Starters

Using receptive and expressive vocabulary to focus on developing story starters. Suitable for EYFS to Key Stage 2.

Word Aware

Modelling available once whole school word aware training has been undertaken.

Spirals Literacy, Maths or Science

For supporting receptive/expressive language in Nursery to Year 4.

Time to Talk (Ginger Bear)

A quality first teaching intervention for Reception pupils.

Fun with Narrative

For supporting receptive/expressive language in EYFS and Key Stage 1.

Oral to Written Narrative

A programme for Key Stages 2 and 3 that looks at descriptive language, problems, solutions and feelings

Think it Say it

This programme looks at receptive/expressive language and pragmatics. Suitable for Year 4 to Year 8.

Autism

all key stages

Autism Strategies in the classroom

Bespoke package of support for practitioners supporting pupils with SEN on a 1:1 basis. This includes setting up and modelling the use of visual timetables, workstations, 'first' and 'then' boards, visual aids, Social Stories, Comic Strip Conversations and other strategies as required for pupils in all Key Stages.

Social skills

all Key stages

Social Use of Language Programme (SULP)

This is a social language programme that supports children and young people who have difficulties in social interaction and communication. Suitable for all Key Stages.

Social Skills Programme (Speechmark publications)

This programme supports children and young people who have difficulties in social interaction and communication. Suitable for all Key Stages.

Talking about Friends / Talking about School

Expressive language programmes for pupils in Key Stage 1 and 2.

Incredible 5 point scale

Assisting students in understanding social interactions and controlling their emotions, suitable for all key stages.

Comic strip conversations

Support to create bespoke comic strip conversations suitable for all key stages

Social stories

Support to write bespoke social stories, suitable for all key stages.

Identiplay

Teaching play to children with Autism for pupils in EYFS

Transition into High School

This programme supports transition for children with difficulties into High School. Suitable for Year 6.

Talkabout for Teenagers

This programme supports teenagers who have difficulties in social interaction and communication. Suitable for Key Stages 3, 4 and 5

Exploring Friendships, Puberty and relationships

A programme to help Children and Young people on the Autism Spectrum to cope with the challenges of adolescence.

Social, Emotional and Mental Health

all Key stages

Starving the Anger Gremlin

Helps young people to understand why they get angry and how their anger affects themselves and others, and teaches them how to manage angry thoughts and behaviours. The programme which is based on cognitive behavioural therapy principles can be worked through by a young person with a practitioner and is suitable for children and young people aged 10+.

Starving the Anxiety Gremlin

A resource to help young people understand different types of anxiety and how to manage them, including panic attacks, phobias, social anxiety, generalised anxiety and obsessive-compulsive disorder. For ages 8 to 12 years.

Cool Connections

Combining a summary of CBT principles with a mixture of games, handouts, home activities and therapeutic exercises, "Cool Connections" is designed to encourage resilience and self-esteem and reduce feelings of anxiety and depression. For ages 9 to 14 years.

Think Good, Feel Good

A Cognitive Behaviour Therapy programme that provides a range of materials that can be used to structure and facilitate work with young people. In addition to covering the core elements used in CBT programmes, it incorporates ideas from the third wave CBT therapies of mindfulness, compassion focused therapy and acceptance and commitment therapy. For ages 7 to 14 years.

Thinking Good, Feeling Better

This programme includes traditional CBT ideas and approaches of mindfulness, compassion focused therapy and acceptance and commitment therapy. For ages 14 to 25 years.

Boxall Profile

Supporting staff to develop their understanding of children and young people's needs and identifying individualised, achievable targets that reinforce target behaviour and skills. For ages 4 to 18.

Stop, Think, DO!

Stop Think Do aims to take the emotions out of all problem areas (behavioural, learning, social and moods) and redirect the energy into problem solving. Emotions are identified and expressed early at the STOP stage, ensuring the brain has the opportunity to THINK about options to solve the problem, and motivating and skilling the person to DO it. For ages 4 to 15.

Emotional Literacy

Assessment and Intervention Primary covers ages 7 to 11 years and Secondary 11 to 16 years. The assessment covers five key areas of emotional literacy addressed in the Social and Emotional Aspects of Learning (SEAL) curriculum including: Self-awareness, Self-regulation, Motivation, Empathy, Social skills. Optional teacher, pupil, and parent questionnaires are included.

Friendship Formula

The Friendship Formula is designed to last a full school year and consists of 40 sessions, divided into four units focusing on self-awareness and self-esteem, emotional awareness and regulation, conversational skills and friendship and relationship skills. For ages 8 to 13 years.

A range of other programmes of support are available on request.

Accredited Training and Trainers

EarlyBird Plus - accredited: Kuljit Jheeta, Ceri Reed and Beth Astbury

EarlyBird Plus is for parents whose child is between the ages of four and nine who has received a diagnosis of an autism spectrum disorder.

The programme aims to promote a consistent approach across settings e.g. home and school, by encouraging parents/carers to attend the sessions with a professional who is working regularly with their child. We work to build both parents' and professionals' confidence and encourage them to problem solve together.

Teen Life – accredited: Ceri Reed and Julia Mutton

Teen Life is our six-session programme for parents/carers of autistic young people aged 10 to 16 years. The programme aims to empower parents and supporting professionals to understand more about how autism is experienced by autistic teenagers. Topics covered include understanding autism in teenagers, women and girls, self-esteem, spending time with other people, stress and anxiety, behaviour, puberty, independence skills, education strategies and planning for the future.

Our programme empowers parents to understand more about autism.

Talking Partners – accredited: Kuljit Jheeta

This programme is designed to improve the way children communicate across the curriculum, enabling them to be independent and skilful speakers and listeners. It's a targeted, time-limited (10 weeks) intervention that can be used with the whole class, small groups or individuals.

Word Aware – accredited: Dawn Bailey (Primary)

Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage. This approach is full of practical and inspiring ideas that can be easily applied by busy classroom practitioners to develop both spoken and written vocabulary.

NASENCO Award Manchester Metropolitan University - Kuljit Jheeta and Dawn Bailey

Stoke on Trent City Council are affiliated with Manchester Metropolitan University to deliver the NASENCO Award. This is a mandatory qualification that SENDCO's must gain within three years of taking up post.

Children and Family Services

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