

# **SEND Service 0-25 Years**

## **SEND Training Service – 2022/23**

**SEND District Teams –  
Educational Psychologists  
Specialist Teachers  
Specialist Practitioners  
Sensory Support Service  
Strategic SEND Support Service**

[SEND.Training@cambridgeshire.gov.uk](mailto:SEND.Training@cambridgeshire.gov.uk)

**For any course bookings or course enquires  
please contact us on 01223 715933**

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Cambridgeshire's SEND (Special Educational Needs and Disabilities) Specialist Services 0-25 years provide a range of professional services for children, young people and families in a wide range of educational and community settings. We use the expertise of an incorporated multi-professional service (consisting of psychologists and educational professionals) to offer schools and settings a bespoke approach to removing barriers to learning (including academic, social and emotional barriers).

Additionally, we offer a range of packages that schools and settings can commission from our teams. We work collaboratively with schools to support a range of needs and priorities, drawing upon theory and research of 'what works' to develop an understanding of complex situations.

We take a positive, solution-focused approach to our work, which means we are interested in moving forward and enabling schools and all pupils to achieve their potential.

The following information gives details of the enhanced support that schools and settings are able to purchase from SEND Specialist Services, subject to capacity within the teams. This information will be updated at the end of the academic year 2020.

### **Time allocation**

Schools may wish to use their Specialist Teacher (ST) or Educational Psychology (EP) hours to 'fund' training. Courses will state how many hours are needed. Schools can still purchase training on top of their time allocation; a price is quoted for all courses.

### **Open Courses**

Open courses are those where SEND services provide the venue and there are additional costs beyond that of the ST/ EP time. These courses are charged for and the cost appears in the brochure. Should a cluster of schools wish to host an open course, this can be discussed with the SEND Training team to explore whether the course can be delivered through time allocated hours rather than a fee being charged.

#### **Sensory Support Team (County Wide)**

Visual & Hearing Impairment Queries contact Chris Porter (Business Support Officer) on 01480 373434

# Communication and Interaction

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<b>AET Professional Development Programme for Schools</b>				
<p><b>Autism Education Trust (AET) Schools 'Making Sense of Autism'</b>*  <i>*For further information about all AET training please see the AET website: <a href="#">Training programme – Autism Education Trust</a></i></p>	<p>All school staff. This includes teaching and support staff, office and ancillary staff, caterers, caretakers, transport staff and governors.</p>	<p>Enhances your understanding and awareness of autism and the three areas of difference that affect autistic pupils.</p> <p>Equips you with the knowledge you need to begin to make reasonable adjustments in the way you support autistic pupils.</p>	<p>One session lasting 90 minutes.</p>	<p>Whole school (up to 100 people) £200 or 3 hours of SEND time. <i>For larger groups please contact SEND Training for estimated costs.</i></p> <p>Open training £30 per person.</p>
<p><b>AET Schools 'Good Autism Practice'</b>*</p>	<p>All school staff that directly supports a child or young person with autism (usually teachers or support staff).</p> <p><b>Please note:</b> Delegates should already have a basic awareness of autism.</p>	<p>Develops knowledge and understanding of good autism practice.</p> <p>Outlines strategies and approaches you can draw upon for autistic pupils you work with.</p> <p>Considers how to involve the autistic pupil and their family in the pupil's education.</p> <p>Enhances and embeds inclusive practice for autistic pupils.</p>	<p>3-hour training module. Can be delivered as 2 twilight sessions.</p>	<p>Whole school £450 or 8 hours of SEND time.</p> <p>Open training £55 per delegate.</p>

# Communication and Interaction

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<b>AET Professional Development Programme for <u>ALL</u> educational settings</b>				
<b>AET 'Anxiety Module'*</b>	For staff working with autistic pupils who present with anxiety. This training can be tailored for staff working in Early Years settings, mainstream schools, specialist schools and Post-16 settings.	After completing this module, you will be able to understand: <ul style="list-style-type: none"> <li>• How autistic children and young people (CYP) CYP might express anxiety.</li> <li>• What can cause anxiety in autistic CYP.</li> <li>• What you can do to prevent and reduce anxiety in autistic CYP.</li> </ul>	2-hour training module. Can be delivered as 2 twilight sessions.	Whole school £200 or 4 hours of SEND time.
<b>AET 'Exclusions Module'*</b>	For staff working with autistic pupils who present with distressed behaviours that are putting that pupil at risk of exclusion. This training can be tailored for staff working in Early Years settings, mainstream schools, specialist schools and Post-16 settings.	This module on exclusion and autism will provide delegates with an idea as to what the key causes are of autistic children and young people being excluded from school, and how staff can prevent exclusion occurring or, when it does occur, provide support for the CYP's successful return or transition on to their next placement.	2-hour training module. Can be delivered as 2 twilight sessions.	Whole school £200 or 4 hours of SEND time.

# Communication and Interaction

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<b>AET 'Progression Framework'</b> *	This training provides an overview of the autism progression framework (an interactive tool which is available free from the AET website). This half-day session is suitable for practitioners working with children on the autism spectrum in both mainstream and specialist services.	Understanding of how the progression framework relates to the broader educational context. Familiarity with the content and key features of the progression framework.  Skills in identifying learning goals and measuring progress for pupils on the autism spectrum in areas specific to their individual needs.	Half day training course.	Whole school £450 or 8 hours of SEND time.  Open training £60 per delegate.
<b>AET Professional Development Programme for Early Years settings</b>				
<b>AET Early Years 'Making Sense of Autism'</b> *	This is a raising awareness module for anyone working in early years settings. This includes teaching and support staff, office and ancillary staff, caterers, caretakers, transport staff and governors	The module provides an introduction to autism and some initial reasonable adjustments that need to be considered when working with autistic children.	One session lasting 90 minutes.	<b>FREE</b>

# Communication and Interaction

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<p><b>AET</b></p> <p><b>Early Years</b></p> <p><b>'Good Autism Practice'*</b></p>	<p>All early years setting staff that directly supports a child with autism (usually teachers or support staff).</p> <p><b>Please note:</b> Delegates should already have a basic awareness of autism.</p>	<p>Develops knowledge and understanding of good autism practice.</p> <p>Outlines strategies and approaches you can draw upon for autistic children you work with.</p> <p>Considers how to involve the autistic child and their family.</p> <p>Enhances and embeds inclusive practice for autistic pupils.</p>	<p>3-hour training module. Can be delivered as 2 twilight sessions.</p>	<p>Training for EY staff from <b>Maintained Schools, Academies and Independent schools</b> (including school-managed early years and childcare settings) £250 per setting.</p> <p>Training for <b>private, voluntary and community early years and childcare settings including childminders</b> £200 per setting.</p> <p>Open course for Cambridgeshire early years and childcare sector £45 per delegate.</p>

# Communication and Interaction

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing & STT/EP school hours
<b>Elklan Primary</b>	<p><b>Who's to be trained:</b> TAs 11 week Teachers and SENCOs 2 day</p> <p><b>Who's the intervention for:</b> Children with Speech and Language difficulties</p>	Increasing confidence in supporting pupils with Speech Language and Communication Needs. Support and manage ELKLAN trained Teaching Assistants. Developing linguistic concepts. Promoting effective communication and social interaction.	Co-presented by a Speech and Language Therapist and Specialist Teacher. 10 weeks for TAs and 2 days for teachers. TAs on the 10 week course gain accreditation for their work through the Open College Network. Successful learners will achieve 6 credits and either level 2 or 3.	<p>"Excellent! Every teacher should be required to attend this course".</p> <p>"A group of children have made better or much better progress than anticipated as a direct result of things that I have learnt from ELKLAN".</p>	<p>£415 - 11 week course (Includes a Copy of Language Builders)</p> <p>£180 - 2 day course (Includes a copy of Language Builders and lunch)</p>
<b>Identiplay</b>	<p><b>Who's to be trained:</b> Teachers, TAs, SENCOs</p> <p><b>Who's the intervention for:</b> Pupils with autism.</p>	Develop play skills for pupils with autism	Member of our specialist teaching team will deliver a twilight training session at school.		£150 or 1.5 hours of school ST/EP time.

# Communication and Interaction


Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<b>Makaton Beginners' Workshop</b>	<p><b>Who is it for?</b></p> <p>Teachers, TAs, Educational Psychologists, Parents</p>	<p>Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.</p> <p>The Beginners' Workshop provides a practical introduction to the Makaton Language Programme</p>	<p>Training is delivered in a fun, visual and practical way, as well as some theory to support your background learning.</p>		<p><b>Whole School Training</b></p> <p>2 Day Training - £1200</p> <p>1 Day Training - £600</p> <p>Twilight - £200 or 2 hours of school ST/EP time.</p>
<b>Lego-Based Therapy</b>	<p><b>Who's to be trained:</b></p> <p>Teachers, TAs, SENCOs/InCos</p> <p><b>Who's the intervention for:</b></p> <p>For children aged 6 years and above with social communication difficulties and/or an autism spectrum condition.</p>	<p>The intervention aims to develop children's social skills through facilitated, collaborative Lego play.</p>	<p>3-hour training course plus 1 hour follow up. A trained facilitator, usually a TA in the school, runs group sessions weekly. The groups run for 60 minutes each week for a minimum of a term. Pre and post measures are taken to evaluate the effectiveness of the intervention. Pupil views are obtained using a pupil questionnaire.</p>	<p>"It just really starts my week off well and makes me really, really happy. Brick club just makes my day really good" (Y4 boy with Asperger Syndrome).</p>	<p>£350 or 4 hours of school ST/EP time for delivery of training also includes 60 minute follow in school to oversee implementation. Max 24 attendees.</p>



# Communication and Interaction

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<p><b>Girls &amp; ASD Workshop</b></p> <p><b>Recognising the needs of girls with an Autism presentation in primary schools</b></p>	<p><b>Who's to be trained:</b></p> <p>All school staff (Class teachers, SENCOs/InCos and TAs)</p>	<p>To develop school staff's knowledge and understanding of autism and how autism may present in girls.</p> <p>To explore a range of practical approaches and strategies for meeting the needs of girls on the autism spectrum.</p>	<p>One-off workshop lasting 90 minutes</p> <p>Delivered either face-to-face or online</p>	<p>Whole school (up to 100 people) £300 or 3 hours of SEND time. For larger groups please contact SEND Training for estimated costs.</p> <p>Open training £30 per person.</p>

# Communication and Interaction

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<p><b>Level 4 Award in Supporting Children and Young People with Speech, Language and Communication needs (including Reflective Practice in Education)</b></p>	<p><b>Who is it for?</b> Teachers, SENCOs, Teaching assistants and other support staff and volunteers in schools.</p> 	<p>This accredited training involves five days of direct teaching, with around a month between sessions. Sessions are interactive and engaging, with a balance of theory and practical tasks aiming to develop the knowledge and understanding of the participant as part of their continuous professional development. Participants need to complete a practical task between sessions in the workplace.</p> <p>This course includes an additional module focusing on Reflective Practice in Education integral to each day's teaching.</p> <p><b>SEND Services is a recognised centre for Gateway Qualifications</b></p>	<p>Delivery is from the Strategic SEND Support Specialist Teachers and is both internally and externally quality assured.</p> <p>All tutors hold relevant assessor qualifications.</p> <p>On successful completion, participants will receive the Level 4 Award from Gateway Qualifications and a Reflective Practice in Education unit certificate.</p>	<p><b>Five days training.</b></p> <p><b>Fee:</b> £70 per participant. Course fee includes registration and accreditation fees, essential course materials, study guide and assessments.</p> <p>Please contact <a href="mailto:Rebecca.Doyle@Cambridgeshire.gov.uk">Rebecca.Doyle@Cambridgeshire.gov.uk</a> for further detail.</p>

# Social, emotional and mental health

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<p><b>Emotional Literacy Support Assistant (ELSA) Qualification</b></p>	<p><b>Who's to be trained:</b> TA/LSAs</p> <p><b>Who's the intervention for:</b> Children and young people of any age who are experiencing temporary or long term additional emotional needs.</p>	<p>This training is aimed to equip TAs/LSAs with a qualification that includes the skills and knowledge needed to support children and young people with SEMH needs within their own schools.</p>	<p>5 full days of training from an Educational Psychologist spread over 6 months. This training will be available approximately once a year. Please contact your link EP for further details.</p> <p>In order to maintain the ELSA qualification, all trained ELSAs will be required to attend 6 x 2 hour Supervisions with an Educational Psychologist each year after qualifying.</p>	<p>"The role of the ELSA has been critical in offering the support some students need to gain the emotional understanding and regulation to enable them to achieve personally, socially and academically."</p> <p>"All the resources you get given as part of the training are fantastic!"</p> <p>"The children all really love coming to ELSA and there's something special for them about having their own ELSA room."</p> <p>"We very much value the work of the ELSAs as part of our response to social, emotional and behavioural difficulties within the school. It provides valuable support to children and evidence for cases where further intervention is required from external professionals".</p>	<p>The initial cost is £750 for one ELSA, which includes the following:</p> <p>Five Days of Training (£500 per ELSA)</p> <p>The first year of ELSA Supervision (£200 for six half-termly supervision sessions per ELSA)</p> <p>Essential resources that will be given to the ELSA as part of their role (£50)</p> <p>Please note that, after the first year of ELSA supervision, there will then be an annual cost of £200 per ELSA for ongoing supervision.</p>

# Social, emotional and mental health

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<b>Circle of Friends</b>	<p><b>Who's to be trained:</b> Teachers, TAs</p> <p><b>Who's the intervention for:</b> Supporting children with social skill development.</p>	Often used to support children at risk of exclusion, or children who find it difficult to make and maintain friendships – provides peer based social support.	The Educational Psychologist will lead the first two sessions and hand over to school staff – average intervention is 6-8 weeks.	"I used to hit and bite and I had no friends, but now I don't and I've got friends". (Newton et al, 1996)	£100 per hour or 1 hour of school ST/EP time.  (1 hour for preparation with parents, 2 hours for each initial session and one hour to review after 8 weeks) – Total cost £400 or 4 hours of ST/EP time.
<p><b>Cambridgeshire Steps</b></p> <p><b>Step On and Step Up Tutor Training</b></p>	<p>Headteachers, SENCos, mental health leads, pastoral leads, heads of house, class teachers, TAs, support staff, governors</p> <p>All phases and ages, from EY to Y13</p> <p>Primary, secondary, special and alternative provision</p>	<p>Cambridgeshire Steps is a therapeutic thinking and trauma-informed approach to positive behaviour management for all educational settings.</p> <p>Training includes evidence-based theory, practical and reflective activities, and several analysis and planning tools to support whole-setting and individuals' needs.</p>	<p><b>Step On tutor training:</b> three days followed by an annual refresher (one day). Step On tutors are certified to deliver Step On training to staff within their school, setting or service.</p> <p><b>Step On tutor refresher training:</b> one day, to be refreshed annually.</p> <p><b>Step On follow-up package:</b> two, four or six hours with a CCC SEND Step On tutor. This could include developing a Steps action plan, reviewing policies, recapping specific Steps tools, or using the electronic toolkit to talk through a pupil's needs. For more information contact <a href="mailto:jacquie.woodcock@cambridgeshire.gov.uk">jacquie.woodcock@cambridgeshire.gov.uk</a></p>	<p><i>Secondary school: 'Below our FTEs since implementing the Steps approach:</i></p> <p>2017-18: 85 2018-19: 27 2019-20: 15'</p> <p><i>'I thought it was fantastic! It was a brilliant approach and helps me to consider behaviour in a better way, more therapeutically'</i></p>	<p><b>Step On tutor training</b> (three days) Day one in person, days two and three online £330</p> <p><b>Step On tutor refresher training – online</b> (one day) £100</p> <p><b>Step On follow-up package</b> (two, four or six hours of support) £125 or two 'school hours' £250 or four 'school hours' £375 or six 'school hours'</p> <p><b>Step Up tutor training</b> (two days) Day one online, day two in person £300 Strictly limited and by application only.</p>

# Social, emotional and mental health

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<p><b>Supporting children and young people through loss and bereavement</b></p>	<p>For all school staff (primary and secondary) supporting any children or young people who have experienced a loss or bereavement.</p>	<p>Aims to</p> <ul style="list-style-type: none"> <li>• raise awareness of the principles of grief</li> <li>• increase understanding of the developmental nature of responses to death</li> <li>• increase staff confidence in knowing how to support bereaved children and young people</li> </ul>	<p>1.5 hour twilight training session (typically from an EP but does not have to be).</p>	<p>“The training session is really informative and provides practical ideas for supporting children and young people”.</p> <p>“I really like all of the resources that can be used to support the children.”</p> <p>“It’s so helpful knowing that all the staff will be prepared in the same way.”</p> <p>“The model of grief that is covered in the training will be really helpful to use!”</p>	<p>£200 or 2 hours of EP/ST time (to include prep and delivery).</p>
<p><b>ADHD What is it and how do we help pupils with it.</b></p>	<p>All school staff (Class teachers, SENCOs/InCos and TAs)</p>	<p>Enhances your understanding and awareness of ADHD and the different presentation types. Equips you with the knowledge you need to continue and</p>	<p>Workshop lasting 90 minutes</p>	<p>Delegates said, “There was a real buzz about it (ADHD) in school after the training!” “The most useful training I’ve attended in years!”</p>	<p>Whole school (up to 100 people) £200 or 3 hours of SEND time</p>

		further develop reasonable adjustments in the way you support pupils with ADHD, attention difficulties and/or sensory difficulties.			
<p><b>Recovery through Relationships: an attachment aware and trauma –informed approach. Introduction.</b></p>	<p>Headteachers, SENCos, mental health leads, pastoral leads, heads of house, class teachers , TAs, support staff, governors.</p> <p>All phases and ages, from EY to Y13</p> <p>Early Years settings, Primary, Secondary, Special and alternative Provision.</p>	<p>Recovery through Relationships is designed to develop adults’ understanding of the effects of relational and developmental trauma and loss on children and young people. It encourages the development of professional curiosity, a ‘trauma lens’. This course will consider the impact that trauma and attachment difficulties can have on a young person’s life and education through the use of the Cornerstone Virtual Reality Training Headsets, enabling a greater understanding of a young person’s lived experience.</p>	<p><b>Introductory two-hour training:</b> Delivered by two facilitators using VR Headsets for up to 22 people at one time.</p> <p><b>Half Day three-hour training:</b> Delivered by two facilitators using VR Headsets for up to 22 people at one time with the addition of PACE material.</p> <p><b>Recovery through Relationships: Train the Trainer Modular Training:</b> Two half days to train the Designated Teacher and/or Senior Leader to deliver six 45-minute modules to school/setting staff. Please contact the Virtual School directly about this package: <a href="mailto:virtualschool@cambridgeshire.gov.uk">virtualschool@cambridgeshire.gov.uk</a></p>	<p>“All staff agreed that it had been the best CPD they had, had for a long time. It was extremely powerful and so relevant to many of the children we work with” Primary School Jan 2023.</p> <p>“The most powerful immersive learning experience, using VR. Literally seeing through the eyes of a child to help understand and become truly trauma-informed in our practice” Stephen Moir Chief Executive CCC.</p>	<p>No charge for Cambridgeshire Schools.</p>

# Cognition and Learning – Literacy

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<b>Expanded Rehearsal Technique (ERT)</b>	<p><b>Who's to be trained:</b> Primary and Secondary School teachers and TAs.</p> <p><b>Who's the intervention for:</b> Pupils with poor phonics skills and reading fluency.</p>	ERT is a phonics and whole word literacy program which focuses on improving children's reading fluency and confidence. It is based on psychological research on the most effective teaching strategies.	<p>2 hour session by a SEND Specialist and 1 hour follow up session in school.</p> <p>Developed and measured within Cambridgeshire. Results show average of 8 month gains in reading age over 8-10 weeks, and 4 months gain in spelling.</p>	<p>"I am really good when we learn words (with ERT) and I have lots in my forever pot now and I know them when I see them in books too which is really clever"</p> <p>Feedback from school pupil.</p>	<p>£350 or 3 hours of school ST/EP time.</p> <p>2 hours training and resources, plus 1 hour follow up.</p> <p>Additional follow ups are available at request for £100 per hour/school time.</p>
<b>Precision teaching</b>	<p><b>Who's to be trained:</b> Primary and Secondary School teachers and TAs.</p> <p><b>Who's the intervention for:</b> Wave 3, Key Stage 2 upwards. Primary and secondary aged pupils with weak whole word recognition.</p>	<p>Aims to teach pupils to recognise medium and high frequency words in text.</p> <p>Aims also to re-engage pupils in learning to read.</p>	<p>2 hour introductory session by a SEND specialist and 1 hour review at the end of the intervention. Teaching Assistant – 10 minutes a day. Ongoing support/review with Educational Psychologist.</p>	<p>"Allows the teacher to make informed decisions of how to change the teaching style to fit with each individual learner – guaranteed to work"</p>	<p>£350 or 3.5 hours of school ST/EP time.</p> <p>(price includes costs of course resources and materials)</p>
<b>Reciprocal Teaching</b>	<p><b>Who's to be trained:</b> Teachers and Tas</p> <p><b>Who's the intervention for:</b> Children with reading comprehension difficulties.</p>	To teach children comprehensive skills including summarising, clarifying and predicting.	2 hour training course	'a highly effective intervention to develop comprehension skills". Prof. Hattie (in his book Visible Learning)	£200 or 2 hours of school ST/EP time.

# Cognition and Learning – Literacy

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<b>Peer Tutoring</b>	<p><b>Who's to be trained:</b> 1 member of staff, child/young person who is at least 2 years older than child/young person who they are tutoring.</p> <p><b>Who's the intervention for:</b> Children/young people with literacy difficulties.</p>	Older pupils take the tutoring role and they are paired with a younger tutee	2 hour training to cover 1:1 tutoring.	"Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains."	£100 per hour or 1 hour of school ST/EPP time.
<b>Literacy Difficulties/Dyslexia Tier 1: Accessible classrooms</b>	<p><b>Who's to be trained:</b> All school staff (Class teachers, SENCOs/InCos and TAs)</p>	Whole school training. To provide a shared understanding of terminology around dyslexia, to ensure that schools are familiar with the Response to Intervention framework used in Cams and to support school staff with screening for literacy difficulties and making sure that every classroom is accessible for children and young people with literacy difficulties/dyslexia .	2 x one hour session	"Although I knew a fair bit about the subject, I found this course to be immensely useful - incredibly knowledgeable tutors".	£200 or 2 hours of school ST/EP time.  £30 per person (Open course)
<b>Literacy Difficulties/Dyslexia Tier 2: Targeted support</b>	<p><b>Who's to be trained:</b> SLT/ SENCOs/ Literacy Leads/ Teachers and TAs</p>	Training for specific staff about ways to identify and make sense of which areas of literacy a child or young person is struggling with and to ensure that interventions are specifically targeted to those needs at Tier 2 of the RTI framework. Covers in detail why it is so important to have systems which work for all children and young people and explores areas of	3 hours (half day)		£30 per person for Tiers 2 and 3 as part of open course.



		literacy including reading accuracy, fluency, comprehension, spelling, and writing composition.		
<b>Literacy Difficulties/Dyslexia Tier 3: What to do when you don't know what to do</b>	<b>Who's to be trained:</b> SLT/ SENCOs/ Literacy Leads/ Teachers and TAs	Training for specific staff about ways to identify and make sense of literacy difficulties which are persisting despite well-founded and targeted intervention. Covers models of reading in more detail and provides models of comprehensive and intensive literacy support.	3 hours (half day)	£30 per person for Tiers 2 and 3 as part of open course.

# Cognition and Learning – Literacy and Numeracy

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<p><b>Level 5 Diploma in teaching learners with dyslexia, specific learning differences and barriers to literacy:</b></p>	<p><b>Who's to be trained:</b> Teachers and support staff working in schools with pupil experiencing literacy difficulties.</p>  <p>SEND Services is a recognised centre for Gateway Qualifications.</p>	<p>The qualification is designed to provide high quality continuous professional development for teachers and other professionals working in schools.</p> <p>The curriculum covers theoretical perspectives and practical applications of evidence-based approaches to supporting and teaching pupils with dyslexia, specific learning differences and barriers to literacy.</p> <p>Each taught session will provide participants with a balance of knowledge and practical activity which has relevance to classroom practice. Participants will be supported to identify and use resources and strategies from sessions immediately on return to their classroom environments. This experience is designed to enable the completion of four mandatory modules, including an observed and guided practice based module.</p>	<p>This course is accredited by Gateway Qualifications and carries 60 credits at level 5.</p> <p>This is a demanding course which is delivered over 12-18 months. Sessions will include a range of seminars, tutorials, lectures and presentations during term times with additional tutor support and individual supervision. Practical assessment in situ in your school or session are integral to course completion. Participants are encouraged to note the 110 guided learning hours expectations before applying. Participants are expected to have 100% attendance and complete all four mandatory modules to achieve the qualification.</p> <p>Assessment is through a portfolio of evidence made up of a range of assignments and tasks, including practical teaching in the workplace that includes observation and feedback.</p> <p>Supervision is provided from Specialist Teachers within SEND Services.</p>	<p>Expected course duration: 12-18 months. The course has an expectation of 110 guided learning hours.</p> <p><b>Fee: TBC</b></p> <p><b>Next presentation planned for September 2023</b></p> <p>Course fee includes registration and accreditation fees, essential course materials, study guide and workplace based assessments, assessment of the portfolio of evidence, supervision and developmental feedback from a tutor for the duration of the course.</p> <p>Application forms and further details can be requested from <a href="mailto:Rebecca.Doyle@Cambridgeshire.gov.uk">Rebecca.Doyle@Cambridgeshire.gov.uk</a>.</p>

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<b>Cued Spelling</b>	<b>Who's to be trained:</b> Class Teachers, SENCOs, Literacy Leads, Parents	To Improve spelling using a peer tutoring approach for children in years 2-6	2 Hour Session. Recommended in Brooke's Report 2016		£200 or 2 hours of school ST/EP time.
<b>Metacognitive Strategies in the Classroom</b>	<b>Who's to be trained:</b> Primary and Secondary School Teachers and TAs	<p>school staff will improve their ability to develop students' metacognitive abilities. Improved metacognitive abilities have been shown to improve academic outcomes for school-aged students, as well supporting them to develop deeper understanding of subject knowledge and become autonomous learners.</p> <p>The course also aims to improve school staff understanding of metacognition within the context of executive functioning and self-regulated learning.</p>	2 sessions: A 1.5-hour session delivered by a SEND Specialist covering the theoretical and practical application of metacognitive strategies in the classroom. Staff are then asked to implement two or more of these strategies in their practice, prior to a 1-hour follow-up session	<p>"Thought provoking and useful training."</p> <p>"It gave food for thought as to how encourage the children to be asking these (metacognitive) questions themselves, so it is less adult led."</p>	<p>£350 or 3 hours of school ST/EP time</p> <p>Additional follow ups are available for £100 per hour or school time.</p> <p>This training can be delivered virtually if requested.</p>

# Cognition and Learning – Literacy and Numeracy

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<b>Talking Maths</b>	<p><b>Who's to be trained:</b> Class teachers, SENCOs and TAs.</p> <p><b>Who's the intervention for:</b> Children with speaking and listening needs relating to Maths</p>	Talking Maths is an intervention programme that targets speaking and listening skills in the context of mathematical language.	One day training.	"All three children have made progress. The structured approach has made them all more confident. The team have shared their expertise and supported us extensively in implementing the Talking Maths intervention. The monitoring visited provided us with excellent feedback and new strategies."	£250 per person
<b>Training and Support regarding numeracy development</b>	<p><b>Who's to be trained:</b> Teachers interested in/responsible for numeracy development.</p> <p><b>Who's the intervention for:</b> Children with numeracy difficulties (Primary and Secondary)</p>	To increase knowledge in the numeracy development of children and young people, and how best they can be supported.	Two 1 - 1.5 hour sessions, with practise opportunities in between the sessions. Evaluation of effectiveness is measured using Targeted Monitoring Evaluation data (TME).	"We are extremely pleased with the support that our Specialist Teacher has given the school. She is always extremely helpful and her assessments and recommendations are realistic and enable every child she has worked with / assessed to move forward."	£100 per hour £200 Twilight session is available.

# Cognition and Learning – Memory

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<b>Working memory training</b>	<b>Who's to be trained:</b> Class Teachers, SENCOs/InCos and TAs.	A presentation developed through collaboration between the Specialist Teaching Team and the Cognition and Brain Sciences Unit, Cambridge, Providing:  An overview of working memory, features of working memory difficulties and Strategies/adjustments to practice working memory difficulties.	A twilight session of 1.5 hours.	"Thank you. I knew very little about working memory before this session but now feel confident in spotting features of working memory difficulties and how to make (often small) adjustments to my classroom practice.	£350 half-day session or 3.5 hours of ST/EP time.  £200 Twilight session.

# Cognition and Learning – Exam Preparation for Literacy and Numeracy

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<b>Exam Access Arrangements</b>	Assessment and report for specific pupil.	A report will be produced that can be used as evidence for an application for special exam arrangements.	A completed report for school.	£100 per hour or 1 hour of ST/EP time.


# Sensory

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<b>Sensory Friendly Classroom Training</b>	<p><b>Who's to be trained:</b> Class and subject teachers, SENCOs, support staff in settings, schools and colleges.</p> <p><b>Who's the intervention for:</b> Mainstream staff supporting hearing impaired or visually impaired pupils</p>	Understanding of learning needs for pupils with sensory impairments. Practical strategies to use within the classroom and learning environment.	<p>One session lasting 90mins</p> <p>Audit/assessment of school need, training session, follow up sessions.</p>	<p>"Has provided me with a great deal of information and invaluable benefit to all staff."</p> <p>"Fantastic clear explanation. A lot of food for thought that I will try to incorporate into my lessons."</p>	<p>Costs only occur to independent schools and FE Colleges</p> <p>£150</p> <p>Group size up to 20 people.</p>
<b>Follow-up in-depth training related to individual pupil/student need</b>	<p><b>Who's to be trained:</b> Class and subject teachers, SENCOs, support staff in settings, schools and colleges.</p> <p><b>Who's the intervention for:</b> Mainstream staff supporting hearing impaired or visually impaired pupils</p>	Enabling the educational setting to devise, implement and monitor effective evidence based interventions for sensory impaired pupils/students.	Equivalent of whole day training delivered by Qualified Teacher of the Deaf or Qualified Teacher of the Visually Impaired.	<p>"Thank you so much, this was really relevant and we will be able to use this to support children in our school in a better way "</p> <p>"Fantastic clear explanation".</p>	<p>Costs only occur to independent schools and FE Colleges</p> <p>Total £250</p>
<b>On-Line Learning Supporting children/young people with a hearing/visual loss in education</b>	SENCo, Teachers, TA's	<p>The Sensory Support Team 0-25yrs will be delivering a tutor-led, online, interactive course on hearing/visual loss aimed at supporting children and young people in their education setting.</p> <p>The evidence-based, tutor led eLearning course is aimed at enhancing:</p> <ul style="list-style-type: none"> <li>Knowledge and expertise of hear/visual loss</li> <li>The Impact of a hearing/visual loss on development</li> <li>The Technology used with pupils with a hearing/visual loss</li> <li>Hearing/visual loss and additional needs</li> <li>Why assessment is important and the information it can provide</li> </ul>		<p>The Course equates to approx... 20 hrs of study time.</p> <p>For more information please contact: <a href="mailto:Sibel.djermal@cambridgeshire.gov.uk">Sibel.djermal@cambridgeshire.gov.uk</a></p>	£100

# Systemic Whole-School Support

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<b>Bespoke Research and evaluation projects</b>	Whole school research projects.	Research and evaluation enables insight into whole-school/whole-year/cohort challenges to help meet school priorities.	The project will be delivered according to the project scope documents, which are agreed by the researcher and the commissioner. According to the project's delivery criteria.	£100 per hour or 1 hour of ST/EP time. £200 Twilight session is available.
<b>Drop in Session for Teachers, Early Years Settings and Further Education staff</b>	Teachers of children and young people in various educational establishments.	Aims to provide an opportunity to discuss their query / concern with a psychologist, empowering and supporting them to make a difference for children they are working with.	Sessions delivered by a member of the SEND specialist service. Teachers should sign up for a 30 minute slot.	£100 per hour or 1 hour of school ST/EP time.


# Systemic Whole-School Support

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<p><b>National Award for SEN Co-Ordination</b></p> <p>(For more information please contact Dr Rebecca Doyle on 01353 612802 or 07500890064)</p>	<p><b>Who is it for?</b></p> <p>SENCOs and aspiring SENCOs who hold QTS.</p> <p>This course is delivered in partnership between SEND Services, Eastern Partnership (SEND) UK and the University of Hertfordshire.</p> 	<p>This is a mandatory qualification for all new-to-role SENCOs in all schools and academies who must complete the award within 3 years of taking up post.</p> <p>The qualification is a postgraduate 60 credit award at Master’s level. Participants engage in a balance between practical tasks and theoretical underpinning throughout.</p> <p>Participants can progress to a Master’s in educational leadership or Master’s in SEND following completion of the National Award.</p> <p>Accreditation is from the University of Hertfordshire.</p>	<p>There are seven taught days over one academic year. Participants have an individual supervisor/tutor and need to complete two assignments, one of which is a small scale research project. Tutors are from the Strategic SEND Support team and regularly work as practicing SENCOs in Cambridgeshire schools.</p> <p>All work is externally quality assured and participants are expected to comply with BERA (2018) ethical practices.</p>	<p>“I [wanted] to say how valuable I am finding the course, not just the content but also your knowledge and expertise. In fact it is your breadth of knowledge and style of teaching in delivering the course that is making it so accessible and motivational”</p> <p>“I feel that the course has provided access to a variety of rich, informative readings, legislation and policies to further inform my practice. I feel it has opened my eyes to different strategies to ensure impact and cater to the needs of the learners”</p>	<p>Cost of course is £1925+VAT Applications for the September 2022 start within Cambridgeshire should be made direct to: <a href="http://easternpartnership.co.uk/training/national-award-for-sen-coordination/">http://easternpartnership.co.uk/training/national-award-for-sen-coordination/</a></p> <p>For further information please contact <a href="mailto:Rebecca.Doyle@Cambridgeshire.gov.uk">Rebecca.Doyle@Cambridgeshire.gov.uk</a> or 07500 890064</p>
<p><b>AptGO SEN Audit Programme</b></p>	<p><b>Who is it for?</b></p> <p>School Leadership Teams including SENCO and HT, and governors working in partnership with a trained facilitator from Strategic SEND Support Service.</p>	<p>The AptGo is a fully facilitated self-evaluation discussion and audit tool set in the context of the Ofsted framework, with a focus on SEN. The facilitated full day session will focus on evidencing where the school SLT and governors feel they are currently, and what steps they need to take strategically to move to Good and Outstanding judgements. At the end of the day, the school should have a number of key action points for strategically achieving high quality provision for all children and young people in their setting who have SEND.</p>	<p>Delivery is through facilitated discussion over one day.</p> <p>As part of the ongoing support, a minimum of two follow up contacts are made in the terms following the AptGO initial contact day. These can be with only the SENCO, but other leaders are welcome to join.</p> <p>The facilitator will be a member of the Strategic SEND Support team.</p>	<p>There is no charge currently for Cambridgeshire maintained primary schools or academies. For all other settings the cost of the AptGO resource pack and facilitation of the day will be charged for.</p> <p>For further information please contact <a href="mailto:Rebecca.Doyle@Cambridgeshire.gov.uk">Rebecca.Doyle@Cambridgeshire.gov.uk</a> or 07500 890064</p>	



# Systemic Whole-School Support

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Testimonials	Costing
<b>Planning Alternative Tomorrows with Hope (PATH)</b>	<p><b>Who's the intervention for:</b></p> <p>Schools and organisations undergoing change – bringing groups of people together.</p>	<p>Positive forward thinking and a shared vision for the future.</p>	<p>Two Educational Psychologists or two Specialist Teachers will facilitate a morning or afternoon session, with follow-up meetings.</p>	<p>“Fantastic – helped us to see a way forward when we were really stuck. Energised our school and meant we could move forward and achieve”.</p>	<p>£350 half day</p>

<p><b>Level 4 Certificate in Supporting the Learning of Learners with SEND</b></p>	<p><b>Who is to be trained?</b></p> <p>Teaching assistants and other support staff working with pupils with SEND or with access to pupils with SEND if in a general role</p> 	<p>Participants generally have some knowledge and experience of working in a classroom setting with pupils with SEND. They will need to have access to pupils in order to complete all practical tasks.</p> <p>Areas covered include:</p> <ul style="list-style-type: none"> <li>• Understanding the four broad areas of need;</li> <li>• Coaching;</li> <li>• Person Centred Approaches;</li> <li>• Metacognition to support independent learning;</li> <li>• Communication skills;</li> <li>• Using evidence based interventions;</li> <li>• Action Research.</li> </ul> <p>There is a need to study outside of the taught sessions and to complete practical work in a workplace setting throughout the year.</p>	<p>The course is delivered over six taught days, one each half term, for an academic year. There are seven modules to complete and there is a 100% attendance requirement.</p> <p>Assessment is through a portfolio of work including a small-scale investigative action research project in an area of SEND and a presentation.</p> <p>The course is taught by Strategic SEND Support Specialist Teachers.</p> <p>On completion, participants receive the Level 4 Certificate from the accrediting body and 30 credits at Level 4.</p> <p><b>SEND Services is a recognised centre for Gateway Qualifications.</b></p>	<p>“I have loved doing this course and it has changed my career path”</p> <p>“The passion [the tutors] have in supporting the learning of learners with SEND is clear to see. I will endeavour to do my best to reflect your passion and use my new improved knowledge and understanding to support the learning of the children I work with”.</p> <p>“Thank you so much for this year, it has been a really important part of the learning experience in this first year of the internship programme”</p>	<p>6 days training over an academic year.</p> <p><b>Fee: £145 per participant</b></p> <p>Course fee includes registration and accreditation fees, module study guides, assessment and tutor support for the duration of the course.</p> <p>Please contact <a href="mailto:Rebecca.Doyle@Cambridgeshire.gov.uk">Rebecca.Doyle@Cambridgeshire.gov.uk</a> for further detail.</p>
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<p><b>Video Enhanced Reflective Practice (VERP)</b></p>	<p><b>Who is it for:</b> Staff groups, such as class teachers, TAs, or other practitioners.</p>	<p>Professional development and enhanced communication through the use of video feedback, using the strength based approach of video interaction guidance (VIG). VERP supports training, team building and professional development projects, leading to sustainable growth in communication skills in organisations.</p>	<p>A minimum 4 hour training session, followed by 3 group practice-based reflective feedback (supervision) sessions, usually monthly, with small group sharing videos and reflections. This includes a final accreditation session. The number of sessions can vary according to need.</p> <p>Impact Evidence: Video Enhanced Reflective Practice, Professional Development through Attuned Interactions, edited by Kennedy, Landor and Todd, Jessica Kingsley.</p>	<p>£100 per hour or 1 hour of school EP time.</p>
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# Post 16

Intervention	Who is it for?	What is it aiming to achieve?	Delivery and effectiveness	Costing
<b>Consultation and Assessment of individual students</b>	Post 16 providers, including Colleges of Further Education	Further insight into the strengths and needs of individual students, and recommendations for staff and the student	Depending on the needs of the student, work will be undertaken by an Educational Psychologist, or where the young person's needs are in relation to a hearing and/or visual impairment, input will be from a Specialist Teacher from the Sensory Support Service.	£100 per hour + VAT
<b>Bespoke Training packages for staff</b>	Post 16 providers, including Colleges of Further Education	Training to increase awareness and knowledge of SEND needs, strategies and interventions	Bespoke training will be given in relation to specific SEND issues.	£100 per hour + VAT