Continuous Professional Development Strategy

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Section 1

Introduction

It is important that teachers have key skills to be able to self-improve, tailor learning for individual pupil needs including wellbeing and additional learning needs, so as to enable children and young people to acquire the knowledge, skills and understanding needed to reach their full potential. As the new professional standards are embedded, Wales are well placed to embrace the cultural shift to ensure teachers and support staff have the appropriate skills to meet the needs of all its learners.

The purpose of this document is to set out the context for developing the school workforce for meeting all its learners' needs and in particular those children and young people with additional learning needs. This document considers some of the key principles to consider when planning how to meet the needs of all learners, including how to determine workforce needs, what the continuum of need is, the different approaches for developing the workforce. It also outlines the professional development available through the specialised services to support schools in this process.

Key Principles

- Workforce planning is the process used to achieve the most efficient and effective workforce, ensuring the provision of the right people with the right skills in the right place at the right time. The workforce budget consumes a large portion of the resources within education. Planning for an efficient and effective workforce enables the best use of these resources.
- Having in place a system that identifies the needs of the school and specialised services workforce in relation to the provision for children and young people with Additional Learning Needs is fundamental.
- All teachers are teachers of Additional Learning Needs and will be expected to have the knowledge, understanding and skills to effectively meet these needs.
- The continuous development of educational practice needs flexible and timely responses, together with a commitment to investing in people. Giving a high priority to educating, training and developing staff is seen as critical to the overall effectiveness of provision for children and young people with Additional Learning Needs
- It is the right of all children and young people that all staff who work with them are appropriately qualified and trained to meet their needs. The quality of the staff expertise and attitudes will have an impact on the delivery and provision for children and young people with Additional Learning Needs.
- All staff are entitled to high quality induction training and continuous professional development, so that they can confidently provide for those children and young people with Additional Learning Needs. Professional Development is not seen solely as a 'top up' of specialist knowledge but as an important aspect of professional life.

- Individual staff should take responsibility for ensuring that they have the understanding, knowledge, skills and attitudes to meet the diversity of needs present in schools. They are entitled to appropriate appraisal to support their professional development planning.
- Professional development should be planned to support staff in bringing about changes and improvements to education and other services. In particular, the move towards greater inclusion of pupils with Additional Learning Needs will be successful if it is accompanied by relevant, high quality professional development.
- The training should be provided within a coherent framework, both in relation to the needs of the individual personnel and also to the schools and 4pecialized services.
- Opportunities should exist for acknowledging and sharing good practice and knowledge. Expertise is best shared through inter–professional collaboration, both within and across Local Authorities.

In addition to these principles and as part of Pembrokeshire County Council's Local Authority responsibilities the service is committed to:

- Consulting with education providers, services, professional associations and providers of professional development training to identify needs and resources.
- Monitor the effectiveness of professional development activities in relation to Additional Learning Needs and assist schools and learning centres in further developing their own approach.
- Develop partnership with other Additional Learning Needs Stakeholders and actively promote joint training with other agencies.
- Ensure provision for professional development of all Additional Learning Needs staff who are not school based.
- Initiate partnerships with other Local Authorities to plan and provide training in specialist areas where schools or single Local Authorities are unable to do so independently, particularly for staff working in 'low incidence' areas of ALN.
- Establish structures that promote a corporate approach to professional development in the fields of Additional Learning Needs and disability, involving staff from a range of relevant agencies.

Section 2

A continuum of Professional Development

The fundamental aim of Pembrokeshire's focus on inclusion is to ensure that the teaching experienced by all learners has a positive and sustained impact on the outcomes they achieve and their wellbeing. The work of the Inclusion Team is to establish support and empower schools to develop their knowledge and expertise in order to include all pupils. It is anticipated that in doing so standards will be achieved that ensure the best possible outcome for all children and young people. To do this it is important to have a reliable and systematic process.

The diagram outlines the three key components that have been combined to form the continuous cycle of professional development

Whilst it would not be feasible to train all teachers for meeting all children's additional needs it is crucial to:

- Decide what would be the basic requirements and training content for all teachers;
- Decide how to create professional development structure for all teachers which both builds upon past experience, knowledge and understanding and provides the necessary skills for staff working in specific environments with individual children;
- Decide how to extend the skills, knowledge and understanding of some teachers who work with children with more complex needs.

In planning to develop a programme that meets a wide range of needs in schools and the specialised service, it is also important to ensure the provision is right at different levels of training.

This includes:

- Induction
- Early Professional Development
- Continuous Professional Development
- Specialist Professional Development
- Leadership and Management

Section 3

Approaches to Professional Development

Underpinning the development of the workforce to meet the needs of all children and young people are the components that help provide the necessary skills and resources. The key issue is that the workforce are able to access a range of professional development opportunities that increase their motivation, skills and understanding in relation to the provision of Additional Learning Needs.

There are a range of professional development opportunities all of which have different strengths. Whilst, professional development activities have tended to be "dominated by one day, ad hoc courses and whole-school inset days"

The model in Pembrokeshire uses a multifaceted approach.

Limitations of formal learning.

The decision by Pembrokeshire Inclusion Service to go beyond the limitations of formal learning reflects a growing recognition that formal development programmes cannot meet all development needs. Whilst such programmes can be useful for providing a basic grounding in essential knowledge and theory, many professionals report that much of their learning is gained in informal settings, such as working in a team or being coached.

The re-focusing of the specialised services now provides the opportunity for teams to work around clusters of schools using approaches such as action learning and mentoring. It enables leavers to be actively involved in planning and designing their own development and links with the new professional standards framework.

Another example of re-focused learning is the collaboration of networks of ALNCo professionals that is now taking place in Pembrokeshire. It provides the opportunity for professionals sharing best practice to action learning, where teams address common problems and learn through shared practical experience. Where specialist ALNCOs across each of the clusters of schools are meeting together this is proving to support much more effective ways of learning.

Action learning – combining learning and doing.

What is it? Unlike traditional teaching models which provide past knowledge in the hope that it can be applied in the future, action learning starts with a practical issue requiring change. A group of people who share this issue then work together to plan, carry out and review actions intended to improve the situation. As the group goes through the cycle of planning, doing and reviewing, the learning that results from this is discussed and used to shape future action. Action learning blends learning and practice in a way that brings practical benefits and increased understanding. It is used for difficult or complex problems where the way forward is unclear. Although the idea is simple, the process is challenging

as it demands a readiness to expose and develop our thinking in a group context. It is this that sets it apart from the usual task or project group. Participants gain a deeper understanding of their own practice and how it impacts on others. No tutor or leader is required, although it is sometimes necessary to have a facilitator to help the group develop the skills and routines it needs to embrace learning from difficult problems rather than avoid it.

Mentoring – individual support on the learning journey

What is it? The terms mentoring and coaching are often used interchangeably, but the two are different in many ways. Mentoring is a long-term relationship which focuses on significantly developing the capability and potential of the mentee over time. The mentee sets the agenda and the mentor facilitates their reflection and learning through questions and feedback. The mentor must have the experience and knowledge to be able to broaden or stretch the capability and thinking of the mentee. They must also have the emotional intelligence, particularly self-awareness, to help the mentee learn. This could be through active listening, providing feedback or introducing the mentee to people or resources that will help them grow. The mentoring relationship is a safe and confidential space where the mentee can explore their problems and frustrations without organisational consequences. For this reason, your line manager should not be your mentor. Although formal mentoring schemes can be helpful, it is critical that both parties are comfortable in working with the other.

The mentor fulfil several roles

- Counsellor – sounding board, reflector, helping to clarify thinking
- Coach – focusing on particular skills
- Networker – introducing the mentee to the resources and people they need
- Guide – giving advice

Shadowing – seeing how someone else does it

- What is it? Shadowing is where time is spent with a person or sometimes a team as they go about their work. It enables the trainee to gain a level of insight into the work of another person or department that could not be acquired through reading or explanation alone. It provides the opportunity of seeing how the world or a particular issue looks from the perspective of the person being shadowed. It can be useful for:
- Observing good practice in action
- Developing good working relationships with partner organisations
- Gaining an insight into the day to day reality of other people in their job roles
- Viewing work or the work of your department from the perspective of clients or users.

Shadowing can also have benefits for the host:

- Their work and point of view becomes better understood
- They can learn from their guest – particularly by seeing their own work through a fresh pair of eyes

It is important to establish the purpose and boundaries of the shadowing arrangement and be clear about how long it will last, what activities or meetings are off-limits, and what must be kept confidential. Depending on what you hope to learn, shadowing might be one visit or a series of visits. It may be concerned with the whole of someone's role or just a specific activity.

Coaching, Developing important skills

What is it? Whereas mentoring tends to be long term and broad in focus, coaching is typically short term and focused on a particular skill or outcome that you want to achieve. The starting place is a vision of what success would look like or clarity about the level or type of performance you aspire to. Then, using feedback from the coach a realistic picture is built up of current performance. The next step is to explore what could be done to lift your performance and then commit to a course of action aimed at improving that. This process is cyclical, so several coaching sessions may be needed at which progressively, clarification or refinement of vision, reviewing progress and the exploring of options is sought. The main benefit of coaching is that it is customised to individual goals and your learning style. Coaching has been used for a huge range of purposes including:

- Improving presentation skills
- Career development
- Setting up in business
- Becoming more effective at managing time
- Developing facilitation skills
- Learning how to manage organisational change

Benchmarking visits – seeing good practice in context

- **What is it?** Benchmarking is a process used in many sectors to compare the performance of a department or organisation with others who do a similar job and who, overall or in a specific area, are seen to demonstrate good practice. Benchmarking involves more than visits. Comparisons of resources, policies, processes and key performance indicators can all be valuable. However, statistics and policy statements can never give the full picture and we should never imagine that only what is measurable is important. Visits can help for several reasons
- Non-measurable but critical factors in how a team or organisation performs, such as culture, working relationships and environment can best be experienced in a visit.
- Seeing excellence in action, rather than just reading dry statistical measures, can be persuasive and inspirational

- Visits, and the face-to-face contact they facilitate, can help establish a dialogue between teams or organisations.

To get the most out of a visit, preparation and planning is essential. You need to be clear about why you want to visit and what you wish to focus on. It is important to meet the people who actually do the work you want to learn from and not just their bosses. It's also helpful to consider how you can make the relationship reciprocal. Do you have examples of best practice or learning opportunities you can offer?

Guided reading – finding out what the experts say.

- What is it? Guided reading is a common feature of many university courses. Students are provided with a list of written resources selected by tutors to provide a broad perspective on a subject. This enables them to understand the main current debates in the area they are studying. But guided reading can be used outside of formal education.

Central to the idea of being a professional is having access to a body of knowledge. However, many professionals find it hard to keep abreast of current ideas and innovations in their field. Pressures of time and the bewilderingly huge amounts of (sometimes poorly written) professional literature generated by academics and commentators mean that professionals may not know where to start in updating their knowledge. In such circumstances it can be valuable for them to be guided towards certain books or articles which have been particularly significant in the advancement of thinking in their field. This can best be done by other practitioners who have a specialist interest or by academics whose role requires them to keep up-to-date with the literature. Instead of having to trawl through a large number of databases, journals and booklists, they can be guided to a few, critically important pieces of writing which are highly relevant to the issue or problem they are facing.

The benefit or impact:-

Impact can be enhanced by going through the discipline of summarising the main themes of the reading you have done or perhaps even presenting your summary and reflections to your colleagues.

Networks

What is a network? Networks enable staff to exchange and combine knowledge to improve services. Professional or learning networks tend to have the following features:
- Common interest. Members share an area of interest, such as teaching a particular subject
- Active engagement. Members interact to share information, solve problems etc.
- Practice focused. Members are practically involved in the area focused on by the network.

Networks may be large or small, local or global, face-to-face or online. Communications technology can help, but is not an end in itself.

Why are networks so useful? As large organisations in all sectors struggle to keep abreast of change, networks have much to offer.

- Crossing boundaries. The number of professions and agencies involved in delivering public services leads to overlaps, gaps and even conflicts in provision. Networks, united by common interest and focused on practice, can operate across organisational and professional boundaries and hierarchies to help join up services.
- Effective learning. Several studies have found that professionals find networking an effective way of learning (Cheetham and Chivers 2001). It enables them to exchange ideas and resources and obtain help with practical problems.
- Fast, Flexible and self-organising. Increasingly, organisations are looking for ways to liberate the talents and know-how of their staff through "purposeful networking" (Senge, 2008. P 243). Networks enable practitioners to address real issues without waiting for formal changes in policy or structure, giving them "access to emerging knowledge about school leadership, learning, teaching and children and young people's wellbeing" (Welsh Assembly Government, 2006)

Section 4

Determining the Needs of Inclusion Service Specialist Staff

Needs within the Inclusion Service are determined through a formalized review process. One aspect of determining the needs of the specialist staff is to review current levels of expertise in relation to the key objectives for the service. In the first instance the needs of the service are identified through the annual review process for each of the service areas, which includes an annual report outlining the achievements for each department and highlighting areas for development. From this process business plans are drawn up for the year setting no more than four targets. The annual performance management process for staff also runs alongside this process.

The central principle for all these activities is that specialist staff within the Inclusion Service work more effectively when they have a clear understanding of what is expected of them. Through the use of the performance management process objectives are set that relate to those identified within the Inclusion Service and development activities identified that support them to achieve the objectives set.

Section 5

Determining the Needs in Schools

Undertaking a Learning Needs Analysis

Needs within schools in Pembrokeshire are determined through a termly meeting with the specialised services. . This meeting takes into account the needs of individual pupils, but also identifies areas that require further professional development of staff.

In addition the Head teachers, from each cluster of schools in the county and Senior Managers from the Inclusion Service meet together to discuss how well the specialist provision from the Inclusion Service is working and to what extent school staff have the skill set to meet the current needs of the children and young people with ALN. This process is aimed at helping:

- to support schools and their capacity to provide for children experiencing difficulties accessing the curriculum
- to ensure individual pupils with complex needs access specialist outreach support
- to provide professional development and training as part of the Local Authority's Professional Development Programme within a cluster of schools as well as across the local authority.

Minimum Training Standards for ALN

In planning to develop a programme that meets a wide range of Additional Learning Needs in schools and specialised services, it is important to ensure that a minimum amount of training is maintained for school staff, which also considers the stage of development of the professional.

To do this it is important to:

- decide what would be basic requirements and what the learning content would look like;
- decide how to create a learning structure that builds on past experience, knowledge and understanding and provides the necessary skills for staff working in specific environments with individual children;
- decide how to extend the skills, knowledge and understanding of some teachers who work with children with more complex needs;
- Decide how to extend the skills, knowledge and understanding of some teachers entering into **leadership and management**

The table below provides a summary of the minimum training standards that would be expected to be achieved.

ELKLAN
Autistic Spectrum Disorder
The Emotional Learning Support Assistant
The Additional Learning Needs Assistant Champion

In addition there are a wide range of courses that are also provided to cover the different range of needs. For example:

- Induction for newly qualified staff
- Early Professional Development
- Continuous Professional Development
- Specialist Professional Development
- Leadership and Management

The Team Around The Pupil Parent and School and Professional Development of School Staff

The Team of specialized professionals who are based across each cluster of schools play an important role in supporting the professional development of staff.

Sometimes the team work directly with individual children and young people, who have been identified as vulnerable or with complex needs and some of the time working with schools to develop their practice.

This preventative approach supports schools in building capacity to support the majority of pupils who are not always able to access the school curriculum because they are struggling with their reading, writing, social skills, co-ordination, speech and language or they may have difficulties with their vision, hearing or ability to physically move around the school.

The school are also able to access a wide range of bespoke training that is provided by the Specialised team. This can be found in Appendix 2 of this document.

The Formalised Performance Management Process for the ALN Specialised Service

Role of Line Managers within the Inclusion Service

The role of Inclusion Service Line Managers in the performance management process is based on the following three objectives:

- To review the performance and effectiveness of individual members of staff in their current job, celebrating good performance and enabling improvement where required.
- To encourage individual members of staff to be actively involved and, in partnership with their employer, take responsibility for their own development.
- To identify training and other development needs of individual staff and compile an appropriate development action plan for the individual.

Role of the Individual

- To be committed to continuous improvement and learning.
- To take responsibility for and play a leading role in one's own development process.
- To work in partnership with their line manager to ensure self-development is aligned with service targets and priorities.
- To plan and evaluate systematically, to ensure, and demonstrate benefit for self, service areas and where appropriate, pupils.

Key Elements of the Individual Performance Review Process

Performance management is an on-going cycle, not an event. It involves three stages:

1. A formal review which is likely to last for approximately one hour although for staff unfamiliar with the process the first few reviews may be shorter. This should not be a once a year paper exercise but should be the culmination of regular and continuous dialogue between the line manager and employee throughout the review period.

   The process should include:

   A review of the employee's job description to ensure it is still accurate.

   o   The setting of clear concise objectives which are linked to the employee's current job description and the service objectives. Objectives should be set as the result of a collaborative, two-way discussion and should be agreed.

They will cover the progress of service delivery, professional development together with any additional responsibilities they may have. Teachers and support staff are expected to set an objective that is related to pupil progress. Employees are encouraged to make a self analysis prior to this review meeting as a preparation for a discussion aimed at agreeing objectives for the coming year.

- o The identification of any development needs associated with the employee achieving the agreed objectives resulting in an individual development action plan. Up to three days of professional development activities should be identified for employees to engage in. In specific cases the study leave can be extended depending on the activity.

- o The line manager should record the jointly agreed objectives and any identified development needs associated with the objectives that will apply for the review period. If objectives cannot be jointly agreed the line manager will have the final decision and will set and record the objectives. It is the right of either party to involve the next level of manager in the organisation, in the event of any dissatisfaction or dispute.

2. A mid year review and, in the case of teaching/support staff, a work based observation to monitor progress. A minimum of one occasion of classroom observation each performance management cycle is required by regulations.

- o Classroom observation is accepted good practice. In planning observation, it is important to bear in mind that:
- o Successful observation requires preparation and training, and a clear understanding on the part of the teacher/support staff and the line manager of why the observation is happening.
- o The nature of the observation will depend on its purpose. To be worthwhile, it needs to be structured in a way that enables the observer to focus on areas agreed beforehand.
- o It is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible.
- o Full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done differently or better next time.

An end of year performance which is the opportunity for the line manager and member of staff to reflect on the employee's performance in a structured way, to recognise and to celebrate achievements and to discuss areas for improvement and professional development. The end of year review will set the scene for the next cycle of performance management.

Scheme Documentation

(i) Employee Performance Management Guidance & Scheme Documentation
(ii) Authorisation Form Training Course

(i)   Employee Performance Management Guidance and Scheme Documentation

Section 1 - Personal Details (To be completed by Post Holder)

Period of appraisal: From _____   To _____

Full name:

Post title:

Employee number:

Directorate/Service:

Reporting Manager /

Supervisor:

Date of appraisal:

Your appraisal is an opportunity to discuss your job and the contribution you make to **your** team and Pembrokeshire County Council.

Please prepare for your Performance Appraisal (PA) meeting by considering:

- Your performance over the last twelve months (section 2)

- Potential work and development objectives for the next **12** months (section 3)

- Your learning and development **needs** over the next 2 months (Appendix 1)

At the Performance Appraisal **the objectives you have achieved** and **how you went about achieving them** should be discussed. Any objectives **not achieved** should also be discussed, and reasons for this **explored**. You will also **have** the opportunity to talk about your **performance** and **receive feedback** from your Reporting Manager/Supervisor.

Section 2 - The last 12 months...

Use the table below to list the objectives agreed during your previous review and comment on how well they were achieved.

Objectives	Summary of Achievement
Objective 1:	
Objective 2:	
Objective 3:	

Use this space to record any other aspects of your job where you think you have performed particularly well in the past 12 months.

Which aspects of your job could be improved upon and how? (Think about your job as a whole; how could you improve how you carry out your job and what prevents you from taking action)

Pembrokeshire Employee Standard

Pembrokeshire County Council has a set of behaviours that employees are expected to demonstrate in their day to day activities. Although the main themes of the Employee Standard are listed below, you will also need to access the Standard to answer the questions on this page. The Employee Standard is attached to the Guidance Notes.

Themes	
• Understands they are working as part of One Team	• Delivers quality and Value for money se vices
• Builds positive relationships and has a strong Customer Focus	• Self awareness/self development

Which behaviours in the Employee Standard do you feel you have applied particularly well over the last year? (Please give examples of how you demonstrated them)

Which of the behaviours in the Standard could be developed in your current role to further improve your performance? (Please give examples of how they will improve your work perf rmance)

Reporting Manager/Supervisor s feedback. This box is for the Reporting Manager/Supervisor to feedback on the Post Holder's strengths and areas f r development.

Objectives are the specific results that you and your Reporting Manager agree should be accomplished in the coming year. When setting objectives it should be agreed **what** you should achieve, **how** you will accomplish them and by **when**. Your objectives should be **achievable yet challenging** and link to either the Key Outcomes and Improvement Objectives or Guiding Principle/s.

	Key Outcomes (KO)		Improvement Objectives (IO)
1	Children, young people and families in Pembrokeshire have the opportunity to lead healthy, happy and fulfilling lives	1A	School Effectiveness
		1B	Vulnerable Children
2	Pembrokeshire has a thriving and prosperous economy	2	Town Centre Improvement
3	People In Pembrokeshire enjoy an attractive, sustainable and diverse environment	3	Waste Management
4	People in Pembrokeshire are healthier	4	Reviewing Adult Social Care Services
5	Children and adults are safeguarded		
6	Communities in Pembrokeshire feel safe		

Guiding Principles (GP)

A	Customer focus	Satisfying customers' reasonable expectations and deliver services in ways that are convenient for them. Our job is to make life easy for our customers.
B	Value	Delivering high quality services through making prudent choices and by living within our means and by stripping out unnecessary process and waste.
C	One team	Working as one organisation; taking collective responsibility for our actions, sharing problems and working across internal boundaries to deliver appropriate solutions

Please indicate how your objectives link to either Key Outcomes and Improvement Objectives or Guiding Principle/s. You may also find it helpful to link your objectives to your Service Improvement Plan (SIP) if applicable.

Objective 1			
KO & IO		Or GP Ref	SIP Ref
How you plan to achieve this objective and by when		Notes on progress (to be completed during reviews)	

Objective 2			
KO & IO Ref		Or GP Ref	SIP Ref (if applicable)
How you plan to achieve this objective and by when		Notes on progress (to be completed during reviews)	

Objective 3			
KO & IO		Or GP Ref	SIP Ref
How you plan to achieve this objective and by when		Notes on progress (to be completed during reviews)	

Objective 4			
KO & IO Ref		Or GP Ref	SIP Ref (if applicable)
How you plan to achieve this objective and by when		Notes on progress (to be completed during reviews)	

Objective 5			
KO & IO Ref		Or GP Ref	SIP Ref (if applicable)
How you plan to achieve this objective and by when		Notes on progress (to be completed during reviews)	

Objective 6			
KO & IO Ref		Or GP Ref	SIP Ref (if applicable)
How you plan to achieve this objective and by when		Notes on progress (to be completed during reviews)	

Reporting Manager/Supervisor's Overall Comments

[ ]

Post Holder's Overall Comments

[ ]

Post Holder:

Please **sign** to confirm that you **agree** with the comments **made** and actions **identified** in this review.

Sign: _____   Date: _____

Reporting Manager/Supervisor:

Please **sign** to confirm that you **agree** with the comments **made** and actions identified in this review.

Sign: _____   Date: _____

_____

In order to carry out your objectives/key tasks or improve your skills what learning opportunities would you like to undertake? (This could include taking on extra responsibilities, shadowing a colleague, coaching others or being coached, attending a training event or doing something in your job for the first time).

Learning Opportunity requested	KO & IO / GP/ SIP Ref	Training Approved?	
		Yes	No
1.			
2.			
3.			

Reporting Manager/Supervisor

Please provide reasons in the box below if you were not able to approve any or all of the learning opportunities requested above?

[ ]

Post Holder Contact Details

Full name:	Employee No:
Post title:	
Email:	Tel:
Reporting manager/Supervisor:	Date:

LEARNING & DEVELOPMENT COURSE APPLICATION FORM

Applicant Name		Employee No:
Applicant Job Title		
Email Address		
Daytime Tel No.		
Course Title:		
Course Date(s)		
Course Details Incl. venue		
Course Fees:		
Expected Travel Costs		
Additional Costs: (residential etc)		

How do you hope your participation in this activity will impact on your professional practice?

How do you hope your participation in this activity will improve the service we provide?

How best could the value of this activity be assessed?
(e.g. classroom observation, learning journal etc.)

Applicant Signed:	Date:

Authorised By Line Manager (Print Name)	Signed:
	Date:

Authorised By Head of Service (Print Name)	Signed:
	Date:

Menu of In-House Training

Menu of Specific Additional Learning Needs
In-House Training for Schools

SpLD Friendly Classroom

This course is aimed at support staff working with children with SpLD. It will cover the following:

- An overview of Dyslexia and other SpLDs including co-occurrence
- Why Learning "Difference" – a change in attitudes
- Processing speed and SpLD
- Put yourself in their shoes: Implications for the classroom setting including behaviour
- Practical classroom strategies
- Assistive technology in the classroom

Provider: Emma Wilson

Making settings accessible for Children & Young People with Co-ordination difficulties (including Dyspraxia & DCD)

The course is aimed at all supporting staff working with children with coordination difficulties. It will cover the following:-

- Co-ordination difficulties through practical activities.
- An overview of handwriting difficulties and factors influencing handwriting ability
- Implications for the classroom setting including behaviour
- Support Strategies
- Assertive technology and support aids

Provider: Melanie Ferrier

Handwriting

Exploring a range of handwriting difficulties, how these difficulties can relate to motor difficulties and poor posture and strategies for support in the classroom. This course will cover:-
- An overview of handwriting difficulties
- Factors influencing handwriting ability
- Intervention
- Support strategies
- Assertive Technology and Support Aids

Provider: Emma Wilson/Mel Ferrier

An introduction to sensory processing

The course is aimed at supporting staff working with children with sensory difficulties. It will cover the following:
- Develop an awareness of sensory processing through practical activities.
- Develop an awareness of the impact of sensory processing difficulties on daily living skills.
- Generalised strategies and considerations that may be used to adapt activities and the environment.

Provider: Melanie Ferrier

Autistic Spectrum Condition

This course is aimed at support staff working with children with ASC. It will cover the following:
- An overview of ASC
- 'Put yourself in their shoes' activities
- Implications for classroom setting
- Practical support strategies
- Assistive technology

Provider: Claire Bullock/Chris Cole

Speech & Language Difficulties

This course is aimed at support staff working with children with Speech & Language DIfficulties. It will cover the following:
- An overview of Speech & Language DIfficulties
- 'Put yourself in their shoes' activities
- Implications for classroom setting
- Practical support strategies
- Assistive technology

Provider: Pip Large

Behavioural Emotional & Social Difficulties

This course is aimed at support staff working with children with Behavioural difficulties It will cover the following:
- An overview of Behavioural Difficulties
- 'Put yourself in their shoes' activities
- Implications for classroom setting
- Practical support strategies
- Assistive Technology

Provider: Terina Thomas

Working With Parents

This course considers the importance of developing effective Parent Partnerships including:
- The importance of effective communication
- The development of positive channels of communication between home and school.
- The barriers and obstacles parents/carers face.

Provider: Hayli Gibson

Inclusion Service

Supporting Children with Additional Learning Needs