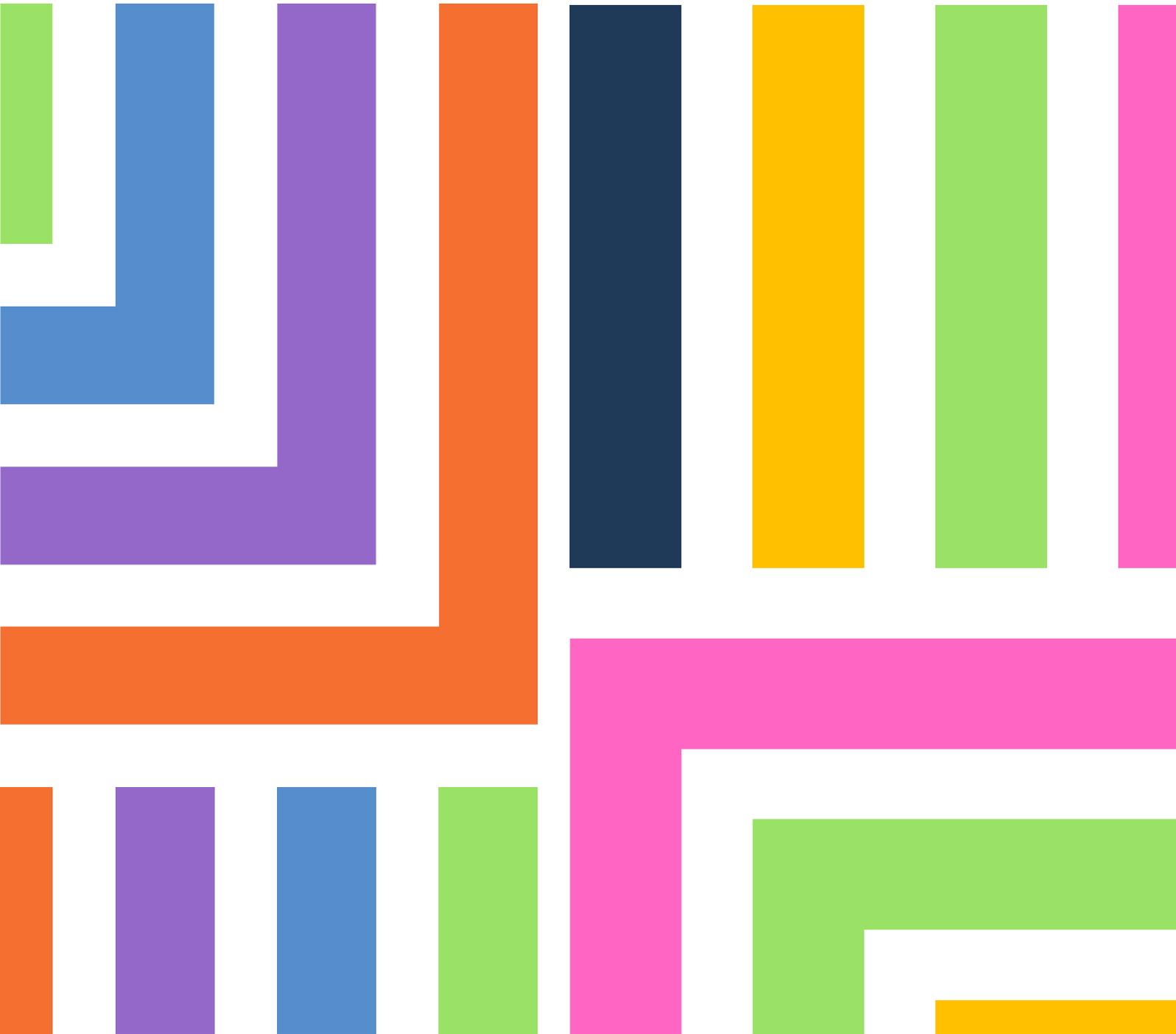


Ealing Primary Teaching School Alliance

Growth and

Enrichment Programme

2019 - 2020



A school based training and
development programme

Spring 2020



Ealing Primary Teaching School Alliance

Growth and

Enrichment Programme

2019 - 2020



Our professional development programme offers a portfolio of training and development opportunities, which we constantly evaluate, improve and broaden.

Our training has been developed through our own understanding and research into how pupils learn best and the most effective practice that makes a difference.

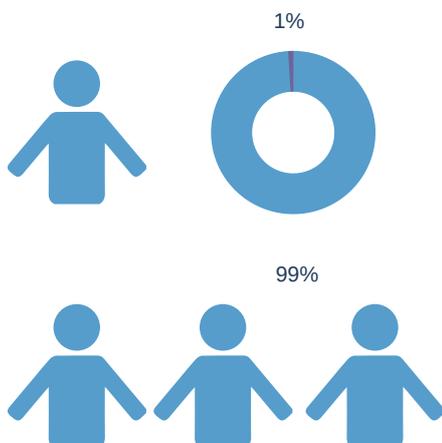
It includes a number of nationally recognised programmes by well-established, respected educational organisations.

We recognise the importance of training all staff, not only to be effective in their professional roles but also to prepare them for further successful responsibilities.

We offer a framework of professional development from the first three years of teaching through to Headship.

Our training programmes for specialist teachers includes conferences for SENCOs and other senior leadership roles.

The Alliance can offer CPD in other schools. This can either be from our portfolio or bespoke programmes to meet your needs. We jointly facilitate and deliver comprehensive professional development opportunities for all school staff throughout Ealing and the wider community.



99% of delegates recommend our training

over 3600 participants have attended our training



We have delivered over 180 programmes and conferences

Contents

Teaching and Learning

- ib foundations 8 week mindfulness course
- mindfulness for all learners: an inclusive curriculum
- deployment of teaching assistants
- securing and developing early years practice
- an introduction to bar modelling
- challenge - how to plan for challenge in the classroom

School Support

- specialist leaders of education
- lesson study
- SEND peer reviews

Leadership Development

- national professional qualifications (NPQs)
- coaching for leadership (DHTs)
- business / finance for deputy/assistant headteachers

SEND

- primary SENCo network meetings
- SENCo induction
- national award for sen coordination (NASENCO)
- autism education trust training (AET)
- accessing the curriculum for pupils with SEND
- enhancing motivation - a change in the classroom
- managing behaviours for pupils with SEND
- multi-sensory approaches to learning
- the inclusive practitioner - behaviour, adapted teaching, assessment
- SEND early years programme - environment

.B FOUNDATIONS 8 WEEK MINDFULNESS COURSE

Designed for:
Adults working within an education setting
including:- Teachers, Senior Management,
Teaching Assistants, Learning Mentors

DATE AND TIME:

Session 1: 16th January 2020
Session 2: 23rd January 2020
Session 3: 30th January 2020
Session 4: 6th February 2020
Session 5: 27th February 2020
Session 6: 5th March 2020
Session 7: 19th March 2020
Session 8: 26th March 2020

4.00 - 5.30 pm

VENUE:

Castlebar School

COST:

£150 per participant

WHY IS THIS TRAINING FOR YOU?

.b Foundations is a well-structured introduction to mindfulness designed by Mindfulness in Schools Project (MiSP)

The course follows the same structure as the strongly evidence-based 8-week MBSR/MBCT (Mindfulness Based Stress Reduction/Mindfulness Based Cognitive Therapy) adult courses, adapted to make it as accessible and effective as possible for adults in school settings.

The aim of the course is to introduce mindfulness to adults to support stress management and to promote well-being

It can be the first step towards training to teach mindfulness to children and young people

It is part of the prerequisite for the Mindfulness for All Learners 2-day course, training adults to teach mindfulness to children and young people.

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- This course comprises eight, weekly 90 minute sessions
- Sessions will include 10-15 minute mindfulness practices, opportunities to reflect on the experience of the practices, and discussions around different mindfulness themes each week
- Over the 8 week course you will be provided with guidance, tools and strategies to develop a mindfulness practice and to bring mindfulness into your daily life
- 'Mindfulness: A Practical Guide to Finding Peace in a Frantic World' is the key text and you will be asked to buy your own copy of the book for approx. £10 (in order that you can access the practices through audible) and read a chapter each week
- Also, each week you will be asked to do 10-20 minute daily mindfulness practices at home. This commitment is vital to get the full benefits of the course
- It is important that you attend all 8 weeks of the course. To receive a .b Foundations certificate, it is necessary to attend at least 6 out of the 8 sessions.

Please note: There are times when mindfulness courses are advised with caution or sometimes not recommended, for example following a recent bereavement or if experiencing a major episode of depression.

If you have any queries or would like to discuss anything of this nature in strictest confidence, please email the course facilitator:

lynneccopeland@outlook.com

MINDFULNESS FOR ALL LEARNERS: AN INCLUSIVE CURRICULUM

Designed for:
Senior Leadership Team,
NQTs, Teachers, HLTAs,
Teaching Assistants

DATE AND TIME:

Two Part Programme:
Session 1: 31st January 2020
Session 2: 7th February 2020

Session 1: 13th March 2020
Session 2: 20th March 2020

9.30 - 3.30 pm

VENUE:

Castlebar School

COST:

£190 per participant
(Includes handbook
and resource starter pack)

Mindfulness for all Learners is a mindfulness curriculum created by two practitioners: an Educational Psychologist and mindfulness practitioner, and a special school teacher who has completed a masters dissertation on [the use of mindfulness with children in specialist provisions]

The curriculum has been carefully developed and trialled to ensure that it can be used with pupils of all ages and abilities.

If you have completed an 8-week mindfulness course for adults and are hoping to take the next step and bring mindfulness activities to your pupils, this course will provide you with activities, lesson plans and practical guidance on how to teach mindfulness to children and young people.

If you are looking to promote and strengthen learning behaviours and the mental health and well-being of your pupils. Initial research into mindfulness for children and young people shows positive impact in the areas of attention regulation and emotion regulation.

You must have completed the .b foundations 8 week programme and participated in at least 3 months of daily Mindfulness practice prior to attending this training.

WHY IS THIS TRAINING FOR YOU?

If you are planning to implement Mindfulness for pupils within your setting

If you are looking for high quality training that will have an impact on the provision for SEND learners in your school

If you are looking to promote and strengthen the mental health and well-being of your pupils

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- This is a two day training course that will provide you with a diverse Mindfulness curriculum you can deliver in your school for all learners, including pupils with SEND
- Practical ideas, strategies and assessment tools to ensure an effective curriculum delivery
- An opportunity to trial practical activities from within the curriculum
- A hard copy curriculum handbook as well as a starter pack of physical resources to set up a Mindfulness intervention within your setting
- Follow up network meetings to offer on-going support from trainers and peers to ensure quality curriculum delivery

DEPLOYMENT OF TEACHING ASSISTANTS

AN EVIDENCE BASED APPROACH TO EFFECTIVE DEPLOYMENT OF TEACHING ASSISTANTS

Designed for:
SENCOs/Inclusion Managers,
NQTs, RQTs, Teachers, Teaching Assistants

DATE AND TIME:

4th February 2020

1.00 - 3.00 pm

VENUE:

Perivale Primary School

COST:

£60 per participant

WHY IS THIS TRAINING FOR YOU?

There has been much research into the impact of teaching assistants on outcomes for pupils

Findings are that when used well, TAs can have a positive impact on learning, while certain practices lead to worse outcomes for SEN pupils

This training examines the research and offers ways to ensure effective practice

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An understanding of the research on Teaching Assistants
- A model Teaching Assistant Deployment Policy Strategies for effective deployment in the classroom
- Ideas to develop the practice of your Teaching Assistants
- Ways to support communication between teachers and teaching assistants

FEEDBACK FROM PREVIOUS ATTENDEES:

100% would recommend this session

'It will equip me with the correct skills and knowledge on how to best deploy a TA in my class'



SECURING AND DEVELOPING EARLY YEARS PRACTICE

EXPLORING HOW TO ENHANCE YOUR EARLY YEARS SETTING AND PRACTICE

Designed for:
EYFS Practitioners

DATE AND TIME:

7th February 2020

1.00 - 3.15 pm

VENUE:

Fielding Primary School

COST:

£60 per participant

WHY IS THIS TRAINING FOR YOU?

Explore how to effectively structure your Early Years day to support all aspects of learning within EYFS

Understand how the learning environment can be used effectively to support and extend children's development and learning

You want to explore and embed the Characteristics of Learning into your own setting

You want to develop your understanding of what effective assessment can look like in Early Years

Exploring the role of the Early Years Practitioner

Developing confidence in using data effectively to inform your next steps

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An opportunity to see how our school approaches our Early Years practice
- Provide strategies of how to use assessment effectively within Early Years
- An opportunity to see our Early Years practitioner's model effective interactions with our pupils
- An opportunity to reflect on your current practice and explore ways to enhance your Early Years setting

FEEDBACK FROM PREVIOUS ATTENDEES:

100% would recommend this session

AN INTRODUCTION TO BAR MODELLING

HOW TO INTRODUCE AND DEVELOP THE USE OF BAR MODELLING IN MATHS LESSONS

Designed for:
NQTs, RQTs, Teachers, Teaching Assistants

WHY IS THIS TRAINING FOR YOU?

You are interested in the possible benefits of using bar modelling.

You want to introduce bar modelling into your calculation policy.

You want to improve your use of representations when teaching maths

You want to develop your student's problem solving skills

You want to observe examples of good practice

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An introduction into bar modelling and the research behind it.
- A whole school overview looking at the progression of the bar model
- How to introduce bar modelling into FS/KS1
- The importance of bar modelling in KS2
- Resources you can use in your classroom.
- A chance to look at children's books where they have used bar models effectively
- Observing a class teacher using bar modelling

FEEDBACK FROM PREVIOUS ATTENDEES:

100% would recommend this session

'I feel more confident in understanding bar models'

DATE AND TIME:

17th March 2020

1.00 - 3.30 pm

VENUE:

Selborne Primary School

COST:

£60 per participant

CHALLENGE

HOW TO PLAN FOR CHALLENGE IN THE CLASSROOM

Designed for:
NQTs, RQTs, Teachers

DATE AND TIME:

21st May 2020

1.00 - 3.00 pm

VENUE:

Perivale Primary School

COST:

£60 per participant

WHY IS THIS TRAINING FOR YOU?

Research shows that more able pupils tend to decline from starting points over time, especially those who are disadvantaged

Consistent high levels of challenge in the classroom are required to reach and maintain higher standards

Planning high enough levels of challenge every day is in itself a challenge

Learn how to offer opportunities to all your pupils to help them reach higher standards

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- A look at some of the research on challenge in education
- A toolbox of resources and ideas to provide challenge in lessons
- A chance to share ideas and try out some planning for your lessons

FEEDBACK FROM PREVIOUS ATTENDEES:

100% would recommend this session

'This has influenced my practice as I will be able to use the variety of resources as time fillers and activities to promote challenge and discussion'

'This will influence our planning and the delivery of lessons as children were fully engaged and sharing ideas today'

'More ideas to encourage the children to think deeper and develop their understanding'

SPECIALIST LEADERS OF EDUCATION

Who may be involved:
Senior Leaders, Curriculum Leads,
SENCOs/Inclusion Managers,
NQTs, RQTs, Teachers,
School Business Managers

WHAT ARE SPECIALIST LEADERS OF EDUCATION?

Specialist leaders of education are outstanding, middle and senior leaders who have the skills to support individuals or teams in similar positions in other schools

They understand what outstanding leadership practice in their area of expertise looks like and are skilled in helping other leaders to achieve it in their own context

SLEs are deployed in other schools to develop and improve practice by working alongside teachers and leaders. By offering credible peer support rooted in current practice and drawing on real experience, SLEs will share and develop outstanding, inclusive and innovative practice to support school improvement

They use a collaborative coaching approach to help develop other teachers and leaders to ensure long term sustainable improvement

Our team of experienced leaders can offer expertise in Early Years, SEND, Maths, Reading, Writing, Assessment, Lesson Study, Business and Finance, and other primary subject areas

Our SLEs could:

- Carry out diagnostic visits
- Develop action plans, identifying key priorities and SMART Targets
- Provide one-to-one or group support
- Offer coaching and mentoring support
- Provide access to resources and training and lead professional development
- Offer extra capacity
- Lead specific interventions

REQUESTING SUPPORT:

Contact us:
Melanie Hogan or
Philippa Quenby at
eptsa@castlebar.ealing.sch.uk

T: 020 8998 3135

DATE AND TIME:

By arrangement

VENUE:

Own setting

COST:

£350 per day

To support cost effectiveness
we offer bespoke packages with
individualised costings

LESSON STUDY

**Who may be involved:
Senior Leaders, Teachers**

WHAT IS LESSON STUDY?

A research and development process lead by a research theme
Do you need support to engage individual children to be inspired to learn?
A process focussed on the learning of pupils
Collaborative working with high levels of trust through non-judgemental dialogue
A focus on improving teacher ability to anticipate pupils learning approaches, problems and solutions
Development of a focus on sustaining improvements to pupil achievement that goes beyond the lesson study process
Ownership of own professional development: teachers have the potential to improve their own practice given the right support and conditions

WHAT WILL IT ENTAIL?

An introduction to the principles, process and practices of Japanese lesson study, an approach to teacher professional development. Lesson Study supports teachers to work in cycles of practice and reflection in which they:

- identify a research question
- explore the evidence base for their research proposal
- work in collaborative groups to plan a research lesson which tests the proposal
- teach the jointly designed research lesson and gather evidence as to its success
- discuss what was observed and the wider implications for teaching and learning

The programme supports practitioners to lead groups of teachers engaged in lesson study research in their own settings. Led by school practitioners, alongside experts in the approach, the programme blends practical experience of lesson study with a theoretical understanding of its goals and processes.

Schools will be invited to send two members of staff to this programme, ideally a senior leader and a class teacher. The programme involves three and a half face-to-face days across the academic year including the opportunity to observe a research lesson in a local school, led by a Lead Practitioner. Each school will receive a personalised coaching visit to support with the implementation of their own lesson study project. The programme offers two thematic foci, from which participants can select their research theme:

- using collaborative learning to raise attainment
- developing self- and peer-assessment to enable successful learning

IMPLEMENTING THE APPROACH IN YOUR SCHOOL

We have a team of Specialist Leaders and a growing number of lead teachers that are ready to support schools who are interested

There will be an opportunity to discuss / request a bespoke package of support to enable you to implement the process in your own school

Contact us:
Melanie Hogan or
Philippa Quenby at
eptsa@castlebar.ealing.sch.uk

T: 020 8998 3135

SEND PEER REVIEWS

Who may be involved:
Senior Leadership Team
SENCoS/Inclusion Managers

DATE AND TIME:

By Arrangement

VENUE:

Own Setting

COST:

Varies depending on the time needed to complete the review and experience of the reviewer (A typical day rate for a system leader is £350 to £500)

Funding may be available for Ealing Schools

THE REVIEW:

The review process usually takes 1.5 days including the preparatory work before going into a school, time required to collect evidence during the school visit, and report writing and feedback after the review

Reviewers will include experienced SENCo practitioners (NASENCO qualified, with over 3 years' experience) and Senior Leaders

In partnership with



WHAT IS A SEND PEER REVIEW?

A SEND Peer Review is a professionally-led peer review which highlights areas of strength, including areas of outstanding knowledge and practice within schools

This is a joint exercise between the school and reviewer/s. All observations and meetings include the SENCo/Inclusion Manager from the school being reviewed, working alongside the reviewers. Discussion about the findings and the writing of the report are a collaborative effort between the reviewer/s and the school's senior leadership team.

This approach enables honest and open conversations about where the school is and where it is going, to the benefit of all concerned.

It also identifies areas for development, bringing key challenges and priorities to schools for the coming year and is based on the principles of System Leadership

WHAT WILL IT ENTAIL?

- Preparation: School completes a self-evaluation of current provision
- Reviewers: meet to prepare a Pre-Visit Analysis of the school. This takes account of the documentation provided and identifies possible questions for discussion with the school
- School visit: The reviewers visit the school and work alongside the SENCo to gather evidence and provide verbal feedback to the SLT
- Reporting: The reviewers submit a written report within a timescale agreed with the school
- Evaluation and follow up: The school may agree follow-up visits and support

FEEDBACK FROM REVIEWS:

'Thank you for a valuable experience. The Governors have found both the SEND SEF and the SEND Peer Review Report particularly useful as it has enabled them to see the links with School Improvement and a detailed review of the provision of SEND within the school'

'The fresh-eyes approach helps to sharpen practice, enables the school to celebrate its strengths and know what to do next in the never ending cycle of improvement'

'This was an amazing experience for me as a newly appointed SENCo. I came out of this with clear goals and targets for myself and the school. We also went through an OFSTED inspection and having this report was very helpful'

'... a very positive experience and a very useful audit for the school. It has helped the SEN Lead reflect and share practice and answer probing questions in preparation for OFSTED. A great model and should be rolled out to other schools'

'The reviewers were approachable and their knowledge and understanding of all aspects of SEND was secure. The review was highly informative and has contributed immensely to our school development'

NATIONAL PROFESSIONAL QUALIFICATIONS

Designed for:
middle and senior leaders

WHY IS THIS TRAINING FOR YOU?

In 2019/20 we will be offering the NPQML programme for middle leaders and the NPQSL programme for senior leaders. This is a local Ealing Programme, delivered in partnership with UCL Institute of Education (IoE) as the license provider

Our training is led by experienced practitioners and hosted in Ealing schools and Ealing Primary Teaching School Alliance will co-ordinate the programmes

WHO CAN APPLY?

NPQML:

You should be a middle leader in a school with the responsibility of leading a team, for example:

- a key stage leader
- a curriculum area leader
- a pastoral services leader
- a subject leader
- a head of department

Develop the skills, knowledge and confidence that you need to lead a high-performing team in a school and to improve classroom practice

NPQSL:

You should be in a leadership role with cross-school responsibilities, for example:

- an experienced middle leader
- a deputy head
- a special educational needs co-ordinator (SENCO)
- an advanced skills teacher
- other senior staff

Develop the skills, knowledge and confidence you need to be a highly effective senior leader in a school

Note: You do not have to be a member of the teaching school alliance to apply for places on the programmes

PROPOSED DATES (VENUES tbc)

NPQML:

16th October 2019
3rd December 2019
20th January 2020
19th March 2020

NPQSL:

10th October 2019
20th November 2019
27th January 2020
24th March 2020
23rd April 2020

Optional Study Day
(for both programmes)
26th June 2020

TIMES:

9.30 am - 3.30 pm

COST:

NPQML £890
NPQSL £1100

COACHING FOR LEADERSHIP FOR DEPUTY HEADTEACHERS

Designed for:
Deputy Headteachers

DATE AND TIME:

Part 1 - 9th January 2020
Part 2 - 29th January 2020
Part 3 - 23rd April 2020
Part 4 - 3rd June 2020

1.30 - 3.30 pm

VENUE:

Castlebar School

COST:

£200 per participant

WHY IS THIS TRAINING FOR YOU?

An introduction to coaching in the context of school leadership

Over the course of the four sessions we will explore the effectiveness of coaching as a means to effective communication in organisations

Coaching is now well established as a leadership style and one which research (Goleman, Boyatzis and McKee (2002)) shows has a positive impact on the climate of organisations with a particular focus on the development of staff as a driver for change and improved outcomes

We will explore:

- The GROW coaching model
- Coaching for Effective Leadership
- Promoting a coaching culture in schools
- The use of Transactional Analysis to support coaching in schools
- How coaching can support the development of staff in schools

There will be opportunities in all four sessions to put coaching into practice

FEEDBACK FROM PREVIOUS ATTENDEES:

100% would recommend this training

'I thought it was really well organised and planned'

'I found all the training useful. It was good to practice coaching and see the importance of questioning in a skillful way'

'I found it all useful, taking what we had learned and putting it into a practical situation'

BUSINESS AND FINANCE FOR DEPUTY / ASSISTANT HEADTEACHERS

Designed for:
Deputy and Assistant Headteachers

DATE AND TIME:

Part 1: 12th February 2020

Part 2: 12th March 2020

2.00 - 4.00 pm

VENUE:

Castlebar School

COST:

£100 per participant

WHY IS THIS TRAINING FOR YOU?

This two-part programme has been developed to improve knowledge around the school budget and strategic financial planning

It will cover each stage of the budget process and include:

- Budget planning
- Budget setting
- Objectives/priorities to be considered
- Funding Streams
- Budget monitoring
- Financial Procedures/Protocols
- Bench Marking

There will be opportunities to ask questions and share experiences

FEEDBACK FROM PREVIOUS ATTENDEES:

100% would recommend this training

'Much more knowledgeable about aspects of finance and business and what influences strategic decisions'

'Two extremely useful sessions with great balance of excellent information and opportunities to discuss and share own/other schools experiences'

'Thank you for responding to the needs of DHs and putting on such a bespoke training package led by highly knowledgeable staff'

'Some excellent strategies/websites/resources to tap into to support outcomes in school especially with an ever decreasing budget'

'Really appreciated the tailored approach based on our needs and requirements from the last session. Q&A was brilliant again to tailor knowledge based on our needs'

'All outcomes met. Very useful to go through each stage of the budget setting/bench marking. understanding of where monies come from and restrictions'

'Clear, concise information. Relaxed atmosphere, very comfortable to ask questions'

'Very useful, thank you. I feel much more confident and have a better understanding of the budget'

PRIMARY SENCO NETWORK MEETINGS

Designed for:
SENCOs/Inclusion Managers

WHY IS THIS FOR YOU?

Half termly meetings providing training and updates on relevant SEN/Inclusion issues

These meetings take place at the EEC and also in Quadrant Groups in schools, please check the location for each meeting

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

Opportunities to collaborate, receive updates and information
Influence SEN practice in Ealing

Listen to guest speakers and network with colleagues

These meetings are free to attend, please remember to register your place through Ealing CPD

DATES OF MEETINGS:

8th October 2019 - EEC - 2.00 - 4.00 pm

4th December 2019 - Quadrant Groups - 2.00 - 4.00 pm

30th January 2020 - Trailfinders - Conference
– 8.30 am - 3.00 pm

24th March 2020 - EEC - 1.00 - 3.45 pm

20th May 2020 - Quadrant Groups - 2.00 - 4.00 pm

30th June 2020 - EEC - 2.00 - 4.00 pm

DATES AND TIMES:

See Dates

VENUE:

See schedule

COST:

Free to Ealing Maintained Schools
£600 for Out of Borough /
Academy schools

MEETINGS:

Agendas will be circulated in advance
with details of themes for each meeting

In partnership with

NATIONAL AWARD FOR SEN COORDINATION (NASENCO)

Designed for:
SENCOs/Inclusion Managers
new to role/aspiring SENCOs,
Headteachers, Deputy Headteachers

DATES AND TIMES:

Session 1: 22nd January 2020
Session 2: 4th March 2020
Session 3: 29th April 2020
Session 4: 10th June 2020
Session 5: 23rd September 2020
Session 6: 25th November 2020

VENUE:

Alliance Schools

COST:

£1980+VAT per person
£100 early bird offer for all NASENCO
applicants who
register before 31st July 2019
**This offer will also be backdated for
anyone who has already applied for a
spring 2020 start**

Contact:

Philippa Quenby
for further details
including how to apply for the
programme

E: eptsa@castlebar.ealing.sch.uk

T: 020 8998 3135

WHY IS THIS TRAINING FOR YOU?

It will equip you to fulfill the duties outlined in the 2015 Code of Practice to develop your confidence and expertise in meeting the SENCO Learning Outcomes

SENCOs must achieve the NASENCO qualification within three years of appointment (appointed after 2009)

This Ealing-based NASENCO programme is delivered in partnership with Best Practice Network and starts in January 2020.

Best Practice Network (BPN) is a provider of the National Award for Special Educational Needs Coordination. They are a long established provider supporting over 100 SENCOs each year to gain this award.

This programme is also delivered in partnership with the School of Education's CPD Department at Bath Spa University (BSU). It incorporates the **Postgraduate Certificate in Inclusive Education from their Professional Master's Programme, worth the first 60 credits towards a Master's (MA) degree.**

Partner code: EPTSA

DURATION OF STUDY AND OUTLINE OF PROGRAMME

Participants will have four school terms within which to submit their academic assignments and demonstrate that they meet the 49 specified learning outcomes.

To complete the programme participants will be expected to:

- Attend 6 face-to-face day sessions delivered by BPN and AfA specialists to engage in learning, share good practice and practice key skills
- Write two assignments that add up to 60 credits
- Complete an e-portfolio to ensure that documentary evidence is provided for any learning outcomes not covered elsewhere
- Invest time in personal study - reading, research and on-going reflection on practice will be required
- Liaise with their group and academic tutor (a personal tutor will also support them from start to finish)

To support successful completion we ask and encourage schools to provide appropriate release time in order to give participants the opportunity to:

- Carry out some days of school based activities for research and development activity in school
- Visits other work places, where appropriate

AUTISM EDUCATION TRUST (AET) TRAINING

GOOD AUTISM PRACTICE - TIER 2

For Practitioners working directly with pupils on the autism spectrum to develop their practice (pupils in the 5 - 16 age group)

WHY IS THIS TRAINING FOR YOU?

AET is a nationally recognised programme whose aim is to share knowledge and good practice to a wider community

Tier 2 looks at individual children and how to understand their specific needs relating to Autism

The course provides guidelines and activities to support practitioners to reflect on and improve their own practice which can be used for professional development

Do you have a pupil profile of the children with Autism within your setting?

Do you need support to understand their individual anxieties and difficulties and discover ways to move them on?

You are looking for an exciting and new bank of tried and tested resources for children with Autism

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- This is a 6 hour training programme designed to support all practitioners working directly with pupils on the autism spectrum to develop their practice, delivered in two, three hour sessions
- More understanding to support an individual who is finding it difficult to flourish in your setting; each part of the course will help to solve problems and offer solutions to trial
- A pupil profile that you can share with your team during inset days and a CPD opportunity to work through and reflect upon standards relating to Autism Build on previous knowledge around the four key areas of difference between pupils with Autism and their peers
- Have a chance to understand sensory processing difficulties in depth through film clips and practical activities
- A certificate of attendance will be issued to all delegates

Designed for:

Senior Management, Teachers,
Teaching Assistants

DATES AND TIMES:

Mandeville School:

17th and 24th March 2020

1.30 - 4.30 pm

Springhallow School

14th January and 21st January 2020

30th June and 7th July 2020

2.30 - 6.00 pm

COST:

Free to Ealing Schools
£195 to Out of Borough /
Academy Schools

**We also deliver whole school training,
please contact us for further details**

Contact:

Philippa Quenby

E: eptsa@castlebar.ealing.sch.uk

T: 020 8998 3135

In partnership with

AUTISM EDUCATION TRUST (AET) TRAINING

LEADING GOOD AUTISM PRACTICE - TIER 3

Designed for:

Staff with a leadership role including responsibility for developing provision for pupils on the autism spectrum in a school setting, SENCos/Inclusion Managers

For Practitioners working directly with pupils on the autism spectrum to develop their practice (pupils in the 5 - 16 age group)

WHY IS THIS TRAINING FOR YOU?

AET is a nationally recognised programme whose aim is to share knowledge and good practice to a wider community

This programme provides leaders with the skills needed to evaluate Autism practice within their own setting

It shows how to develop a CPD program for individuals and has an optional certification pathway in place

Enhance your own knowledge and understanding of good autism practice

Help delegates to question, evaluate and develop autism practice within their setting

Provides delegates with the tools to audit staff skills and identify training needs

Develops skills and knowledge so that delegates can support their organisation to meet/exceed the requirements of external reviewers such as Ofsted and be compliant with legislative requirements

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- This one day session brings lead practitioners together to discuss, share and develop practice and understanding
- You will leave with a 'tools for teachers' online folder
- CP training for individuals and understanding of how to make smart targets around changing practice within your setting

There is also an optional certification pathway

DATES AND TIMES:

Springhallow School
23rd March 2020

9.00 - 3.30 pm

Castlebar School:
2nd June 2020

9.15 am - 4.15 pm

COST:

Free to Ealing Schools
£195 to Out of Borough /
Academy Schools

In partnership with

AUTISM EDUCATION TRUST (AET) TRAINING

AN INTRODUCTION TO THE PROGRESSION FRAMEWORK

Designed for:

Staff with a leadership role including responsibility for developing provision for pupils on the autism spectrum in a school setting, SENCos/Inclusion Managers

For Practitioners working directly with pupils on the autism spectrum to develop their practicee (pupils in the 5 - 16 age group)

WHY IS THIS TRAINING FOR YOU?

AET is a nationally recognised programme whose aim is to share knowledge and good practice to a wider community

You must attend the 'AET Leading Good Autism Practice' before attending this programme and will be required to bring your own laptop to the session

Do you want training to ensuring that the learning intentions that you identified for your pupils with autism were appropriate?

Do you want these intentions to focus on social and emotional development?

Do you want to learn ways to map the provision put in place to support progress in all areas

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- This half-day training provides an overview of the autism progression framework
- Participants will develop:
- 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

The training uses a range of teaching tools to form an essential part of your continued professional development:

- Videos, case-studies, strategies, presentations, resources, activities

DATES AND TIMES:

Castlebar School
11th February 2020

or

23rd June 2020

1.30 - 4.30 pm

COST:

Free to Ealing Schools
£95 to Out of Borough /
Academy Schools

In partnership with

ACCESSING THE CURRICULUM FOR PUPILS WITH SEND

Designed for:
SENCOs/Inclusion Managers,
Teachers, Teaching Assistants

WHY IS THIS TRAINING FOR YOU?

You want to gain a better understanding of how to develop a curriculum rich learning environment for all pupils

Refresh and deepen your knowledge of how to differentiate to ensure all pupils access learning opportunities

Learn excellent and innovative strategies to support pupils in a large classroom setting

You want to develop your understanding of how to best support children's progress and enable them to achieve positive outcomes

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An opportunity to identify tools and strategies to support pupils with SEND
- A range of strategies and ideas for supporting pupils with SEND to achieve, learn and develop independence in a Numeracy Lesson
- A range of strategies and ideas for supporting pupils with SEND to achieve, learn and develop independence in a Literacy Lesson
- A tool box of resources and strategies to support you in your daily practice for behaviour strategies
- An opportunity to share experiences and reflect, forward planning, considering how and what you will put in place in your own setting
- An understanding of the Outreach Service available to support you in your setting

FEEDBACK FROM PREVIOUS ATTENDEES:

100% would recommend this training

'All very informative. Good examples of resources we could use'

DATE AND TIME:

21st January 2020

1.00 pm - 4.00 pm

VENUE:

Castlebar School

COST:

£60 per participant

ENHANCING MOTIVATION - A CHANGE IN THE CLASSROOM

Designed for:
SENCOs/Inclusion Managers,
Teachers, Teaching Assistants

WHY IS THIS TRAINING FOR YOU?

Are you looking for ways to positively engage all learners then here is an opportunity for you to explore different motivators and motivational techniques

See how pupils can be inspired to learn

You are looking for alternative ways to positively manage behaviours within your classroom

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An understanding of the different motivational techniques that are available
- A developed action plan relevant for pupils in your setting inspired and motivated to use motivational strategies to help support teaching and learning
- Video clips of pupils being motivated to learn

FEEDBACK FROM PREVIOUS ATTENDEES:

100% would recommend this training

'This will help all teachers to understand how to help their students and motivate them'

'Very organised and led well by friendly staff'

'New ideas and strategies to trial and implement to motivate pupils with challenging behaviours/difficulties'

'It was very interesting to see a different educational setting and exchange some useful strategies/ideas with other professionals'

'Really lovely facilitators. Informative and great knowledge'

'It was helpful to generalise this more towards my mainstream pupils'

'An outstanding presentation and excellent resources - thank you'

DATE AND TIME:

3rd March 2020

1.00 pm - 4.00 pm

VENUE:

Castlebar School

COST:

£60 per participant

MANAGING BEHAVIOURS FOR PUPILS WITH COMPLEX NEEDS

Designed for:
SENCOs/Inclusion Managers,
Teachers, Teaching Assistants

WHY IS THIS TRAINING FOR YOU?

You want to gain a better understanding of why a child is exhibiting behaviours

Refresh and deepen your knowledge of how to positively manage behaviours. Learn excellent and innovative strategies to support you in positively managing behaviours.

You want to develop your understanding of how to best support children's progress and enable them to achieve positive outcomes.

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An understanding of what a child may be communicating to you through the behaviours they exhibit
- An opportunity to work through scenarios, including Do's and Don'ts to give you a clear focus for the desired outcome
- A tool box of resources and strategies to support you in your daily practice
- An opportunity to share experiences and reflect on what you learn, forward planning, considering how and what you will put in place in your own setting
- An understanding of the Outreach Service available to support you in your setting

FEEDBACK FROM PREVIOUS ATTENDEES:

100% would recommend this training

'Very informative and constructive course. Definitely will use the helpful tips discussed'

'Fresh ideas and interesting ways to tackle challenging issues'

'Better understanding of children's individual needs. Ability to discuss ideas to help behaviour. Positive behaviour approach'

DATE AND TIME:

28th April 2020

1.00 pm - 3.30 pm

VENUE:

Castlebar School

COST:

£60 per participant



MULTI-SENSORY APPROACHES TO LEARNING

Designed for:
Senior Leadership Team,
SENCOs/Inclusion Managers,
Teachers, NQTs, HLTAs

WHY IS THIS TRAINING FOR YOU?

You are interested in using a multi-sensory approach in your teaching

You are interested in different techniques that can be easily implemented into the classroom learning

WHAT WILL THIS ENTAIL AND WHAT WILL YOU LEAVE WITH?

- An interactive session, where you will get the opportunity to take part in a variety of sensory games / activities
- Experience what it is like to walk in the footsteps of a person who has sensory difficulties in order to understand how a multi-sensory approach can support a pupils ability to learn
- An understanding of how the different senses can have an impact on a child's learning
- Strategies that can be used to support multi-sensory approaches within the classroom
- A variety of resources that support multi-sensory learning.
- Inspired and ready to implement some multi-sensory approaches in your own setting

QUOTES FROM PREVIOUS PROGRAMMES:

'Now feel more confident in providing more structure to children with SEND'
'Very useful. I have many ideas to take back ... will positively impact the children in my class'
'Practical and highly useful ... absolutely loved the level of expertise, very fortunate to be part of it'
'Brilliant ideas on types of resources which can be used with the children'
'All aspects and contents will be useful as we can be more mindful of how senses effect an individual's ability to learn and process information'
'Gives a really good, all round knowledge of the 7 senses - how children may suffer from over/under sensitivity and what strategies may help with those. Great to get involved and really try to 'see' what it might feel like in different circumstances'
'I found this raining very useful - through the use of various activities focussing on the different senses and the clear format of the training'
'Practical ideas I can use for staff training. Great ideas for strategies. Very practical and useful. Hayley was so knowledgeable, passionate and enthusiastic. I learned so much and will take back so much'

DATE AND TIME:

16th June 2020

1.00 pm - 4.00 pm

VENUE:

Castlebar School

COST:

£60 per participant

THE INCLUSIVE PRACTITIONER 'BEHAVIOUR'

Designed for:
NQTs, - primary/secondary, early careers
(first 2 years), new to special, mainstream
Teachers working with pupils with SEND

WHY IS THIS TRAINING FOR YOU?

This session will highlight the principles of Positive Behaviour Management

It will include:

- Looking at the communication behind the behaviours
- An opportunity to work through scenarios, including dos and don'ts giving a clear focus on desired outcomes
- The use of de-escalation techniques and the role of the motivator
- The use of documentation to support the school approach- Behaviour Management plans, ABC charts

There will be an opportunity to:

- Observe in class
- Share experiences, reflect on what you have learnt from the day and forward planning – how and what you will put in place for your own setting

DATE AND TIME:

15th January 2020

9.30 am - 3.00 pm

VENUE:

Castlebar School

COST:

£90 per participant

THE INCLUSIVE PRACTITIONER

'ADAPTED TEACHING'

Designed for:
NQTs, - primary/secondary, early careers
(first 2 years), new to special, mainstream
Teachers working with pupils with SEND

WHY IS THIS TRAINING FOR YOU?

This session will highlight the importance of differentiation within the classroom and planning for personalised learning.

It will include:

- A definition of 'Adapted teaching' and what purposeful adaptations looks like.
- How to work with a multi-disciplinary team and how to engage their participation in the teachers planning and individual education plans.
- Marking pupils work and the next steps
- Supporting your classroom team to be able to mark pupils work and provide effective feedback in order to influence next steps

There will be an opportunity to:

- Go on a Learning Walk within the school where the facilitator will describe opportunities, resources in place, to support personalised learning.
- Observe in class

DATE AND TIME:

18th March 2020

9.30 am - 3.00 pm

VENUE:

Castlebar School

COST:

£90 per participant

THE INCLUSIVE PRACTITIONER

'ASSESSMENT'

Designed for:
NQTs, - primary/secondary, early careers
(first 2 years), new to special, mainstream
Teachers working with pupils with SEND

WHY IS THIS TRAINING FOR YOU?

This session will highlight the principle that effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs

It will include:

- Planning formative assessment tasks linked to lesson objectives where teachers can think ahead about what would indicate understanding
- How to draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments
- Exploring a range of externally validated materials and systems for use when required to make summative assessments

There will be an opportunity :

- Obtain up to date information on the Rochford Review and its outcomes-implications for practice

DATE AND TIME:

20th May 2020

9.30 am - 3.00 pm

VENUE:

The Village / Woodfield School

COST:

£90 per participant

SEND EARLY YEARS PROGRAMME 'ENVIRONMENT'

Designed for:
Early Years teachers in mainstream
working with pupils with SEND

WHY IS THIS TRAINING FOR YOU?

All children learn and develop most effectively in an enabling environment in which their experiences match their individual needs.

The session will be underpinned by the idea that good SEND practice for children in the Early Years is good practice for all children.

The session will begin by focusing on how to create and maintain an outstanding and enabling indoor, outdoor and emotional environment within your setting.

You will be provided with practical tips and ideas that you can put into practice straight away and others you can develop over time.

The next part of the session will focus on specific needs including visual and hearing impairments, ASD, physical disabilities, speech and language and emotional and social needs.

We will discuss adaptations that can be made to your setting to meet the needs of those particular children.

The session will end with a tour of the Early Years environment at Holy Family School.

DATE AND TIME:

14th January 2020

2.00 - 4.00 pm

VENUE:

Holy Family School

COST:

£60 per participant

NOTES



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NOTES



Ealing Primary Teaching School Alliance

Growth and

Enrichment Programme

2019 - 2020



Contact Us:

T: 020 8998 3135

E: eptsa@castlebar.ealing.sch.uk

W: www.eptsa.castlebar.ealing.sch.uk

