

Education Inclusion Team

*Core, Traded and Training
Brochure*



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introduction

Our team of experienced teachers and specialist support workers provide support, advice, and training to ensure that every child and young person with Special Educational Needs or Disabilities has full access to learning opportunities in the home and their educational setting. Our aim is to minimise barriers to accessing the curriculum, so that children can achieve their potential, contribute to their school communities and transition smoothly between key stages.

Promoting inclusion and well-being is at the core of our service.

who we are

We are a diverse team of highly experienced educational professionals with expertise across a range of areas.

Early Years

Portage
Area SENCos

Sensory Support

Hearing
Vision

Language & Autism

Language
Autism

what we offer

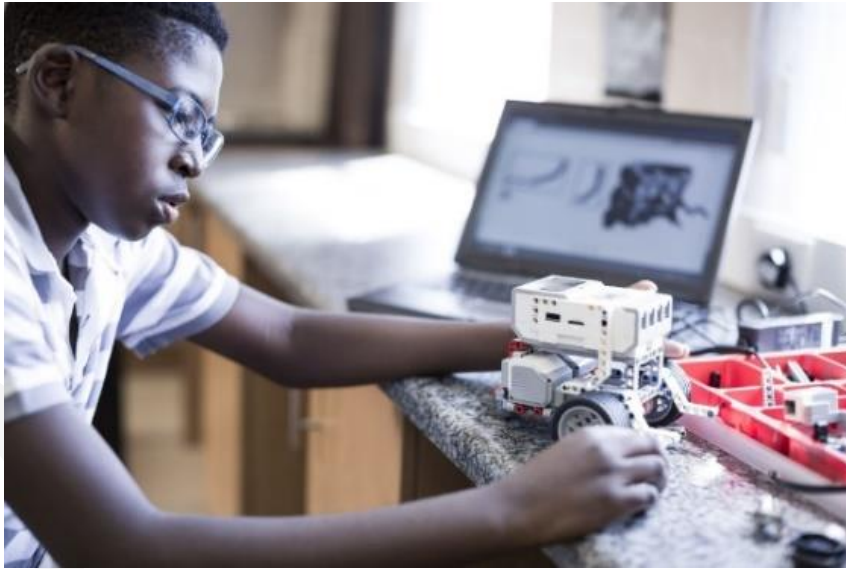
As a service we will work with you to agree and develop a bespoke package encompassing a range of approaches to meet identified needs in your setting. Our approach is based on evidence-based practice designed to support settings to meet the needs of children with special educational needs or disabilities.

We provide a universal offer to all Haringey mainstream settings, which can be enhanced with a bespoke traded offer. The service packages are flexible and may be delivered by more than one member of the service in line with their expertise in the area.

You can find out more about what each team offers in detail on their pages, but our services include:

- **Direct work with children:**
- **Peer Awareness (including delivering assemblies)**
- **Family Support (including coffee mornings for parents)**
- **Pupil Advice & Support**
- **Staff Development**
- **Central training - Haringey Education Partnership CPD Offer**
- **Whole School Staff Meetings**
- **Setting Based Training (One-and-a-half-hour session, Half Day, or Full Day)**





Advice/guidance on resources, training and signposting, including:

- Screening and identification of SLCN.
- Checklists of SLCN strategies
- Interventions to support communication.
- Information on training packages including Word Aware, Language Link and Train the Trainer Packages that SENCOs can deliver in their schools.
- Strategies to gain pupils' views and support them in thinking about their own learning.
- Signpost parent resources to SENCOs, including materials that schools can use in parent workshops/training
- Whole School Support. Bespoke school-based training: this can include after school, INSET day training for whole staff/some staff on areas around supporting language, memory, vocabulary etc. A referral to be completed for this Training Support.
- Central Based Training is on offer from the LAST via the HEP website, a comprehensive package of training is on offer, details are listed further in this booklet.



- **Central Based Training** is on offer from the LAST via the HEP website, a comprehensive package of training is on offer, details are listed further in this booklet Training can be purchased individually, or a 'package' can be purchased that includes access to all of the EIT Training plus one bespoke twilight session for your school.

autism support team

The Autism Team are a team of Autism Specialist Teachers and Support Workers that offer a range of support for children with a diagnosis of autism, mainstream Haringey schools and families.

How do we work with settings?

- **Reception Transition support:** - tiered levels of support dependent upon need for all children entering Reception (in a mainstream Haringey school). All SENCOs can expect a welcome pack of resources from the LAST team in the Autumn Term, explaining how the Reception package works. If a child is diagnosed after the school start of the year and you feel you need additional support, please email the Language and Autism Team on email address below. All primary schools will receive at least one visit from the LAST team during the Reception year to discuss how the autistic children in Reception have transitioned into school.
- **Secondary Transition support** – Children transitioning to a Haringey mainstream secondary school are offered support via liaison with both the primary and secondary school. Please update us of any new Year 6 diagnosis.
- **Post 14 Transition support** – advisory support for secondary schools to begin the Transition to Adulthood planning for autistic young people from year 9, with a particular focus on year 9 and 11, including supporting the transition to local post 16 places.

- **Individual pupil Advice and Support** can be requested for autistic pupils from KS1-KS5. This support can include attending meetings; classroom observations and written advice; contributing towards support plans and analysis, peer awareness support. This is a **traded offer**, that can be purchased through traded services. Schools that have signed up to AET training receive half a day Individual pupil Advice and Support without charge. **A referral form to be completed for this pupil support. This is sent out to all schools at the start of each academic year and can be obtained from the team email below and on the Local Offer.**
- **Whole School Support** Bespoke school based training: this can include after school, INSET day training for whole staff/some staff on autism/communication and issues affecting pupils at the school, e.g. non-attendance due to anxiety, understanding and supporting behaviour etc. this can also include school assemblies. A referral to be completed for this Training Support. This is sent out to all schools at the start of each academic year and can be obtained from the team email below.

How do we work with children and young people?

- **All About Me** - Direct post diagnostic support work explaining the autism diagnosis available from year 5 onwards.
- **Rising Green Youth Club** a weekly Youth Club for Years 7-11 from Mainstream Haringey Schools – must know of their diagnosis to attend.
- **The Gaming Connection** – a weekly online Youth Club space for autistic Young people 14-19, with twice termly in person meets at Rising Green Youth Space for autistic pupils - Year 9 upwards and attending a mainstream Haringey secondary school, Sixth Form or college.



How do we work with families?

- **Family Seminars** – (A post-diagnostic follow up for families of children 5 and under with a recent diagnosis of autism). These programmes are run termly – and led by the EIT service and the NHS. Families will be invited to a Family Seminars session at the point of diagnosis at the CDC, however if they cannot make that session, they can send an email to the team email below to find out the date of following sessions.
- **Family coffee mornings and courses** (for families of autistic children of all ages)– termly events and courses on a range of topics which provide families opportunities to network with each other.

Referral to the Autism Team:

A request for involvement - for advice around accessing education and other school related issues can be made to the Autism Team by the young person's school or college with parental/young person's consent. The setting needs to complete the **Request for Involvement Form B form**. This is sent to school SENCOs at the start of each academic year and can be requested on the email in the orange box. Please note this is a traded offer.

For further details, please contact:

the Language and Autism Support Team

last@haringey.gov.uk

or on 0208 489 5039/3466

portage home visiting team

The Portage Team is a team of qualified play specialists who support families of children under 5 with special educational needs or disabilities to use practical everyday play ideas to support their child's development.



How do we work with children?

Portage Visitors have a caseload of children who they visit weekly or fortnightly. They work closely with parents and other professionals to identify where the child is in their development and the next steps families would like them to achieve. They then show families how they can achieve these next steps by modelling play ideas, lending toys and suggesting activities which incorporate specialist advice in everyday play.

As well as home visiting, the Portage Team work with the specialist health visiting and the Vision Support team to run the **Huddle**. This is a stay and play for children under 5 with special educational needs or disabilities where they can access support and advice on toileting, sleep, behaviour, learning, play, resources and starting nursery as well as have fun



How do we work with parents?

Portage visitors work closely with parents to help them understand the early years and SEND systems and help them navigate these services to ensure all the right support and challenge is in place for their child.

They work with parents to help them keep a shared record of the child's progress and what works well and doesn't work well for them. They use this to support children to transition smoothly into educational settings.

Portage Visitors support parents to access community activities and resources, including additional funding that may be available to support their child, so they and their child can be fully included in the community.



How do we work with schools and settings?

The Portage team help parents find a nursery or school for their child. They then work closely with the school, family and other professionals to ensure the right support is in place to help the child settle in quickly and make progress.

Referral to the Portage Team:

Children who meet the following criteria will be considered for Portage:

- Child lives in the Borough of Haringey and is not attending an early year setting.
- Child is under 5 and has complex health needs or a disability from one of the following groups:
 - Neurodisability (e.g., cerebral palsy, chromosomal and genetic conditions, and syndromes)
 - Neurodevelopment disorders (e.g., autism)
 - Severe physical and/ or learning difficulties/ developmental delay.
 - Profound and multiple disabilities
 - Severe sensory impairment (blindness or deafness)
 - A degenerative illness or complex and severe health problems that are life limiting.
- Child receives or has been referred for multiagency input from 3 or more specialist agencies*
- Children who have significant social communication difficulties but are not accessing multi-agency input from 3 or more agencies, may be eligible for Portage.

A referral can be made to the Portage Service by a parent or professional by emailing (portage@haringey.gov.uk) stating that they would like Portage and attaching evidence of the child meeting the criteria above. A referral will only be considered if the parents/carers have given their consent.

Portage cycles last for 3 months and input is reviewed after each cycle.

**For further details,
please contact:**

portage@haringey.gov.uk
or phone 0208 489 5039

The Area SENCOs are a team of qualified early years professionals who have extensive experience of working with children with a range of special educational needs or disabilities. They work with private, voluntary, and independent Early Years settings across Haringey to ensure there is sufficient expertise and experience amongst local early years providers to support children with SEND.

How do we work with children?

We do not work directly with children, but we provide support and advice for settings to enable them to meet the needs of individual children on areas such as:

- Reviewing progress to support with the identification of next steps
- Accessing further support
- Appropriate targeted strategies to support the child.
- Modelling of support and intervention



How do we work with families?

- An annual transition into school conference – *Choosing Positive Futures*. This provides parents with information around Haringey's education system and procedures as well as the types of places available to children in mainstream education or special school.
- Email helpline for general enquiries about how Haringey supports children with SEND in the Early Years.

How do we support settings?

- Each Haringey PVI has a named Area SENCo.
- **Termly consultations** to provide settings with advice and guidance on the development of inclusive practice and understanding SEND systems and processes.
- **Training programme** on SEN issues & initiatives. The training is varied and based on need. For example, central based training on ASC, evidence-based language programmes, developmental checklists and target setting. Training also takes place in individual settings based on their needs.
- The Area SENCo Team organise an in-depth 5-session training programme for new Early Years SENDCo's so that they can fulfil the responsibilities of the Early Years SENDCo role within their setting. This involves having appropriate arrangements in place to support children with SEND. Completion of this training programme results in the SENDCo being awarded the **Haringey Early Years SENDCo Award**. This award enables parents to have confidence in the setting's ability to meet the needs of their child.
- **Early Years SENDCo Network** – termly opportunity for developing and disseminating good practice on all aspects of SEND as well as keeping SENDCos up to date on the range of information, advice and support services, to promote effective work with parents of children in the early years.
- **Cluster Groups** – Area SENCOs attend the half-termly cluster groups run by the Educational Psychology Service for PVI neighbourhood clusters. These provide an invaluable opportunity to discuss individual children, strategies to support them and learn about best practice in Haringey.



Referral to the Area SENCo Team.

- The Area SENCO team do not take direct referrals as they work with an allocated casework of settings. Families and settings are welcome to email the areasenco@haringey.gov.uk with any queries.

For more information,
please contact:
Areasenco@haringey.gov.uk or
on 0208 489 5039

sensory support team *hearing*

We are a team of Qualified Teachers of the Deaf and a Communication Specialist (British Sign Language) working across the boroughs of Haringey and Enfield. We support children with an identified deafness, both in the home and all types of educational settings (except schools for the Deaf or resourced bases for the Deaf). We become involved with families and children once their deafness is identified, this can often be as a young baby. Our work includes supporting and advising families and carers throughout their child's educational journey.

What we offer:

We provide support, advice, and training to ensure that every deaf child has full access to learning opportunities in the home and their educational setting. Our aim is to minimise barriers to accessing the curriculum, so that children can achieve their potential and contribute to their school communities. We liaise with a range of other services such as audiology, speech therapy, SEN, and educational psychology. Promoting inclusion and well-being is at the core of our service.

How we support children and young people?

- Technical support and advice with hearing aids, radio aids and cochlear implants.
- Liaison with local audiology services including informal assessments of listening.
- Support language and communication development.
- Contribute to formal assessments including EHCPs where appropriate.
- Reports to relevant professionals.

How we support families and children under 5?

- Support and advice to understand hearing loss and with introducing technology.
- Supporting families with emotional wellbeing
- Regular home visits to encourage good play and communication skills.
- Liaise with other professionals about early listening/language development.
- Sign language support offered at home.
- Support with choosing and transitioning into first setting.
- Baby and Toddler group.





How do we work directly with children and young people in educational settings?

- Deaf awareness sessions for the pupil and their peers
- Healthy Deaf Minds sessions run centrally for pupils in KS2 and above.
- Observations of pupils/sessions and 1:1 pre/post-tutoring where appropriate
- Transition preparation and readiness
- Questionnaires to support achievement and promote pupil voice.
- Assessment of functional listening
- Support to develop life skills such as managing technology, self-advocacy, emotional well-being, social interaction, positive deaf identity and self-esteem.

How do we work directly with schools/settings and colleges?

- Training for staff to develop an understanding of deaf awareness, deafness, and amplification.
- Monitor and advise to promote an effective listening environment.
- Advice on classroom/teaching strategies/resources to encourage inclusion and equal access.
- Transition planning to overcome potential challenges.
- Provide hearing profiles to demonstrate hearing status and listening strategies.
- Identifying and inform targets for IEP and annual review meetings.

Referral to the Sensory Support Team - Hearing:

Referrals can be sent directly to the team if a child has a hearing loss confirmed by an audiology clinic (signed consent must be obtained from parents). Specialist hospitals also send referrals directly to the service following appointments.

For more information, please contact:

sensorysupport@haringey.gov.uk

0208 489 5039/8388 or

07929781581

sensory support team *vision*

The Vision Support Team are a team of specialist advisory teachers (QTVIs), a specialist support worker and a Habilitation Specialist (mobility and independent living skills) that offer a range of support for children and young people with a diagnosis of a vision impairment. We work in all Haringey mainstream educational settings and become involved with families and children from their diagnosis, often as a young baby. Our work includes supporting and advising teaching staff as well as families and carers throughout a child's educational journey.



How do we work with children and young people, families and settings?

Under 5s

- **Support in settings** (nurseries, childminders, carers) to encourage the development of early social skills through guided play; fostering the development of early independence skills; environmental safety audit; training staff; transitions into new settings; provide vision profiles.
- **Support families and carers**, through home visits and regular contact, to help understand their child's diagnosis and the implications it may have for their education. We also signpost any relevant information and support available in the borough.
- **Liaise with a range of medical professionals** about developmental issues.
- **Contribute to formal assessments**, such as EHCPs.

Pupils aged 5-19

- **Regular visits to educational settings** to ensure staff have a good understanding of any relevant vision impairments; advise on reasonable adjustments to enable full curriculum access; provide vision profiles; undertake functional vision assessments; transition advice and support; regular 1:1 meeting with students to support social & emotional wellbeing and to develop self-efficacy skills.
- **Training of school staff** on how to modify/adapt learning materials and resources.
- **Contribute to formal assessments**, such as EHCPs and attending annual reviews.
- **Provision of specialist equipment** and training if needed, such as electronic magnifiers.
- **Specialised individual teaching**, including Braille when appropriate.
- **Regular contact with families and carers** to advise and support throughout their child's education.



Mobility and Independent Living Skills

Our Habilitation Specialist teaches children and young people with a vision impairment to:

- **Move around safely, efficiently, and independently** as possible.
- **Develop independent living skills**, including home visits to support families.
- **Provide sighted guide training** for people working with a child or young person with a vision impairment.
- **Conducts environmental audits**, to ensure settings are risk assessed and adapted for children and young people with a vision impairment.

Referral to the Sensory Support Team – Vision:

Referrals can be sent directly to the team if a child has a confirmed vision impairment from a medical practitioner (email: sensorysupport@haringey.gov.uk). Signed consent must be obtained from parents. Specialist hospitals also send referrals directly to the service following appointments.

**For more information,
please contact:**
sensorysupport@haringey.gov.uk
0208 489 5039/8388

traded services

Each team has a core offer which they offer free of charge to Haringey settings and families. In addition to this they offer a traded offer which can be purchased by settings both within and out of Haringey. The charges for the services are listed below but please contact the team manager to discuss your exact requirements.

Please note from September 2023, schools may be subject to a cancellation charge, even for core offer visits if inclusion team members are not notified in advance of a child being absent.



Bespoke Specialist Support Charges

| | |
|---|------|
| Full day Specialist Support | £520 |
| Half Day Specialist Support | £285 |
| Bite Sized (up to 1 ½ hours) Specialist Support | £175 |

Bespoke support can be purchased in blocks and distributed over several sessions. Please contact the relevant team manager to discuss your requirements.

training offer

We have teamed up with a number of partners to bring you a truly exciting multi-agency training offer this year.



**Haringey Educational
Psychology Service**

**Haringey Education
Partnership**
SENDCo Support
Partners

HeP EeP

Whittington Health **NHS**

Central Based Training – Pay as you Go

| | Non- Haringey Settings | Haringey Settings (20% discount) |
|-----------------------|------------------------|-------------------------------------|
| Full day Training | £175 | £140 |
| Half day Training | £100 | £80 |
| Workshop (1hr 30 min) | £75 | £60 |

SEND CPD Package

(unlimited attendance at SEND courses – plus 1 free twilight training)

Schools - £3 per pupil

Reductions for schools purchasing SEND package
in conjunction with Early Years and HEP Packages

Haringey Childminders and PVLs

Free of charge



autism education trust training – *the haringey offer.*

What it is

The Autism Education Trust (AET) is a not-for-profit programme led by two national autism charities – The National Autism Society (NAS) and Ambitious About Autism (AaA)

Established and supported by the Department for Education, the AET promotes and supports partnerships throughout the education system to improve educational access, experience and outcomes for autistic children and young people.

Underpinned by current research into good autism practice, the AET programme is structured around three education phases – Early Years, Schools and Post-16.

Our initial offer is for schools.



Package offer:

We are offering a mixed Level 1 and Level 2 offer. The Level 1 will be the first hour, this session is for ALL staff working in schools. Then the Level 2 offer – Good Autism Practice, for the remaining 3 hours, this is for teachers and teaching assistants.

Level 2 – Good Autism Practice for Schools

This module is for practitioners who work with autistic pupils (5–16). It provides practitioners with practical strategies when working with autistic pupils. The module also takes participants through guidance on developing a pupil-centred education plan (PCEP)/ or one page profile for an autistic pupil.

- Training sessions can be taken in one go or spread over several sessions. There is some overlap between the sessions which impacts timings. Training package options are:
 - **Good Autism Practice** (4 hrs) delivered on one day
 - **Good Autism Practice** (3 x 1.5 hrs) sessions delivered over a few weeks
 - **Good Autism Practice** (4 x 1hrs) sessions delivered over a number of weeks

If none of these package's work for you, then please contact esther.joseph@haringey.gov.uk and we will get back to you to discuss a bespoke option.

Further options will be available, once the package has been rolled out to all schools.

Central based training

| Course Title | Date | Time | Description |
|--|--|---------------|---|
| Haringey New SENCO Welcome Event | <i>Tuesday 19th September 2023</i> <i>HORNSEY SCHOOL</i> | 4.00 - 5.00 | This is the first session of six sessions which will provide opportunities for new or recently appointed SENDCos to learn more about Haringey systems, services and policies which support Inclusion. The sessions also provide an opportunity to meet other SENDCos to develop collaborative practice. |
| Introduction to Vision Impairment | <i>Tuesday 19th September 2023</i> <i>HORNSEY SCHOOL</i> | 10.00 – 11.30 | An introductory course to help staff develop an understanding of vision impairment and strategies to support pupils in the classroom. |
| An Introduction to the Deaf Pupil in Your Class | <i>Tuesday 26th September 2023</i> <i>ONLINE</i> <i>Repeated</i> <i>Tuesday 3rd October 2023</i> <i>HORNSEY SCHOOL</i> | 9.30 – 12.00 | An introductory course to support staff to develop an understanding of deafness and strategies to support pupils in the classroom. |

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| Teaching Vocabulary in Small Groups for ages 6 to 11 | <p><i>Wednesday 11th October 2023</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9:00 -12:15</p> | <p>A comprehensive and engaging intervention that focuses on teaching curriculum vocabulary and word-learning skills to children who have vocabulary learning needs, including those with English as an Additional Language.</p> <p>The training is appropriate for both those schools that use the Word Aware Whole School Approach AND those wishing to use it as an intervention.</p> <p>This is a Train the Trainer session: TAs delivering the intervention can attend the session with the SENDCo but not on their own. You will need to buy a copy of the <i>Word Aware 3</i> book and bring it with you on the day.</p> <p>This intervention forms part of the Haringey SLCN pathway for schools.</p> |
| Haringey New SENCO Briefing: Funding and Transition | <p><i>Wednesday 11th October 2023</i></p> <p><i>ONLINE</i></p> | <p>4.00 – 5.00</p> | <p>This is the second session of six sessions which will provide opportunities for new or recently appointed SENDCos to learn more about Haringey systems, services and policies which support Inclusion. The sessions also provide an opportunity to meet other SENDCos to develop collaborative practice.</p> |
| Early Years Senco Training: FIVE PART TRAINING COURSE Policy and Practice Role of the Senco | <p><i>Thursday 12th October 2023</i></p> <p><i>HORNSEY SCHOOL</i></p> <p><i>Wednesday 15th November 2023</i></p> <p><i>ONLINE</i></p> <p><i>Wednesday 13th December 2023</i></p> | <p>9:30-12:30</p> | <p>Five-part training for new and aspiring Early Years SENDCos to enable them to achieve the Haringey Approved Early Years SENCO Award. Participants must attend all 5 sessions.</p> |

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| <p>Assess, Plan, Do, Review</p> <p>Working with outside Professionals</p> <p>Transition</p> | <p><i>HORNSEY SCHOOL</i></p> <p><i>Wednesday 17th January 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> <p><i>Thursday 22nd February 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | | |
| <p>TalkBoost KS2</p> | <p><i>Tuesday 17th October 2023</i></p> <p><i>ONLINE</i></p> <p><i>Repeated</i></p> <p><i>Tuesday 23rd January 2024</i></p> <p><i>ONLINE</i></p> <p><i>Repeated</i></p> <p><i>Wednesday 26th June</i></p> <p><i>ONLINE</i></p> | <p>9.15 – 3.45</p> <p>9.15 – 3.45</p> <p>9.15 – 3.45</p> | <p>TALK BOOST KS2 is a targeted intervention for 7 – 11-year-old children with language that is delayed. https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks2/</p> <p>You will need to purchase Talk Boost KS2 (£550) in advance and have it with you on the day. You need to name Karen Costelloe as the licensee on the form: https://speechandlanguage.org.uk/shop-for-educators/talk-boost-ks2-intervention-pack/</p> <p>Three people can attend per school – this should be the Senco, the person who will deliver the intervention and if possible a teacher from the relevant year group. This intervention forms part of the Haringey SLCN pathway for primary schools.</p> |

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| <p>Hirstwood Course</p> <p>Creating a supportive sensory learning environment for children in the Early Years</p> <p>(Repeat course)</p> | <p><i>Tuesday 17th October 2023</i></p> <p><i>ONLINE</i></p> | <p>9.30 – 12.30</p> | <p>This session will be delivered by Hirstwood training and will cover –</p> <ul style="list-style-type: none"> – Why the senses are essential in learning: creating readiness to learn – – How they work together - sensory integration. – What happens when they don't work together - sensory dysregulation. – Creating simple sensory profiles to identify sensory likes and dislikes. – Using an environmental audit in your setting. – Creating simple and inclusive sensory environments that support sensory regulation. – Creating & using calming spaces to help children to self-regulate. – What can I do when working in environments that aren't structurally 'ideal' or easily changed? – Using limited resources: building a sensory toolkit (including how to choose for my setting/how to keep sensory tools safe) – Personalising a sensory toolkit for individual learners. |
| <p>How to use Total Communication in Early Years</p> | <p><i>Wednesday 18th October 2023</i></p> <p><i>ONLINE</i></p> | <p>3.00 – 4.30</p> | <p>This course will provide strategies to develop communication skills in the nursery such as core vocabulary boards, objects of reference and sign.</p> |
| <p>Haringey Core Standards: Fully Inclusive Setting</p> | <p><i>Wednesday 18th October 2023</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 11.30</p> | <p>This session on Haringey Core Standard 2 focuses on Inclusivity and what this means in practice within our schools. With an increase in identified needs and a decrease in budgets the session will look at how schools can maximise their resources to support and enable learners. Looking at using the core standards to embed within practices and cultures in school. Opportunities for practical activities and discussions.</p> |
| <p>Using the Wellcomm kit to develop Early Language Skills</p> | <p><i>Tuesday 31st October 2023</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 12.30</p> | <p>An opportunity for Early Years practitioners to become familiar with the kit so that they can use it to identify language needs, implement support strategies, train staff and work with parents.</p> <p>Participants will need a copy of the kit to take part in the session.</p> |

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| Talkboost KS1 | <p><i>Tuesday 7th November 2023</i></p> <p><i>ONLINE</i></p> <p><i>Repeated</i></p> <p><i>5th March 2024</i></p> <p><i>ONLINE</i></p> | <p>9.15 – 3.30</p> | <p>TALK BOOST KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes. https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/ You will need to purchase Talk Boost KS1 (£550) in advance and have it available it on the day. You need to name Karen Costelloe as the licensee on the form: https://speechandlanguage.org.uk/shop-for-educators/talk-boost-ks1-intervention-pack/</p> <p>https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/</p> <p>Three people can attend per school – this should be the Senco, the person who will deliver the intervention and if possible, the class teacher. This intervention forms part of the Haringey SLCN pathway for primary schools.</p> |
| Haringey New SENCO Briefing: Haringey Service | <p><i>Wednesday 8th November 2023</i></p> <p><i>ONLINE</i></p> | <p>4.00 – 5.00</p> | <p>This is the third session of six sessions which will provide opportunities for new or recently appointed SENDCos to learn more about Haringey systems, services and policies which support Inclusion. The sessions also provide an opportunity to meet other SENDCos to develop collaborative practice.</p> |
| ADHD | <p><i>Wednesday 8th November 2023</i></p> <p><i>HORNSEY SCHOOL</i></p> <p><i>Repeated</i></p> <p><i>Thursday 28th March 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 12.30</p> <p>9.30 – 12.30</p> | <p>This half-day training session delivered by Educational Psychology Service will look at the definition of ADHD, link to executive functioning, evidence-based guidance and strategies to support students.</p> |

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| Wow Groups in Early Years | <p><i>Wednesday 8th November 2023</i></p> <p><i>ONLINE</i></p> <p><i>Repeated</i></p> <p><i>Tuesday 12th March 2024</i></p> <p><i>ONLINE</i></p> | <p>3.00 – 4.30</p> | <p>Wow groups are fun targeted group activities which help children with their attention, communication and interaction skills.</p> |
| Early Talk Boost – an intervention for nursery and reception children with language delay | <p><i>Tuesday 14th November 2023</i></p> <p><i>ONLINE</i></p> <p><i>Repeated</i></p> <p><i>Tuesday 27th February 2024</i></p> <p><i>ONLINE</i></p> <p><i>Repeated</i></p> <p><i>Tuesday 11th June 2024</i></p> <p><i>ONLINE</i></p> | <p>9.30 – 3.30</p> <p>9.30 – 3.30</p> <p>9.30 – 3.30</p> | <p>EARLY TALKBOOST is a targeted and evidenced intervention aimed at 3-4 year old children with delayed language, helping to boost their language skills to narrow the gap between them and their peers. This course will provide an opportunity for participants to become familiar with, explore and use the Early Talk Boost materials. https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/early-talk-boost/ You will need to purchase Early TalkBoost (£550) in advance and have it available it on the day. You need to name Karen Costelloe as the licensee on the form: https://speechandlanguage.org.uk/shop-for-educators/early-talk-boost-intervention-pack/</p> <p>Three people can attend per setting – this should be the Senco/Early Years Lead and whoever will deliver the intervention. This intervention forms part of the Haringey SLCN pathway for primary schools.</p> |
| Training for Teaching Assistants: Strategies to support children with SEND’s learning and independence in the classroom. | <p><i>Tuesday 21st November 2023</i></p> <p><i>ONLINE</i></p> | <p>1.00 – 3.00</p> | <p>This session draws on the evidence-based Maximising Impact of Teaching Assistants project. It will develop teaching assistant’s understanding of recent research as well as providing them with a range of practical strategies to support the children they work with.</p> |

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| Introduction to SEND Systems and processes for EYFS Co-ordinators | <p><i>Wednesday 22nd November</i></p> <p><i>ONLINE</i></p> | <p>1:00-4:00</p> | <p>A half-day session to support EYFS co-ordinators to understand Haringey SEND Systems and Processes such as creating an Early Support Plan, referring to outside agencies, applying for inclusion funding and supporting transitions to Reception</p> |
| Leading on Language – Identification, core strategies and interventions for children with Speech Language and Communication Needs (SLCN) | <p><i>Tuesday 28th November 2023</i></p> <p><i>GEORGE MEEHAN HOUSE</i></p> | <p>9.15 – 4.00</p> | <p>A full day course to support Sencos/Inclusion Managers in how to identify and support children with SLCN. This course is aimed at Primary Sencos/Senior Leaders. It is particularly useful for Sencos relatively new to the area of SLCN. You will have many useful resources signposted and emailed to you after the day. The course will cover:</p> <p>The processes involved in communication. The impact of communication difficulties on learning, social and emotional development. Developmental age norms. An introduction to how to identify and assess communication skills – a range of screens, checklists and more detailed assessments. Explore the key features of a communication friendly classroom. Have an overview of high-quality whole class and individual strategies to support language skills. Be introduced to a range of interventions to support language.</p> |
| Down Syndrome | <p><i>Wednesday 29th November 2024</i></p> <p><i>ONLINE</i></p> | <p>9.30 – 12.30</p> | <p>A half-day training session focusing on Down Syndrome and how you can support children with Down Syndrome in the classroom.</p> |

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| <p>Hirstwood Course</p> <p>Creating a supportive sensory learning environment for children in the Early Years</p> <p>(Repeat course)</p> | <p><i>Thursday 30th November 2023</i></p> <p><i>ONLINE</i></p> | <p>9.30 – 12.30</p> | <p>This session will be delivered by Hirstwood training and will cover</p> <ul style="list-style-type: none"> Why the senses are essential in learning: creating readiness to learn – How they work together - sensory integration. What happens when they don't work together - sensory dysregulation. Creating simple sensory profiles to identify sensory likes and dislikes. Using an environmental audit in your setting. Creating simple and inclusive sensory environments that support sensory regulation. Creating & using calming spaces to help children to self-regulate. What can I do when working in environments that aren't structurally 'ideal' or easily changed? Using limited resources: building a sensory toolkit (including how to choose for my setting/how to keep sensory tools safe) Personalising a sensory toolkit for individual learners. |
| <p>Supporting Target Setting through Small Steps</p> | <p><i>Tuesday 5th December 2023</i></p> <p><i>ONLINE</i></p> <p><i>Repeated</i></p> <p><i>Wednesday 20th March 2024</i></p> <p><i>ONLINE</i></p> | <p>1.00 – 2.30</p> <p>1.45 – 3.15</p> | <p>This bite size session introduces participants to the Portage Checklist which can be used to assess and plan for children with learning difficulties in the Early Years,</p> |
| <p>Talk for Work Secondary</p> | <p><i>Tuesday 5th December 2023</i></p> <p><i>ONLINE</i></p> | <p>9.15 – 4.00</p> | <p>This evidence-based intervention is for students in Years 9 to 13 with communication difficulties to develop the communication skills they need for the workplace. The programme consists of 13 fully planned one-hour lessons for 6 to 8 students delivered by trained teaching or support staff. Students work towards co-delivering workshops about communication skills to an audience in their school and then to local businesses.</p> <p>Two members of staff from secondary schools/colleges can attend per booking, one must be the Senco.</p> <p>You need to buy and bring the intervention with you on the day (£250). Here is the link to buy it:</p> <p>https://ican.org.uk/training-licensing/i-can-programmes/talk-about-talk-secondary/</p> |

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| Haringey Core Standards: High Quality Teaching | <i>Wednesday 6th December 2023</i> <i>HORNSEY SCHOOL</i> | 9:30-11:30 | This session on Haringey core standard 3 'High Quality Teaching' focuses on the vital first step in meeting all children's needs in an educational setting. This session will link to the WalkThru's and contain lots of ideas for implementing high quality teaching throughout your setting. |
| Haringey New SENCO Briefing: Applying for EHCPs | <i>Wednesday 6th December 2023</i> <i>ONLINE</i> | 4.00 – 5.00 | This is the fourth session of six sessions which will provide opportunities for new or recently appointed SENDCOs to learn more about Haringey systems, services and policies which support Inclusion. The sessions also provide an opportunity to meet other SENDCOs to develop collaborative practice. |
| Trauma-informed practice | <i>Wednesday 6th December 2023</i> <i>HORNSEY SCHOOL</i> <i>Repeated</i> <i>Thursday 20th June 2024</i> <i>HORNSEY SCHOOL</i> | 9.30 – 12.30 9.30 – 12.30 | This half-day training will support your understanding of the impact of trauma on the developing brain. It will look at how this can impact on children's emotional well-being and behaviour and strategies you can use to support them in the classroom. |
| Introduction to Autism Spectrum Condition in the Early Years | <i>Wednesday 6th December 2023</i> <i>ONLINE</i> <i>Repeated</i> <i>Tuesday 19th March 2024</i> <i>ONLINE</i> | 9.30 – 11.00 9.30 – 11.30 | This bite-size session will provide participants with an understanding of the key features of Autism Spectrum Condition and the diagnostic pathway in Haringey. |
| Haringey New SENCO Briefing: Wider Haringey Services | <i>Wednesday 10th January 2024</i> <i>ONLINE</i> | 4.00 – 5.00 | This is the fifth session of six sessions which will provide opportunities for new or recently appointed SENDCOs to learn more about Haringey systems, services and policies which support Inclusion. The sessions also provide an opportunity to meet other SENDCOs to develop collaborative practice. |

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| Emotional Wellbeing | <p><i>Wednesday 17th January 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> <p><i>Repeated</i></p> <p><i>Thursday 7th March 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>1:00 – 2:30</p> | <p>A 90-minute session delivered by the Educational Psychology Service which aims to develop a greater understanding of and promotion of secure attachments and emotional wellbeing in young children.</p> |
| Using standardised assessments | <p><i>Wednesday 17th January 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> <p><i>Repeated</i></p> <p><i>Thursday 9th May 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 12.30</p> <p>9.30 - 12.30</p> | <p>This training will provide an overview of how to use and interpret a standardised assessment, to support schools to carry out their own assessments and how to interpret the results of professional assessments, making them meaningful and useful.</p> |
| Talkboost KS2 (Repeat Course) | <p><i>Tuesday 23rd January 2024</i></p> <p><i>ONLINE</i></p> | <p>9.15 – 3.45</p> | <p>TALK BOOST KS2 is a targeted intervention for 7 – 11-year-old children with language that is delayed. https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks2/</p> <p>You will need to purchase Talk Boost KS2 (£550) in advance and have it with you on the day. You need to name Karen Costelloe as the licensee on the form: https://speechandlanguage.org.uk/shop-for-educators/talk-boost-ks2-intervention-pack/</p> <p>Three people can attend per school – this should be the Senco, the person who will deliver the intervention and if possible, a teacher from the relevant year group. This intervention forms part of the Haringey SLCN pathway for primary schools.</p> |

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| <p>How to use individualised strategies to support children at the very early stages of communication and interaction.</p> <p>(Repeat Course)</p> | <p><i>Tuesday 23rd January 2024</i></p> <p><i>ONLINE</i></p> | <p>3.00 – 4.30</p> | <p>This session explores strategies such as people games, intensive interaction and the curiosity approach and provides an opportunity for participants to explore how they might use them for a child they are working with.</p> |
| <p>Dyscalculia</p> | <p><i>Wednesday 24th January 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>1:00-4:00</p> | <p>A half day training focusing on current research on numeracy development, dyscalculia, assessment and how to support children and young people who have difficulty acquiring maths skills.</p> |
| <p>Haringey Core Standards: Identifying Needs</p> | <p><i>Wednesday 24th January 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 11.30</p> | <p>The session on haringey core standard 4 - identifying needs - will cover the importance of early identification, gathering information on and addressing barriers to learning, social and emotional development. Discussions will include the 'assess, plan, do, review' model and the 4 broad areas of need. We will share examples of support plan and sen register proformas that can be adapted for your setting. You will have the opportunity to discuss the identification process and the criteria for identifying each area of need. Case studies can be shared and explored</p> |
| <p>Understanding the autistic profile with a focus on the demand avoidant child/young person</p> | <p><i>Thursday 25th January 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 12.30</p> | <p>'Demand avoidance' involves not being able to do certain things at certain times, either for yourself or others and also refers to the things we do in order to avoid demands.</p> <p>Autistic people may avoid demands or situations that trigger anxiety or sensory overload, disrupt routines, involve transitioning from one activity to another and activities/events that they do not see the point of or have any interest in.</p> <p>This half day course will explore helpful approaches to support individuals displaying demand avoidance in school.</p> |

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| <p>Hirstwood Course – Follow on workshop.</p> <p>Creating a supportive sensory learning environment for children in the Early Years</p> | <p><i>Tuesday 30th January 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> <p><i>Repeated on</i></p> <p><i>31st January 2024</i></p> <p><i>14th March 2024</i></p> <p><i>15th March 2024</i></p> <p><i>21st May 2024</i></p> <p><i>22nd May 2024</i></p> | <p>9.30 – 3.00</p> <p>9.30 – 3.00</p> <p>9.30 – 3.00</p> <p>9.30 – 3.00</p> <p>9.30 – 3.00</p> <p>9.30 – 3.00</p> | <p>This is a follow on session for practitioners who have attended Part 1 of <i>Creating a supportive sensory learning environment for children in the Early Years</i>. Participants will be allocated to one of two groups 9:30-12:30 or 11:00 - 3:00. Please bring video or photographic examples of sensory challenges you would like to discuss.</p> |
| <p>Lego Therapy</p> | <p><i>Wednesday 31st January 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.15 – 12.00</p> | <p>This course focuses on developing knowledge and understanding of Lego therapy and why it is effective for children with communication and social difficulties as well as the practicalities of running a group within school. This is appropriate for ages 6 and above.</p> |
| <p>Hirstwood Course – Follow on workshop.</p> <p>Creating a supportive sensory learning environment for children in the Early Years</p> <p>(Repeat course)</p> | <p><i>Wednesday 31st January 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 3.00</p> | <p>This is a follow on session for practitioners who have attended Part 1 of <i>Creating a supportive sensory learning environment for children in the Early Years</i>. Participants will be allocated to one of two groups 9:30-12:30 or 11:00 - 3:00. Please bring video or photographic examples of sensory challenges you would like to discuss.</p> |

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| Self Help Skills – OT | <p><i>Thursday 1st February 2024</i></p> <p><i>ONLINE</i></p> | <p>9.30 – 12.00</p> | <p>This training focuses on the development of independence skills in young children and how best to support children with delayed self-help skills. Key daily skills such as toileting/changing, dressing and eating and drinking will be discussed along with the barriers to developing independence children may face. The occupational therapists running the session will teach practical strategies and discuss how to apply these strategies in nursery settings in an effective and goal-focused way.</p> |
| Understanding and supporting children’s cognition and learning in the Early Years | <p><i>Wednesday 7th February 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> <p><i>Repeated</i></p> <p><i>Thursday 4th July 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>10.00 – 11.30</p> | <p>A 90-minute session delivered by the Educational Psychology Service which aims to develop greater understanding of children’s thinking skills, understanding of the world around them and the developmental stages. We will also discuss the importance and development of play and how to support children’s learning and development in the early Years</p> |
| Hirstwood Course Creating a supportive sensory learning environment for children in the Early Years (Repeat course) | <p><i>Friday 9th February 2024</i></p> <p><i>ONLINE</i></p> | <p>9.30 – 12.30</p> | <p>This session will be delivered by Hirstwood training and will cover Why the senses are essential in learning: creating readiness to learn – How they work together - sensory integration. What happens when they don't work together - sensory dysregulation. Creating simple sensory profiles to identify sensory likes and dislikes. Using an environmental audit in your setting. Creating simple and inclusive sensory environments that support sensory regulation. Creating & using calming spaces to help children to self-regulate. What can I do when working in environments that aren't structurally 'ideal' or easily changed? Using limited resources: building a sensory toolkit (including how to choose for my setting/how to keep sensory tools safe) Personalising a sensory toolkit for individual learners.</p> |

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| Supporting Autistic Girls in school | <i>Tuesday 20th February 2024</i> <i>HORNSEY SCHOOL</i> | 9.30 – 12.30 | A half day course delivered jointly by the LAST team and the Educational Psychology Service will be focussing on upper key stage 2 and secondary aged autistic girl profile. This course will explore the recent research around how autistic girls can present differently and what we can do as educators to support. |
| How to use in Total Communication in Early Years (Repeat Course) | <i>Wednesday 21st February 2024</i> <i>ONLINE</i> | 3.00 – 4.30 | This course will provide strategies to develop communication skills in the nursery such as core vocabulary boards, objects of reference and sign. |
| Hirstwood Course Creating a supportive sensory learning environment for children in the Early Years (Repeat course) | <i>Thursday 29th February 2024</i> <i>ONLINE</i> | 9.30 – 12.30 | This session will be delivered by Hirstwood training and will cover Why the senses are essential in learning: creating readiness to learn – How they work together - sensory integration. What happens when they don't work together - sensory dysregulation. Creating simple sensory profiles to identify sensory likes and dislikes. Using an environmental audit in your setting. Creating simple and inclusive sensory environments that support sensory regulation. Creating & using calming spaces to help children to self-regulate. What can I do when working in environments that aren't structurally 'ideal' or easily changed? Using limited resources: building a sensory toolkit (including how to choose for my setting/how to keep sensory tools safe) Personalising a sensory toolkit for individual learners. |
| Early Years Talkboost | <i>Tuesday 27th February 2024</i> <i>ONLINE</i> <i>Repeated</i> <i>Tuesday 11th June 2024</i> <i>ONLINE</i> | 9.30 – 3. 30 | EARLY TALKBOOST is a targeted and evidenced intervention aimed at 3-4 year old children with delayed language, helping to boost their language skills to narrow the gap between them and their peers. You will need to purchase Early TalkBoost (£550) in advance and have it available on the day. You need to name Karen Costelloe as the licensee on the form: https://speechandlanguage.org.uk/shop-for-educators/early-talk-boost-intervention-pack/ Three people can attend per setting – this should be the Senco/Early Years Lead and whoever will deliver the intervention. This intervention forms part of the Haringey SLCN pathway for primary schools. |

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| Train the School: Preparing for Autism Acceptance Week | <i>Wednesday 28th February 2024</i> ONLINE | 1.00 – 3.15 | This provides an opportunity for SENCOs and other relevant staff to access materials and resources which can be used to organise their own school's Autism Acceptance Week. |
| Early Years Senco Training: FIVE PART TRAINING COURSE Policy and Practice Role of the Senco Transition Assess, Plan, Do, Review Working with outside Professional | <i>Wednesday 28th February 2024</i> HORNSEY SCHOOL <i>Wednesday 27th March 2024</i> HORNSEY SCHOOL <i>Wednesday 24th April 2024</i> HORNSEY SCHOOL <i>Thursday 16th May 2024</i> HORNSEY SCHOOL <i>Wednesday 26th June 2024</i> HORNSEY SCHOOL | 9.30 – 12.30 9.30 – 12.30 9.30 – 12.30 9.30 – 12.30 9.30 – 12.30 9.30 – 12.30 | Five-part training for new and aspiring Early Years SENDCOs to enable them to achieve the Haringey Approved Early Years SENCO Award. Participants must attend all 5 sessions. |

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| <p>Hirstwood Course</p> <p>Creating a supportive sensory learning environment for children in the Early Years</p> <p>(Repeat course)</p> | <p><i>Thursday 29th February 2024</i></p> <p><i>ONLINE</i></p> | <p>9.30 – 12.30</p> | <p>This session will be delivered by Hirstwood training and will cover –</p> <ul style="list-style-type: none"> Why the senses are essential in learning: creating readiness to learn – How they work together - sensory integration. What happens when they don't work together - sensory dysregulation. Creating simple sensory profiles to identify sensory likes and dislikes. Using an environmental audit in your setting. Creating simple and inclusive sensory environments that support sensory regulation. Creating & using calming spaces to help children to self-regulate. What can I do when working in environments that aren't structurally 'ideal' or easily changed? Using limited resources: building a sensory toolkit (including how to choose for my setting/how to keep sensory tools safe) Personalising a sensory toolkit for individual learners. |
| <p>Talkboost KS1</p> <p>(Repeat course)</p> | <p><i>Tuesday 5th March 2024</i></p> <p><i>ONLINE</i></p> | <p>9.15 – 3.30</p> | <p>TALK BOOST KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in Reception classes.</p> <p>https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/</p> <p>You will need to purchase Talk Boost KS1 (£550) in advance and have it available it on the day. You need to name Karen Costelloe as the licensee on the form: https://speechandlanguage.org.uk/shop-for-educators/talk-boost-ks1-intervention-pack/</p> <p>https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/</p> <p>Three people can attend per school – this should be the Senco, the person who will deliver the intervention and if possible the class teacher. This intervention forms part of the Haringey SLCN pathway for primary schools.</p> |
| <p>Emotional Wellbeing</p> <p>(Repeat course)</p> | <p><i>Thursday 7th March 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>10.00 – 11.30</p> | <p>A 90-minute session delivered by the Educational Psychology Service which aims to develop a greater understanding of and promotion of secure attachments and emotional wellbeing in young children.</p> |

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| DLD Train the Trainers | <p><i>Tuesday 12th March 2024</i></p> <p><i>ONLINE</i></p> | <p>9.15 – 12.15</p> | <p>Developmental Language Disorder (DLD) is a train the trainer’s session to enable Primary Sencos to deliver staff training in their schools. It comes from Speech and Language UK. https://speechandlanguage.org.uk/dld-educational-support/</p> <p>The focus of this session is on raising awareness of what DLD is and starting to look at how to identify and support these children and young people at school.</p> <p>We will cover the following:</p> <ul style="list-style-type: none"> What is Developmental Language Disorder (DLD)? How many children and young people (CYP) are affected by DLD? Potential long-term impacts of DLD Universal practices to support all CYP Targeted and specialist support for CYP with DLD How to raise concerns <p>It is appropriate for Primary Sencos and Inclusion Managers. All the resources are downloadable to use.</p> <p>This training will be delivered by a Haringey specialist Language Support Teacher and the Haringey lead DLD SALT.</p> |
| Wow Groups in Early Years (Repeat Course) | <p><i>Tuesday 12th March 2024</i></p> <p><i>ONLINE</i></p> | <p>3.00 – 4.30</p> | <p>Wow groups are fun targeted group activities which help children with their attention, communication and interaction skills.</p> |
| Supporting neurodivergence: Autism and ADHD profiles | <p><i>Wednesday 13th March 2024</i></p> <p><i>ONLINE</i></p> | <p>9.30 – 11.00</p> | <p>This is a session co-delivered by the Educational Psychology Service and LAST team which focuses on understanding the impact of Autism and ADHD when they co-occur and evidence-based strategies to support neuro-diverse profiles.</p> |
| Hirstwood Course – Follow on workshop. Creating a supportive sensory learning environment for children in the Early Years (Repeat course) | <p><i>Thursday 14th March 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 3.00</p> | <p>This is a follow on session for practitioners who have attended Part 1 of Creating a supportive sensory learning environment for children in the Early Years. Practitioners will be allocated to one of two groups 9:30-12:30 or 11:00 - 3:00. Please bring video or photographic examples of sensory challenges you would like to discuss.</p> |

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| <p>Hirstwood Course – Follow on workshop. Creating a supportive sensory learning environment for children in the Early Years (Repeat course)</p> | <p><i>Friday 15th March 2024</i> <i>HORNSEY SCHOOL</i></p> | <p>9.30 – 3.00</p> | <p>This is a follow on session for practitioners who have attended Part 1 of Creating a supportive sensory learning environment for children in the Early Years. Practitioners will be allocated to one of two groups 9:30-12:30 or 11:00 - 3:00. Please bring video or photographic examples of sensory challenges you would like to discuss.</p> |
| <p>Introduction to Autism Spectrum Condition in the Early Years (Repeat course)</p> | <p><i>Tuesday 19th March 2024</i> <i>ONLINE</i></p> | <p>9.30 – 11.00</p> | <p>This bite-size session will provide participants with an understanding of the key features of Autism Spectrum Condition and the diagnostic pathway in Haringey.</p> |
| <p>Haringey Core Standards: Targeted Support</p> | <p><i>Wednesday 20th March 2024</i> <i>HORNSEY SCHOOL</i></p> | <p>9.30 – 11.30</p> | <p>This session on Haringey Core Standard 5 will look at how to use an evidence-based approach to targeted intervention. You will have the opportunity to see a range of tools to support you with creating your costed provision map and making sure you use your budget effectively.</p> |
| <p>Supporting Target Setting through small steps (Repeat course)</p> | <p><i>Wednesday 20th March 2024</i> <i>ONLINE</i></p> | <p>1.45 – 3.15</p> | <p>This bite size session introduces participants to the Portage Checklist which can be used to assess and plan for children with learning difficulties in the Early Years</p> |
| <p>Managing parental anxiety and their expectations for children with SEN</p> | <p><i>Wednesday 27th March 2024</i> <i>HORNSEY SCHOOL</i> <i>Repeated</i> <i>Thursday 6th June 2024</i> <i>HORNSEY SCHOOL</i></p> | <p>1:00 – 2:30</p> | <p>A session delivered by the Educational Psychology Service to help practitioners to support parents to identify triggers for anxiety and gain an informed understanding of contributing factors as well as feeling more confident with how to manage them.</p> |

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| ADHD (Repeat course) | <i>Thursday 28th March 2024</i> <i>HORNSEY SCHOOL</i> | 9.30 – 12.30 | This half-day training session will look at the definition of ADHD, link to executive functioning, evidence-based guidance and strategies to support students. |
| Dyslexia/literacy difficulties (Repeat course) | <i>Wednesday 24th April 2024</i> <i>HORNSEY SCHOOL</i> | 1:00-4:00 | A half-day training session focusing on literacy development, dyslexia, assessment evidence-based research and how to support children and young people who have difficulty acquiring literacy skills. |
| Word Aware – teaching vocabulary in the Early Years | <i>Tuesday 30th April 2024</i> <i>ONLINE</i> | 9.15 – 4.00 | Word Aware is a structured whole school/setting approach to promote the vocabulary development of all children in the early years. This approach is of value for 3- to 4-year-old children with delayed language and Special Educational Needs. It is also supportive for children who speak English as an additional language. It is appropriate for Sencos/Early Years Lead Practitioners/Senior Leaders. You will need to buy a copy of the <i>Word Aware Teaching Vocabulary in the Early Years</i> and bring it with you on the day |
| Haringey Core Standards: Working with parents | <i>Wednesday 1st May 2024</i> <i>HORNSEY SCHOOL</i> | 9.30 – 11.30 | This session on Core Standard 6 will focus on coproduction with parents with a particular focus on the identification of need. The session will cover the 4 Cornerstones Approach and there will be opportunities for discussion of commonly experienced scenarios. |
| Sensory Strategies to Support Participation (Repeat course) | <i>Wednesday 1st May 2024</i> <i>ONLINE</i> | 9.30 – 12.00 | This training is delivered by the Early Years Occupational Therapy Service. It aims to provide participants with a good overview of sensory processing, and the functional difficulties children with sensory issues can have in the context of the nursery environment. You will learn about a range of sensory strategies and environmental adaptations that can be used to facilitate engagement and participation at nursery for the children you work with. |
| Using standardised assessments (Repeat course) | <i>Thursday 9th May 2024</i> <i>HORNSEY SCHOOL</i> | 9.30 – 12.30 | This training will provide an overview of how to use and interpret a standardised assessment, to support schools to carry out their own assessments and how to interpret the results of professional assessments, making them meaningful and useful. |

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| Word Aware Primary | <p><i>Tuesday 21st May 2024</i></p> <p><i>ONLINE</i></p> | <p>9.15 – 4.00</p> | <p>Word Aware is a structured whole school approach to promote the vocabulary development of all children in the primary years. This approach is of particular value for children with delayed language and Special Educational Needs. It is also supportive for children who speak English as an additional language.</p> <p>This day is full of practical and inspiring ideas that can be easily applied by primary school practitioners to develop spoken vocabulary. It is appropriate for Sencos, Senior Leaders and Literacy/Language Co-ordinators/Lead Practitioners.</p> <p>You need to buy a copy of ‘Word Aware Teaching Vocabulary’ and bring it with you on the day. See link: http://thinkingtalking.co.uk/word-aware/</p> |
| Hirstwood Course – Follow on workshop Creating a supportive sensory learning environment for children in the Early Years (Repeat course) | <p><i>Tuesday 21st May 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 3.00</p> | <p>This is a follow on session for practitioners who have attended Part 1 of Creating a supportive sensory learning environment for children in the Early Years. Practitioners will be allocated to one of two groups 9:30-12:30 or 11:00 - 3:00. Please bring video or photographic examples of sensory challenges you would like to discuss.</p> |
| Hirstwood Course – Follow on workshop Creating a supportive sensory learning environment for children in the Early Years (Repeat course) | <p><i>Wednesday 22nd May 2024</i></p> <p><i>venue to be confirmed</i></p> | <p>9.30 – 3.00</p> | <p>This is a follow on session for practitioners who have attended Part 1 of Creating a supportive sensory learning environment for children in the Early Years. Practitioners will be allocated to one of two groups 9:30-12:30 or 11:00 - 3:00. Please bring video or photographic examples of sensory challenges you would like to discuss.</p> |
| Managing parental anxiety and their | <p><i>Thursday 6th June 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>10.00 – 11.30</p> | <p>A session delivered by the Educational Psychology Service to help practitioners to support parents to identify triggers for anxiety and gain an informed understanding of contributing factors as well as feeling more confident with how to manage them</p> |

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| <p>expectations for children with SEN</p> <p>(Repeat course)</p> | | | |
| <p>Early Years Talkboost</p> <p>(Repeat Course)</p> | <p>Tuesday 11th June 2024</p> <p>ONLINE</p> | <p>9.30 – 3.30</p> | <p>EARLY TALKBOOST is a targeted and evidenced intervention aimed at 3–4-year-old children with delayed language, helping to boost their language skills to narrow the gap between them and their peers. This course will provide an opportunity for participants to become familiar with, explore and use the Early Talk Boost materials. https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/early-talk-boost/ You will need to purchase Early TalkBoost (£550) in advance and have it available it on the day.</p> <p>You need to name Karen Costelloe as the licensee on the form: https://speechandlanguage.org.uk/shop-for-educators/early-talk-boost-intervention-pack/</p> <p>Three people can attend per setting – this should be the Senco/Early Years Lead and whoever will deliver the intervention. This intervention forms part of the Haringey SLCN pathway for primary schools.</p> |
| <p>KS1 Talkboost Language Intervention</p> | <p>Tuesday 18th June 2024</p> <p>ONLINE</p> | <p>9.15 – 3.30</p> | <p>TALK BOOST KS1 is a targeted intervention for 4–7-year-old children with language that is delayed, including children in Reception classes. https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks1/</p> <p>You will need to purchase Talk Boost KS1 (£550) in advance and have it available it on the day. You need to name Karen Costelloe as the licensee on the form: https://speechandlanguage.org.uk/shop-for-educators/talk-boost-ks1-intervention-pack/</p> <p>Three people can attend per school – this should be the Senco, the person who will deliver the intervention and if possible the class teacher. This intervention forms part of the Haringey SLCN pathway for primary schools.</p> |

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| Haringey Core Standards: Additional Adults | <p><i>Wednesday 19th June 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 11.30</p> | <p>This session on Haringey Core Standards will look at how to manage Additional Adults effectively. Teaching assistants represent a significant proportion of the school workforce. Evidence tells us that deployed well, TAs can make a big difference to the outcomes of children and young people. This training will highlight good practice, evidence-based research and share resources to support schools to maximise the impact of adults in school. We recognise the fact that schools are operating within already tight budgets; however, noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources, without significant additional expenditure. Making best use of additional adults is a leadership issue, leaders need to implement strategies to effect change, improve the quality of work and in turn raise achievement of children and create a happy workforce.</p> |
| Trauma-informed Practice | <p><i>Thursday 20th June 2024</i></p> <p><i>HORNSEY SCHOOL</i></p> | <p>9.30 – 12.30</p> | <p>This half-day training will support your understanding of the impact of trauma on the developing brain. It will look at how this can impact on children's emotional well-being and behaviour and strategies you can use to support them in the classroom.</p> |
| Talkboost KS2 (Repeat course) | <p><i>Wednesday 26th June 2024</i></p> <p><i>ONLINE</i></p> | <p>9.15 – 3.45</p> | <p>TALK BOOST KS2 is a targeted intervention for 7 – 11-year-old children with language that is delayed. https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/talk-boost-ks2/</p> <p>You will need to purchase Talk Boost KS2 (£550) in advance and have it with you on the day. You need to name Karen Costelloe as the licensee on the form: https://speechandlanguage.org.uk/shop-for-educators/talk-boost-ks2-intervention-pack/</p> <p>Three people can attend per school – this should be the Senco, the person who will deliver the intervention and if possible a teacher from the relevant year group. This intervention forms part of the Haringey SLCN pathway for primary schools.</p> |
| Word Aware Secondary | <p><i>Tuesday 2nd July 2024</i></p> <p><i>ONLINE</i></p> | <p>9.00 – 12.30</p> | <p>Word Aware is a structured whole school approach to promote the vocabulary development of all children in secondary school. This approach is of particular value for children with delayed language and Special Educational Needs. It is also supportive for children who speak English as an additional language. This day is full of practical and inspiring ideas that can be easily applied by secondary school practitioners to develop spoken vocabulary. It is appropriate for Sencos and Senior Leaders.</p> |

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| Understanding and supporting children's cognition and learning in the Early Years (Repeat course) | <i>Thursday 4th July 2024</i> <i>HORNSEY SCHOOL</i> | 10:00-11:30 | A 90-minute session delivered by the Educational Psychology Service which aims to develop greater understanding of children's thinking skills, understanding of the world around them and the developmental stages. We will also discuss the importance and development of play and how to support children's learning and development in the early Years |
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Course information is correct at time of publishing but may be subject to change.

Please check and book at <https://hepbookinghub.co.uk/> for most up to date information

forums

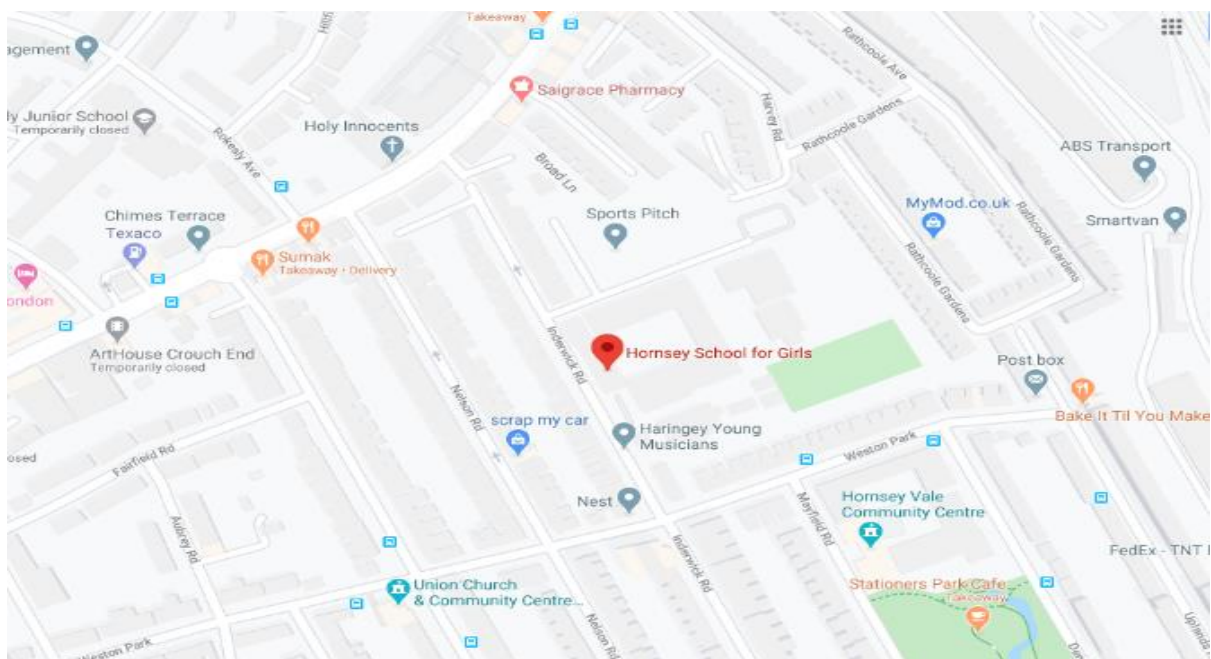
The sessions are offered free of charge to staff working in Haringey Settings

| Session Title | Date | Time | Description |
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| School SENCo Forum: Autumn | Wednesday 1st November 2023 Venue to be confirmed. | 9.00 – 12.30 | An opportunity for SENCos and Inclusion Leaders to find out about new developments, share good practice and network with each other. |
| School SENCo Forum: Spring | Wednesday 21 st February 2024 ONLINE | | |
| School SENCo Forum: Summer | Wednesday 5 th June 2024 Venue to be confirmed. | | |
| Early Years SENCo Network: Autumn Term 2023 Spring Term 2024 Summer Term 2024 | Thursday 18 th October 2023 Wednesday 6 th March 2024 5th June 2024 HORNSEY SCHOOL | 9.30 – 12.30 | An opportunity for Early Years SENCos and Inclusion Leaders to find out about new developments, share good practice and network with each other. |



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| Childminder SEND Network: Autumn Term 2023 Creating a supportive sensory learning environment for children in the Early Years: a session for parents and childminders | <i>Wednesday 11th October 2023</i> <i>ONLINE</i> | 7.00 – 8.30pm | This session will be delivered by Hirstwood training and will cover Why the senses are essential in learning; creating readiness to learn how they work together - sensory integration; What happens when they don't work together - sensory dysregulation; Creating simple sensory profiles to identify sensory likes and dislikes; Using an environmental audit in your setting; Creating simple and inclusive sensory environments that support sensory regulation; Creating & using calming spaces to help children to self-regulate. |
| | <i>Monday 4th March 2024</i> <i>ONLINE</i> | 7.00 – 8.30pm | |
| | <i>Monday 3rd June 2024</i> <i>ONLINE</i> | 7.00 – 8.30pm | |

Hornsey School



Hornsey School
Inderwick Road,
Hornsey,
London,
N8 9JF.

For further details,
Please contact:
Haringey Education Partnership
On
0203 967 5100

Course information is correct at time of publishing but may be subject to change.

Please note Hornsey School has building work planned for 2023-4 so delegates must check location of course on website.

Education Inclusion Team

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