Training programme 2018 – 2019

Supporting the Needs of Children and Young People with Speech, Language and Communication Difficulties, and Physical/Sensory Difficulties
Introduction

The following courses are provided by the children's speech and language therapy, physiotherapy and occupational therapy departments from the Children's therapy team at York Teaching Hospital NHS Foundation Trust. We are proud to have a team of skilled and experienced therapists willing to share their expertise. Our desire is to build understanding and knowledge of children’s speech, language and communication and their physical/sensory development. This will lead to a workforce that is confident in identifying when a communication/physical difficulty might exist, know universal strategies to support the children, and know how and when to seek out appropriate specialist support. Through training, we can help support schools in meeting the needs of children and young people with speech, language and communication difficulties, and physical and sensory needs, helping these children to reach their full potential.

Our courses are designed to suit practitioners from mainstream and special schools. They aim to provide a balance between theory, and practical, everyday strategies and approaches. All courses are written by specialist Speech and Language Therapists, Occupational Therapists and Physiotherapists with a wealth of knowledge and experience of their specialist areas, and the courses are based on evidence based practice. This is not an exhaustive list of courses, and we would be delighted to work with any school to offer a bespoke package for staff meetings, inset days or twilights according to individual schools priorities.

Our courses are run across the York Hospital Trust area, with venues in Scarborough, Malton, Tadcaster and Selby and York.

Setting/School specific courses:
If you are interested in any of these courses but the date/venue isn’t convenient, or if you would like a number of staff to attend then we can come to your school/setting at a time convenient to you.

If you have any queries, or wish to discuss your individual schools' specific requirements, please do not hesitate to contact me.

Gill Clarke
Advanced Clinical Specialist – Lead for training
Allied Health Professionals – Children's Therapy Team
Tel 01904 724915
Email: childrenstherapytraining@york.nhs.uk
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What is Autism?

Why is he different?

Do I teach him the same way as his peers?

What language targets do I need to focus on?

How can I help him interact more with others?

How can I help him use the language he has to communicate?

Can I help him make friends?

This course will be suitable for teachers or teaching assistants that work with children with autism and/or social communication and interaction difficulties in primary schools. It offers a brief overview of what autism is, and advice/strategies to consider when working with children that already have some language (e.g. Single words and/or phrases) but they need support to develop their language and use it in everyday situations. The course aims to raise awareness of the key areas teaching staff should be targeting to support the child access learning. Please note – this course was previously called Working with children with Autism/Social Communication Difficulties in Primary Schools.

Cost: £42 per participant

York – Thursday 25th October 2018 1.30pm – 3.30pm. The Community Room, Tesco, Askham Bar, YO24 1LW

For further information or to book a place please contact Gill Clarke 01904 724915 or email childrenstherapytraining@york.nhs.uk
What is Autism?

Why is he behaving differently than his peers?

What more can I do to develop his language?

Can I create opportunities for him to communicate?

Should I be working on his play?

How can I help him engage with people?

This course is suitable for SENCOs, teachers or teaching assistants and nursery practitioners that work with children with autism and/or social communication and interaction difficulties in early years. It is offering a brief overview of what autism is, and advice/strategies to consider when working with children with limited or no spoken language. The course aims to raise awareness of the key areas teaching staff should be targeting to support the child access learning. Cost: £45 per participant.

York – Thursday 14th February 2019, 1.00pm – 3.30pm. The Community Room, Tesco, Askham Bar. YO24 1LW

For more information to book a place, please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk

Please note – this course was previously called “Working with non-verbal children in the early years with autism/social communication difficulties”
Have you ever asked these questions about a pupil you work with? Have you ever wondered if you can help change things for them?

If you want to discuss these questions and find out more about autism in the early years, come along to our mini conference. Our clinical specialist therapists in feeding, communication and sensory processing are offering this day conference for SENDCOs, teachers, teaching assistants and early Years Practitioners to discuss and share their knowledge and understanding of working with young children with autism in early years settings.

** Totally Autism  
**Friday 23rd Nov 2018, 9am – 4pm.** Briercliffe Children’s Centre, Briercliffe, Scarborough YO12 6NS.  
Cost: £95 per participant.

For more information or to book a place, please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk
Conference schedule

Morning session

9.15 – 11.45 - Sensory Processing difficulties
• An overview of sensory processing and the types of difficulties children with sensory processing disorder may present with
• Practical activities to develop your understanding of the difficulties children may face in the classroom environment

11.45am – 12.15pm – a question and answer session from our 3 speakers.

Afternoon Session

1pm – 3pm - Language and communication
• Autism and communication in the early years
• Managing behaviour by understanding autism
• Helping communication by having fun
• Supporting understanding by making life predictable
• Teaching talking
• What about playing with other children?
• How can I make my setting more autism friendly

3pm to 4pm - Restricted diets
• Learning about restricted food preference behaviours and strategies to support these children.

Refreshments will be available but please bring your own lunch.

Our Speakers

Vicky Wright is a speech and language therapist who is an advanced clinical specialist in autistic spectrum disorders. Vicky works for our local autism diagnostic team and with families with autism in our locality. Vicky has been working with children with autism in community and in diagnostic teams in various trusts for 15 years.

Jayne Goldsmith is the lead OT for Autism and Sensory Processing difficulties across the York Teaching Hospital NHS Foundation Hospital Trust. She is motivated and passionate about empowering young people with sensory processing difficulties and helping others understand the problems these young people face and supporting them throughout their day today activities.

Pippa Hutton is an Advanced Clinical Specialist in York and Scarborough for children with eating and drinking difficulties. She has supported babies and children with a wide range of complex special needs and feeding difficulties in different settings working as part of the multi-disciplinary team at the Child Development Centre, York Hospital.

For more information or to book a place, please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk
Sensory processing refers to the way the nervous system receives messages from the senses and turns them into appropriate motor and behavioural responses. Children with sensory processing issues can be oversensitive to sights, sounds, textures, flavours, smells and other sensory input. Sometimes called sensory processing disorder (SPD), these issues happen because the brain has trouble organizing information from the senses. This training session will provide an over view of SPD, how the brain organises information from the senses and will provide practical suggestions to help children in the classroom environment.

**Suitable for:** teachers/TAs/Sencos who support children with SPD, or who want to find out more. Appropriate for primary and secondary practitioners.

**Cost:** £48 per participant

**Date/Venue:** York – Thurs 6th December 2018 10am – 1pm. The Health Education room, Tadcaster Health centre, LS24 8HD (the venue is less than 5 minutes off the A64 with ample free parking)

_For further information or to book a place please contact Gill Clarke 01904 724915 or email childrensterapytraining@york.nhs.uk_
Elklan Course - Speech and Language Support for 3-5s

Who’s this course suitable for? This course is suitable for teaching assistants, playgroup assistants, teachers and senkos working with children aged 3-5 years old. You will need to commit to completing a portfolio of homework which will require regular access to an early years setting in order to complete the accreditation.

Course Tutors: Melanie Feeney, Specialist Early Years Teacher (SEN) & Rachel Shearer, Specialist Speech and Language Therapist

Venue: Pineapple room, Hob Moor, Children’s Centre, Green Lane, Acomb, York. YO24 4PS.

Dates: Wednesdays 9:30-3:00: 12th September 2018, 3rd October 2018, 24th October 2018, 14th November 2018, 5th December 2018

Cost: £265. This cost includes 10 taught sessions, Accreditation Fee, portfolio marking and a copy of the course handbook ‘Language Builders’

Completion of this course will give you an externally verified and accredited level 2 or 3 qualification which is on the Qualifications and Curriculum Framework (QCF).

To book: Please email Gill Clarke at childrenstherapytraining@york.nhs.uk or ring 01904 724915

Feedback from Previous Attendees

“This course has been fantastic! I’ve learnt a great deal”

“I think the course was fantastic and I have learnt a lot. The tutors were really fantastic too and I think gave us the information at the right level and were able to answer all of our questions”

“Fantastic course! I feel like I’ve learnt a lot in a short space of time”

Please turn over for full course contents
Day 1. Weds 12th September 2018, 9:30 - 15:00
WHAT IS COMMUNICATION?
• Identify the processes involved in communication.
• Demonstrate the wide range of communication difficulties.
COMMUNICATION FRIENDLY SETTINGS, ADULT-CHILD INTERACTION AND WORKING WITH FAMILIES
• Consider what a Communication Friendly Setting is and how to achieve it.
• Understand the effect of adult-child interaction on the development of communication skills.
• Reflect on how to engage families to support their child’s communication skills.

Day 2. Weds 3rd October 2018, 9:30 - 15:00
PLAY AND SOCIAL COMMUNICATION
• Explore the link between play and language development.
• Know how to develop play to support language and communication.
• Identify skills required for successful social communication and share ideas as to how to promote these.
LISTENING, LOOKING AND UNDERSTANDING SPOKEN LANGUAGE
• Understand the development of listening and attention and how to support this.
• Explore the importance of non-verbal communication behaviours.
• Reflect on the use of visual information to help children learn and understand.

Day 3. Weds 24th October 2018, 9:30-15:00
PROMOTING THE DEVELOPMENT OF VOCABULARY
• Explore how children learn words and the typical pattern of vocabulary development.
• Discuss strategies to help children develop a rich and varied vocabulary.
THE BLANK LANGUAGE SCHEME (OR LANGUAGE FOR THINKING)
• Discuss supporting verbal reasoning skills, including why & how questions, inferencing, sequencing, predicting.
• Practise modifying the adult’s language accordingly.

Day 4. Weds 14th November 2018, 9:30 – 15:00
MODIFYING ADULTS’ SPEECH TO HELP A CHILD UNDERSTAND LANGUAGE.
• Practise modifying the adult’s language through an understanding of information carrying words.
• Consider how to use information carrying words to develop all aspects of communication.
ENCOURAGING EXPRESSIVE LANGUAGE AND NARRATIVE SKILLS.
• Develop strategies to encourage the use of sentences and expressive language.
• Discuss how to support children learning additional languages.
• Share ideas to develop narrative skills.

Day 5 – Weds 5th December 2018, 9:30 – 15:00
SUPPORTING CHILDREN WITH UNCLEAR SPEECH AND DEVELOPING PHONOLOGICAL AWARENESS SKILLS.
• Know the development of speech sounds.
• Discuss strategies to support children with unclear speech.
• Consider the link between speech, reading and writing.
• Review phonological awareness and the four main components.
MANAGEMENT OF STAMMERING AND OTHER ISSUES RAISED DURING THE COURSE.
• Explore the appropriate management of children who stammer.
• Revise any issues from the course as requested by the course participants.
• Present evidence of applying knowledge gained across the course during everyday activities
Elklan course –
Communication support for verbal pupils with Autistic Spectrum Conditions

Who’s this course suitable for?
This is an accredited course for those working with pupils who have social communication needs including Autism Spectrum Disorder (ASD). It is suitable for staff working in mainstream, special schools and specialist units, empowering them to develop the communication skills of pupils who need help to use their language within a social context.

Course Tutors:
• **Vicky Wright**, Advanced Clinical Specialist Speech and Language Therapist in Autistic Spectrum Conditions
• **Kate Hunter**, Specialist Teacher in Charge, Kirkbymoorside Enhanced Mainstream School for Communication & Interaction

Venue:
Briercliffe Children’s Centre, Scarborough, YO12 6NS

Dates:
Every Wednesday 1.15pm to 3.30pm: November 21st, November 28th, December 5th, December 12th, January 9th 2019, January 16th, January 23rd, January 30th, February 6th, February 13th.

Cost:
£265. This cost includes 10 taught sessions, accreditation fee, portfolio marking and a copy of the course handbook ‘Language Builders for ASD’

Completion of this course and the portfolio will give you an externally verified and accredited level 2 or 3 qualification which is on the qualifications and curriculum framework (QCF) Elklan courses are externally quality assured and accredited by OfQual regulated national Awarding Organisation

To book, please email Gill Clarke at childrenstherapytraining@york.nhs.uk or ring 01904 724915
1: WHAT IS COMMUNICATION AND WHERE DOES ASD FIT?
• Identify the processes involved in communication.
• Understand the nature of ASD and the impact it has on communication, learning and social development.

2: SENSORY INTEGRATION AND ASD
• Understand sensory difficulties individuals with ASD experience.
• Learn how to identify different sensory patterns and strategies to manage individuals who present in these different ways.

3: UNDERSTANDING THE ROLE OF NVC AND THE IMPORTANCE OF STRUCTURE
• Identify non-verbal communication behaviours.
• Understand what is meant by visual and physical structure and why it is important.
• Learn about the development of attention.
• Explore ways of adding physical structure and schedules to the environment.

4: USING VISUAL HELPERS AND DEVELOPING MEMORY
• Use a wide range of visual supports in the learning setting.
• Understand how memory develops and learn how to use Mind Maps™.

5: DEVELOPING VOCABULARY, SEQUENCING AND NARRATIVE SKILLS
• Develop activities to facilitate the learning of descriptive vocabulary with an emphasis on emotional vocabulary.
• Learn strategies to support development of story-telling and writing.

6: UNDERSTANDING BEYOND SIMPLE SENTENCES
• Present a language scheme model which supports verbal reasoning skills, including why and how questions, inference, sequencing and predicting.
• Understand the relevance of this model to the pupil with ASD.

7: DEVELOPING INTERACTION
• Learn how to use evidence based interaction strategies and how to modify them for the individual with ASD.
• Understand how a lack of theory of mind affects an individual with ASD.
• Know how to use chat cartoons to promote social interaction.

8: DEVELOPING PRAGMATIC SKILLS
• Develop an understanding of pragmatic language skills.
• Learn how to observe pupils with these difficulties.
• Explore strategies to support pupils with pragmatic language difficulties.

9: BEHAVIOUR IS COMMUNICATION
• Understand that individuals communicate through their behaviour.
• Understand why communication difficulties might lead to challenging behaviour.

10: MAKING SENSE OF IT ALL
• Present evidence of applying knowledge within the school environment.

To book a place, please email Gill Clarke at childrenstherapytraining@york.nhs.uk or ring 01904 724915
Who’s this course suitable for?

This course is suitable for teaching assistants, Classteachers and Sencos working with children aged 5-11 years old. It provides information and strategies to develop the communication skills of all children, but especially those with speech, language and communication needs. Completion of this course will give you an externally verified and accredited level 2 or 3 qualification which is on the Qualifications and Curriculum Framework (QCF) You will therefore need to commit to completing a portfolio of homework tasks in order to complete the accreditation.

Course Tutors:

- Claire Elsdon (Senior Educational Psychologist)
- Gill Clarke, Louise Nasir and Louise Watkins (Speech and Language Therapists)

Venue:

Tadcaster Health Centre LS24 8HD. Tadcaster Health centre is just 10 minutes from York along the A64. The venue has ample free parking, and the Coastliner bus stops right outside.

Dates:

Wednesday 3rd April, Wednesday 1st May, Wednesday 22nd May, Wednesday 12th June, Wednesday 3rd July 2019 from 9.30am to 3pm

Cost:

£265. This includes 5 taught days, accreditation fee, portfolio marking and a copy of the course handbook ‘Language Builders’

Refreshments are provided, but please bring your own lunch. Alternatively, there are shops/cafés within a 2 minute walk including Sainsburys, Costa and Cooplands.

To book, please email Gill Clarke at childrenstherapytraining@york.nhs.uk or ring 01904 724915
Day 1. Wednesday 3rd April 2019, 9.30am to 3pm
WHAT IS COMMUNICATION?
- Identify the processes involved in communication.
- Demonstrate the wide range of communication difficulties and the impact this has for the child.

UNDERSTANDING NON-VERBAL COMMUNICATION, DEVELOPING LISTENING AND ATTENTION SKILLS
- Understand the power of non-verbal communication (NVC) and identify non verbal behaviours.
- Explore strategies to support children with poor listening and attention.

Day 2. Wednesday 1st May 2019, 9.30am to 3pm
DEVELOPING MEMORY AND INDEPENDENT LEARNING
- Learn about making Mind Maps™ accessible to all.
- Learn new visual strategies to help pupils work independently in the classroom.

MODIFYING ADULTS’ SPEECH TO HELP A CHILD UNDERSTAND LANGUAGE
- Practise modifying the adult’s language through an understanding of information carrying words.
- Consider how to make activities harder/easier to ensure flexibility in meeting the needs of individual children.

Day 3. Wednesday 22nd May 2019, 9.30am to 3pm
UNDERSTANDING BEYOND SIMPLE SENTENCES
- Discuss supporting verbal reasoning skills, including why & how questions, inferences, sequencing, predicting and use a language scheme which supports the development of these skills.
- Practise modifying the adult’s language accordingly including the use of questioning.

PROMOTING VOCABULARY DEVELOPMENT
- Understand how children learn new words.
- Develop a range of strategies to support the learning and retention of new words.

Day 4. Wednesday 12th June 2019, 9.30am to 3pm
ENCOURAGING EXPRESSIVE LANGUAGE DEVELOPMENT AND STORYTELLING SKILLS
- Discuss techniques to develop syntax (grammar) and narrative skills.
- Learn new ideas to support narrative development.

PROMOTING EFFECTIVE COMMUNICATION AND SOCIAL SKILLS
- Reflect on the effects that interaction patterns between adults and children have on communication.
- Develop active listening and support for children to speak out.
- Identify skills required for successful social skills and share ideas as to how to promote these.

Day 5. Wednesday 3rd July 2019, 9.30am to 3pm
SUPPORTING CHILDREN WITH UNCLEAR SPEECH AND EXPLORING THE LINK BETWEEN SPEECH, READING AND WRITING
- Identify the development of speech sounds.
- Discuss strategies to support children with unclear speech.
- Consider the link between speech, reading and writing.
- Review phonological awareness and the four main components.

MANAGEMENT OF STAMMERING AND OTHER ISSUES RAISED DURING THE COURSE
- Share ideas to support children who stammer.
- Present evidence of applying knowledge gained across the course during everyday classroom activities.

To book a place, please email Gill Clarke at childrenstherapytraining@york.nhs.uk or ring 01904 724915
Makaton uses signs, symbols and speech to help people communicate. This Makaton Taster session will give you a general introduction into what Makaton is and who uses it, with the opportunity to learn 30 - 50 signs. A taster session is perfect if you are new to Makaton, or are supporting a child who uses Makaton and need to know the basics.

ABOUT MAKATON....
Makaton is a language programme using signs and symbols to help people to communicate and is designed to support spoken language. Signs are used, with speech, in spoken word order. This helps provide extra clues to help a child understand what someone is saying. Using signs can help people who have no speech or whose speech is unclear. With Makaton, children and adults can communicate straight away using signs and symbols. Many people then drop the signs or symbols naturally at their own pace, as they develop speech.

Taster Session Dates
A taster session is a perfect way to start and you will have opportunity to learn and practice some basic signs in a friendly and supportive environment led by our approved, licenced Makaton Tutor, Cath Brown.

Selby – Friday 7th November 2018, 3.30 – 5.00pm, the Health Education room, Selby War Memorial Hospital

Scarborough – Friday 15th March, 3.00pm – 4.30pm, Briercliffe Children’s Centre, YO12 6NS

York – Thursday 28th March 2019, 3.30pm – 5.00pm, The Community Room, Tesco, Askham Bar

Tadcaster – Thursday 16th May 2019, 3.30pm – 5.00pm, The Health Education Room, Tadcaster Health Centre, LS24 8HD

Cost: £25 per person

This Makaton Taster session can also be run in your setting if you wish to train a number of staff. Please contact us to discuss this option.

For further information or to book a place please contact Gill Clarke 01904 724915 or email childrenstherapytraining@york.nhs.uk
Makaton Follow-up Workshop

Learn:
• to improve and develop your signing and symbol skills
• revise the signs and symbols you learned during the Beginners’ Workshop
• learn the signs and symbols for Stages 5-8 of the Core Vocabulary.

Important Entry criteria - Participants must have completed the Beginners’ or foundation Workshop

Venue: Malton Hospital,
Middlecave Road,
Malton, North Yorkshire, Y017 7NG

Times: 5th Oct, 2nd Nov and 30th Nov
9.45a.m. - 2.45pm
(you need to attend all three sessions)

Cost: Parents - £40 (this covers the cost of manuals, only one required per family)
£230 professionals

Other information:
Lunch is not provided, please bring your own packed lunch.

To book please email childrenstherapytraining@york.nhs.uk or contact Gill Clarke
Tel: 01904 724915

Any questions with regards the suitability of this course please either speak to your Speech and Language Therapist or contact Cath Brown Local Tutor on Cath.brown@york.nhs.uk
Developmental Language Disorder

There is a special educational need more prevalent than autism – one that is likely to impact on children in every school. But very few teachers have heard of it and even fewer know how to help. Developmental Language Disorder (DLD): described by the tes as “the most common special educational need you have never heard of”.

Research indicates around 7.5 per cent of children begin school with a language disorder that is unexplained by any other condition, with DLD the likely cause. DLD often has no outward signs. These children can have verbal comprehension difficulties, difficulties drawing on their (limited) vocabulary skills or difficulties putting ideas into sentences. Children with DLD will have higher than average rates of social and emotional behavioural problems, are more likely than their classmates to have problems with their peers, and problems paying attention. Only around 11 per cent of these children meet curriculum targets.

Come to our Workshop on Developmental language disorder...

This workshop will explore what DLD is, how it can be identified, what the implications are for learning, and what can be done to support these children in schools.

York - Thursday 18th October 2018, 3.30pm – 5.00pm
The Community Room, Tesco Askham Bar, YO24 1LW

Scarborough - Wednesday 28th November 2018, 3.30pm – 5.00pm
Classroom 1, Post Graduate Centre, Scarborough Hospital

Cost: £36 per person

To find our more or to book a place please email: childrenstherapytraining@york.nhs.uk
If a child doesn’t understand stories how can I help?

How do verbal reasoning skills develop and why are they important for reading?

How can I use questioning effectively to develop a child’s understanding?

How does children’s understanding of different questions develop?

How can I develop a child’s understanding of language so it impacts on their reading comprehension?

What are the key language skills which underpin understanding of stories?

The course teaches the **Blank Language Scheme** - a structured framework for working out the types of questions a child can understand, and the theory behind the popular intervention ‘Language for Thinking’. You will learn how to adapt questions so they are at the right level for the understanding of the child in order to develop a deeper understanding of spoken and written language.

This course is suitable for class teachers, TAs and Sencos in KS2 and KS3 although staff working in KS1 would also benefit. **Cost: £42 per person**


For more information or to book a place please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk
Supporting Children with Unclear Speech.

If a child has speech problems will it affect their phonics?

What is speech?

How does a child develop speech?

How can I help them in a classroom setting?

What is normal speech development?

Why do they have speech problems?

What other skills does a child need to develop speech?

How will it affect them?

When should I be worried?

Who do I need to refer to Speech and Language Therapy?

To find out the answers to these questions and more, come along to our ‘Speech Sounds Workshop’.

Cost: £42 per person

York: Thursday 8th November 1:30-3:30pm The community room, Tesco Askham bar, York.

Selby: Thursday 31st January 2019 1.30 – 3.30 The Health Education Room, Selby War Memorial Hospital

Scarborough: Wednesday 14th November 2018 1.30 – 3.30 Briercliffe Children’s Centre, YO12 6NS

For more information or to book a place please contact Gill Clarke by emailing childrenstherapytraining@york.nhs.uk
How can I help all children develop their communication skills?

Why is play important?

How do language skills develop in the early years?

Why is their speech so hard to understand?

How can I create an environment that promotes and encourages language development?

Why don’t they follow instructions?

How can I support children who find communication difficult?

Who do I need to refer to Speech and Language Therapy?

Which children should I be concerned about?

How can I develop listening and attention?

The fundamental importance of Childrens language development in the early years cannot be underestimated. There is a direct correlation between children’s language development and their educational attainment and achievement, and their life chances. This course will explore how language skills, attention and play skills develop including understanding, expressive language and speech. It will also explore developing an environment which promotes children’s communications.

This course is suitable for any practitioners working with children 0-5 in pre-school settings or schools, as well as childminders. Attendance at both sessions is required. Cost: £84 per person

**Scarborough** – Tuesday 23rd October and Tuesday 6th November, 9.30 – 11.30am. Briercliffe children’s centre, Briercliffe, Scarborough YO12 6NS

**Tadcaster** – Tuesday 6th November and Tuesday 20th November, 9.30 – 11.30am. Tadcaster Health Centre, Crab Garth, Tadcaster, LS24 8HD (2 minutes off the A64 and ample free parking)

For more information or to book a place please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk
Developing language skills 1
Supporting understanding of language in the classroom

I find it hard to listen and concentrate

I find it hard to understand concept words

Understanding different sentence structures is really hard

Sometimes I wait, then copy what others do

I find problem solving, inference, cause and effect, making predictions difficult

I ‘get the wrong end of the stick’ or understand things literally.

I find understanding new words tricky

I find it hard to remember what you’ve asked me to do

It’s hard to understand what you’re saying so I quickly lose interest

I only follow part of an instruction and find it difficult to follow a series of instructions.

I’m easily distracted and I may disrupt others

I might answer at a tangent or fail to answer questions correctly
I miss off word endings such as ---ed, ---ing, ---s etc
I sound disorganised or muddled when talking in longer sentences
I miss out the small words in a sentence that carry less meaning e.g. is/was, a, and

My sentences sound immature compared to my peers

There are likely to be 2 or 3 children in a class experiencing these difficulties with expressive language and/or understanding of language. Come along to find out what you can do to support and help them understand language in the classroom and develop their expressive language skills. You can attend either session or combine both to make a full day

York: Wednesday 6th February 2019 at Tadcaster Health Centre*, LS24 8HD
10am – 12pm : supporting understanding of language in the classroom
1pm – 3pm : supporting expressive language development

Cost: £42 per session or £75 for the whole day

*Tadcaster health centre is less than 5 minutes off the A64 with ample free parking. The Coastliner bus stops outside the Health Centre.

“Schools which ‘turn the dial’ on language and communication are able to turn the dial on a number of key school improvement priorities from raising attainment to narrowing the gap and improving behaviour.”
Jean Gross, the former Government Children’s Communication Champion.

“Language is the basic educational skill and children who have difficulty with language are liable to have difficulty with everything else. Whatever else they may need to learn or be taught, they will need language first” - Anne Locke

For more information or to book a place please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk
Many children with speech language and communication needs find it challenging to work independently. This course will focus on what the barriers might be and strategies to support children to work independently.

**Suitable for:** staff working in KS2/KS3

**Cost:** £42 per participant

**Venue:** York, 21st February 2019 1:30-3:30. The Community Room, Tesco, Askham Bar

*For more information or to book a place, please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk*
This course will explore behaviour as communication, and help ‘peel the onion’ on understanding challenging behaviour, and will help you consider how language difficulties may be contributing to behaviour. It will help you to consider that behaviour can be a form of communication, and to identify which students may be struggling with communication, trying to better understand and respond to problematic behaviour in the classroom. Finally, it will help you consider strategies which can be put in place to support the child in school. Suitable for primary and secondary school practitioners.

**Cost:** £36 per person.

**Scarborough** – Tuesday 29th January 3.30pm – 5.00pm, Classroom 1, The postgraduate Centre, Scarborough Hospital.

**York** – Thursday 14th March 2019 3.30pm – 5.00pm, The Community Room, Tesco, Askham Bar

*For more information or to book a place, please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk*
In Wetherby Young Offenders Unit, research showed around 60% of inmates had speech, language and communication needs.

75% of young people who have Social, Emotional and Mental Health needs also have communication problems.

Developmental Language Disorder (DLD) is now used as the term when children are not developing language as you would expect them to be – they will use shorter utterances, they may struggle to understand what you have said or asked them to do; they have difficulties with communicating with people. They say less and what they say is less complex. They tend to not understand context.

Roughly 2 children in every classroom will experience DLD. However, the child may be viewed as or “wilfully naughty” or having behavioural difficulties instead.

“Poor communication and ineffective acquisition of language are associated with behavioural problems, in turn linked to worse outcomes throughout life” UCL Institute of Health Equity.

If a child lacks the verbal language skills to communicate their needs, express their wishes, negotiate their wants, understand what they’ve been asked to do or respond appropriately to subtle social rules then a child will have to express that in a different way. As a child goes into secondary school, challenges will become greater because the language you need to access the curriculum becomes more complex.
What should I do when a child is stammering?

What is stammering?

What causes stammering?

Will it resolve by itself?

When should I be worried?

When should I refer?

What can I do to help them in the classroom setting?

This twilight session will help you understand what stammering is and the causes. It will help you consider difficulties the child may experience at school and how you can help. There will be plenty of opportunity to ask questions. **Cost: £36 per person**

**Scarborough** – Tues 4th June 2019  3.30pm – 5.00pm.
Classroom1, Post Graduate Centre, Scarborough Hospital, YO12 6QL

**York** – Thurs 20th June 2019  3.30pm – 5.00pm.
The community Room, Tesco, Askham Bar, YO24 1LW

This training is timed to support transition but can be run earlier if there is demand. Please let us know if you would benefit from this training sooner.

*For more information or to book a place please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk*
What is selective mutism?

Why do children become anxious about speaking to some people?

How can I identify if a child in my setting or class has ‘selective mutism’?

What professionals can help and when should I refer a child to get more support?’

What helpful information is available on the internet and how do I find it?

What can I do to help a child with selective mutism?

How can I help parents and others in my setting support that child?

What approaches are used to help children with ‘selective mutism?’

This session explains what selective mutism is, what causes it, how to create a ‘selective mutism friendly environment’, and how to help children with selective mutism in your school/setting.

**Cost:** £42 per person

**Scarborough** – Thursday 18th June 2019 1.30pm – 3.30pm.
Classroom1, Post Graduate Centre, Scarborough Hospital, YO12 6QL

**York** – Thursday 13th June 2019 1.30pm - 3.30pm
The community Room, Tesco, Askham Bar, YO24 1LW

For more information or to book a place please contact
Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk
Did you know…. 

- Vocabulary at age 5 has been found to be the best predictor of whether children who experienced social deprivation in childhood were able to ‘buck the trend’ and escape poverty in later adult life.
- Children coming in to school with poor vocabulary are less likely to take in and learn new words than their peers who have more words in their vocabulary.
- Children from low income families hear significantly less words compared to other children.
- If children are in the lowest 20% with vocabulary knowledge at age 5, and you want them to move to an average level within 3 years, they would have to learn 20 new words a day, every day for those 3 years!

This course will explore why vocabulary skills are important, with a specific focus on practical strategies to promote vocabulary skills for all children, but especially those with vocabulary difficulties. **Cost: £42 per person**

**York – Thursday 9th May 2019 1.30pm - 3.30pm** The community Room, Tesco, Askham Bar, YO24 1LW

*For more information or to book a place please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk*
Often children with developmental delay, learning difficulties and medical conditions have some form of eating or drinking difficulty and are at increased risk of choking when eating. Sometimes their swallow is unsafe unless we make modifications to their drinks, food, positioning or the utensils they use to feed themselves. This course is suitable for staff working in schools and nurseries who have children with identified feeding difficulties. There are practical activities to learn about positioning and texture description. **Cost:** £36 per participant

**York**  
**Wednesday 19th Sept 2018, 3.30 – 5.15pm.** The play room, Child Development Centre, York Hospital

**Wednesday 19th June 2019, 3.30 – 5.00pm, The Playroom,** Child development centre, York Hospital

**Scarborough**  
**Thurs 27th Sept 2018, 3.15 – 5.00pm.** The Discussion Room, The Post Graduate Centre, Scarborough Hospital.

*For more information or to book a place, please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk*
Helping Picky Eaters
Helping picky eaters develop a more positive relationship with food

Should I be concerned about him not eating? Why does mum send food she won’t eat? Why doesn’t she respond when I coax her?

Is this just picky eating? Should I contact the speech & language therapist?

Why is his lunch box always the same 3 foods? Why does she gag when she sits near the kitchen?

Is mum worried about her eating?

Food is a huge part of our routine. Increasingly larger numbers of pre-children are described as having feeding difficulties. Two thirds of these children will gradually manage an acceptable diet. However one third of pre-school children with feeding difficulties will still be struggling with eating when they are school age. This course shares some theory about picky eaters and ideas for trying to change children’s relationship with food and working as a team with parents and professionals.

**Cost:** £36 per participant

**York** – **Wednesday 20th March 2019, 3.30 – 5.15pm.** The play room, Child Development Centre, York Hospital

**Scarborough** – **Wednesday 15th May 2019, 3.15 – 5.00pm,** Room S33, The Post Graduate Centre, Scarborough Hospital.

*For more information or to book a place please contact Gill Clarke by emailing childrenstherapytraining@york.nhs.uk*
Hypermobility is the term used to describe the ability to move joints beyond the normal range of movement. Joint hypermobility is common in the general population and is most common in childhood and adolescence. For a small percentage of the population, hypermobility may be associated with joint and ligament injuries, pain, fatigue and other symptoms. The training will aim to offer education on:

- What hypermobility looks like and being able to recognise it in the education setting.
- The potential functional impact of hypermobility including how it can effect participation and well-being.
- Strategies to support the management of hypermobility and support participation in daily activities.
- Understanding when it is appropriate to signpost to other services.

This training is run jointly by children’s occupational therapy and children’s physiotherapists. **Cost:** £36 per participant.

**York** – Thu 29 Nov, 1.30 – 3.30pm. The community room, Tesco Askham Bar, Tadcaster Road, York

**Scarborough** – Wed 14th November, 3.30 – 5pm. Room S33, post grad centre, Scarborough Hospital

For more information or to book a place, please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk
Sensory processing refers to the way the nervous system receives messages from the senses and turns them into appropriate motor and behavioural responses. Children with sensory processing issues can be oversensitive to sights, sounds, textures, flavours, smells and other sensory input. Sometimes called sensory processing disorder (SPD), these issues happen because the brain has trouble organizing information from the senses. This training session will provide an overview of SPD, how the brain organises information from the senses and will provide practical suggestions to help children in the classroom environment.

**Suitable for:** teachers/TAs/Sencos who support children with SPD, or who want to find out more. Appropriate for primary and secondary practitioners.

**Cost:** £48 per participant

**Date/Venue:** York – Thurs 6th December 2018 10am – 1pm. The Health Education room, Tadcaster Health centre, LS24 8HD (the venue is less than 5 minutes off the A64 with ample free parking)

*For further information or to book a place please contact Gill Clarke 01904 724915 or email childrenstherapytraining@york.nhs.uk*
Overview and aims: This course will develop your knowledge of fine motor skill development and how this impacts upon handwriting. It aims to empower you with strategies to support the children you work with who have difficulties with the physical aspects of handwriting, and will give you knowledge and confidence around approaches to work with this group of children to improve their handwriting. It will help you understand the interventions delivered by occupational therapists and guide you on useful resources to have in your toolbox.

Cost: £42 per participant

Date: 7th March 2019 1.30pm – 3.30pm.

Venue: The Health Education Room, ground floor, Selby War Memorial Hospital.

For more information or to book a place, please contact Gill Clarke on 01904 724915 or email childrenstherapytraining@york.nhs.uk