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| **Training courses – Speech and Language Therapy, Occupational Therapy & Physiotherapy.**  **September 2017 – July 2018. York.**  ***For further details please contact Gill Clarke on 01904 724915 or email*** [***childrenstherapytraining@york.nhs.uk***](mailto:childrenstherapytraining@york.nhs.uk)  **To book a place, please visit www.york.nhs.uk/childrenstherapytraining** | | | |
| **AUTUMN 2017** | | | |
| **Course** |  | **Date and Venue** | **Trainer and Cost per participant** |
| **Working with children with eating and drinking difficulties – introduction to Dysphagia** | This training session will include:   * an overview of the normal swallow * swallow breakdown - what can go wrong * signs of aspiration and indicators of risk * techniques to reduce the risk of aspiration * food and fluid modification * feeding guidelines related to children you are supporting (routine mealtime plan)   For new staff or staff who have not completed this training, who are working with children with identified eating and drinking difficulties. Staff requiring this training are most likely to be working in a special school setting. However, it would also be appropriate for staff supporting children with identified eating and drinking difficulties in mainstream schools.  *“Well thought out with clear information given.” “The activities were interesting and informative and the hand-outs helped explain.”* | **Thursday 21st**  **September**  **3.45pm-5.15pm**  **CDC Playroom**  **York Hospital** | Pippa Hutton and Catherine Martin, Speech and Language Therapists  £42 |
| **Working with children with Speech, Language and Communication needs (SLCN) in the inclusive classroom.** | This 2 hour session will explore:   * Terminology – speech, language and communication – what are they and how do they develop. * How do we identify children with SLCN in the classroom? * What impact does SLCN have on the child? * How do we help? Everyday strategies and easy to implement practical ideas.   Target audience – SENDCos, Teachers and TAs working in EY/KS1/KS2  *“Really enjoyed being able to discuss the various ways to help support children and what to look out for with children with speech and language needs.” “Really interesting to learn how speech and language needs have a huge effect on children’s progress and future success.” “Lovely to have useful strategies to practise for the benefit not just for one child, but a whole class.”* | **Thursday 19th October 2017**  **1.30 – 3.30**  **The Community Room, Tesco Askham Bar** | Gill Clarke and Kate Shaw, Speech and Language Therapists  £42 |
| **Working with primary school children with autism/social communication difficulties** | This course provides a brief theoretical background on Autism Spectrum Disorders/Social Communication Difficulties. It aims to:   * Increase awareness of how children with these difficulties present in the primary school * Provide teachers and support assistants with practical advice and strategies on how to develop the children's language and communication skills * How to support these children in the classroom in order to access learning, to participate in peer interactions and to develop their social understanding.    Note: This course may also be suitable for education staff that work with younger children that are verbal. If you would like more information please contact us.  *“Very informative and information on strategies to utilise with children with ASD.” “Good for any teacher or TA that has a child with autism in their class.”* | **Thursday 9th November 2017**  **1.30 – 3.30**  **The Community Room, Tesco Askham Bar** | Maria Lahaniati, Speech and Language Therapist  £42 |
| **Developing deeper Thinking skills – Developing understanding of spoken language to encourage reading comprehension.** | This session will be of interest if improving reading is a priority for your school. Our training course ‘Developing Deeper thinking skills’ focuses specifically on the language skills which underpin reading comprehension. It explores the development of understanding from concrete language to more abstract language including the ability to make predictions, make and explain inference and verbal reasoning. These are key skills for reading comprehension, and we focus on questions such as ‘how did he feel?’ ‘How do you know the boy is worried?’ ‘What could he do about that?’ ‘What might happen next?’ to explore a child’s understanding of a story.  This practical session will look at:   * How children's verbal reasoning skills develop including the understanding of different question forms, and how a child's understanding of different questions links to their reading comprehension. * How to develop a child's ability to answer why and how questions, predict, sequence and make inferences – all key skills for understanding stories. * The course teaches a structured framework for working out the types of questions a child can understand how to adapt questions so they are at the right level for the understanding of the child and so develop a deeper understanding of spoken and written language, and how to develop these skills. * It will also include practical ideas for resources you can include for discussion, and strategies to use for reading comprehension.   Suitable for Ks2 and KS3 SENDCos, teachers and TAs working with children with language difficulties.  *“Excellent, a real eye opener.” “Really useful in developing my own understanding of the levels that children go through and lots of things to think about in my practice in school.” “It has given me strong resources to help struggling readers in the classroom, and excellent course, thank you.” “The course was informative of assessing the children’s levels and pinning where the child’s current strengths and areas for development are.”* | **Thursday 23rd November 2017**  **1.30 – 3.30**  **The Community Room, Tesco Askham Bar** | Gill Clarke and Louise Nasir, Speech and Language Therapists  £42 |
| **Working with children with speech sound difficulties** | This 2 hour, practical sessions aims:   * To develop awareness of the development of speech sounds and how they are made. * To discuss what can go wrong, and consider identification of children with speech sound difficulties. * To consider the implications for children with speech sound difficulties in the classrooms, including the link between speech and literacy development. * To give practical ideas and strategies to support children with unclear speech.   Suitable for Primary SENDCos, Class teachers and TAs supporting children with speech sound difficulties or unclear speech. Aimed at primary school practitioners.  *“Good information given along with practical advice and activities.” “Thank you for great practical information, it will really contribute positively to my practice.” “Highly engaging and interesting. The session has increased my awareness and ability to successfully work with children with speech difficulties.” “Really informative and interesting – I’m coming away with a lot more awareness of what is typical and atypical in a child’s developing speech and how to work with them.”* | **Thursday 7th December 2017**  **1.30 – 3.30**  **The Community**  **Room, Tesco Askham Bar** | Kate Shaw, Speech and Language Therapist and Sheryl Tattersall, Speech and Language Therapy Assistant.  £42 |
| **Developing speech, language and communication skills in the Early Years** | **New Course for 2017/2018**  This course is split over 2 sessions and will look at:   * The development of speech sounds, understanding of language, expressive language and communication skills in the early years * How these link with children's attention and play skills. * It will aim to provide you with advice and strategies on how to identify and support children in your setting with speech, language and communication difficulties. * It will also aim to show the importance of a child's language environment, and how adults interact with the child, in supporting their language development.   Attendance at both sessions is required. | **Thursday 16th November and Thursday 30th November**  **10am – 12pm**  **The Health Education room, Tadcaster Health Centre** | Eleana Pritchard & Cathy Hunter, Speech and Language Therapists  £84 |

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| **SPRING 2018** | | | |
| **Course** | **Key content** | **Date and Venue** | **Trainer and Cost per participant** |
| **Working with non-verbal children in the Early Years with autism/social communication difficulties** | Overview and aims:  This course provides a brief theoretical background on Autism Spectrum Disorders/Social Communication Difficulties. It aims to:   * Increase awareness of how children with these difficulties present in the Early Years (nursery and reception) * Provide teachers and support assistants with practical advice and strategies on how to develop the children's language and communication skills * How to support these children in the classroom in order to access learning and peer interactions.   Target Audience - SENDCos, teachers and TAs working with children in Early Years    Note: This course may also be suitable for education staff that work with non-verbal children in foundation and key stage 1. If you would like more information please contact us.  *“A good overall understanding of the difficulties autistic children come up against.” “ Very informative and useful, lots of ideas to take away and implement.” “ Very useful and well presented. Good advice and support for the future.”* | **Thursday 1st February 2018**  **1.30 – 3.30**  **The Community Room, Tesco Askham Bar** | Maria Lahaniati and Jenny Watson, Speech and Language Therapists  £42 |
| **Developing language skills**  This is a 2 part training session. The morning and afternoon sessions can be attended as a stand-alone training session, or combine both for a full day. | | | |
| **Developing language skills session 1.**  **Working with children with**  **comprehension difficulties** | This practical session covers:   * What is understanding and where does it fit into communication as a whole? * Development of different types of understanding of language e.g. understanding of grammar, understanding of longer instructions * How might a child who is having difficulties understanding language present in the classroom? * Practical suggestions for working on understanding. * Supporting understanding in the classroom - What practical strategies can you use?   Target Audience - Primary SENDCos, Class teachers and TAs working with children with language difficulties.  *“Very informative and the strategies will be very helpful.” “Clear practical advice and strategies to take back to school.”* | **Wednesday 7th February 2018**  **10.00am – 12pm**  **The Health Education Room, Tadcaster Health Centre** | Gill Clarke, Speech and Language Therapist  £42 for the morning only  £80 for attending the whole day |
| **Developing language skills session 2.**  **Working with children with expressive language difficulties** | This training session will explains how spoken grammatical skills develop and what can be done to help a child with expressive language difficulties. It covers:   * Development of expressive language skills – sentence grammar and narrative. * Difficulties children might experience with expressive language. * Practical activities and strategies and tips to develop sentence grammar and narrative skills. * The session will also help participants plan activities to support the child's targets from resources available in school   Many of the strategies and activities recommended will also be useful for children with English as an additional language.  Target audience - Primary SENDCos, teachers and TAs working with children with expressive language difficulties.  *“Very helpful and knowledgeable leaders, practical examples combined with helpful information.”* | **Wednesday 7th February 2018**  **1pm – 3pm**  **The Health Education Room, Tadcaster Health Centre** | Gill Clarke & Ruth Newbould, Speech and Language Therapists  £42 for attending the afternoon only,  £80 for attending the whole day |
| **Supporting children who are picky eaters or avoidant/restrictive feeders** | This training session will include:   * Learning about the difference between fussy or picky eaters and an aversive/restrictive food intake disorder * Awareness of potential difficulties in making a diagnosis * Learning about typical behaviours of children who are picky eaters and those who are restrictive eaters * Learning some strategies that can be helpful for all these children * Awareness of food texture and which children may be at risk of delayed chewing skills * Learning about desensitisation and sensory food play and which children might benefit from this   Target audience - Staff working in mainstream nurseries and schools and special schools who are supporting children who are fussy or picky eaters and would like to learn more about setting small steps to encourage intake of a wider range of foods.  “*Well planned and organised.” “Very good, ideas shared, lots of knowledge from the presenters.” “The thing I liked best was the clarity of information, drawing on the presenters experience and expertise.”* | **Thursday 8th February 2018**  **CDC Playroom**  **York Hospital**  **3.30 – 5.15pm** | Pippa Hutton and Katie Pargeter, Speech and Language Therapists  £36 |
| **Working with secondary school children with Autism/Asperger Syndrome** | **New Course for 2017/2018!**  This course provides a brief theoretical background on high functioning autism and Asperger Syndrome in secondary school/sixth form settings. It aims to:   * Increase awareness of the differences in thinking and learning styles * Provide teachers and support assistants with practical advice and strategies on how to facilitate understanding and learning * Discuss intervention to support peer interactions and to develop social understanding.   Target Audience – SENDCo’s TA’s and teachers working in Key stages 3 / 4 and in post 16 settings. | **Wednesday 21st February 2018**  **1.30 – 3.30**  **The Health Education Room, Tadcaster Health Centre** | Maria Lahaniati, Speech and Language Therapist  £42 |
| **Working with children with Developmental Co-ordination Disorder (DCD)** | This course aims provide you with knowledge of what DCD is and how a child with DCD may present. It will provide you with practical strategies to support children with DCD within school and to identify when a referral to occupational therapy may be needed. This course is aimed at teachers and other professionals working with children who may have coordination disorder.  Target Audience - SENDCos, Teachers and TAs from mainstream and special school working with children with co-ordination difficulties. Appropriate for primary and secondary practitioners.  *“Really informative, well planned and professional delivery.” I would recommend this course as we need to understand all the barriers to learning.”* | **Thursday 8th February 2018**  **1.30 – 3.30pm**  **The Community Room, Tesco Askham Bar** | Ruth Ayres and Helen Muschik, Children’s Occupational Therapists  £42 |
| **Sensory Processing difficulties** | This course will provide an overview of sensory processing and some of the difficulties children with Sensory Processing Disorder (SPD) may present with. It will cover the main senses of the body and how the brain organises the information received from these senses to enable our function as human beings. The course will provide some practical activities to help participants understand the difficulties children and young people can face within their daily activities and practical suggestions to help children within the classroom environment. There will be plenty of opportunity for discussion.  SENDCos, Class teachers and teaching assistants from mainstream and special school. Appropriate for primary and secondary practitioners. SPD can present as a stand-alone condition but children with diagnosis such as Autism and ADHD often present with sensory processing difficulties and therefore this course would be beneficial for those working with this client group.  *“I have much more understanding of difficulties of children with sensory needs. Lots of information, the course was very helpful.” “The thing I found most useful was listening to sensory systems explained and how simple implementations may have very positive outcomes for the child.” “A really good, hands on, informative course.” “Really informative and interactive session. A good balance of information given and activities.” “Excellent training course, well led and run.” “Enlightening!”* | **Tuesday 20th February 2018**  **10am – 3pm**  **The Health Education Room, Tadcaster Health Centre.** | Jayne Goldsmith, Children’s Occupational Therapist  £68 |
| **Supporting children with physical difficulties in PE** | It can be difficult for schools to know how to support children with physical difficulties in P.E, especially if the children use equipment to support their mobility.  This course will include practical strategies to support children who have physical  difficulties and enable them to fully access P.E. lessons  Target audience - Primary SENDCos, Class teachers, TAs and PE co-ordinators working with children who have co-ordination difficulties. Also, external/buy in PE teachers  *“Well thought out and structured.” “Very informative course professionally run by the two tutors.” “Well organised, time to ask questions.”* | **Thursday 22nd February 2018**  **1.30 – 3.30pm**  **The Community Room, Tesco Askham Bar** | Jenna Tucker, Children’s Physiotherapist and Alice Donaldson, Children’s Occupational Therapist  £42 |
| **Working with children who stammer.** | This session will help teachers and support staff to:   * Understand the causes of stammering * Understand the types and stages of stammering * Raise awareness of the difficulties found in school * Discuss how teachers and support staff can best help.   There will also be an opportunity to ask questions  Target Audience - SENDCos, teachers and TAs working with children who stammer.  *“Very informative, lots of useful information and strategies.” “The course was well organised and had a lot of content. I suspect lots of people think they know about stammering – they might be surprised!” “Very good course, detailed and practical advice and information.”* | **Thursday 15th March 2018**  **1.30 – 3.30pm**  **The Community Room, Tesco Askham Bar** | Hannah Riley and Sharon White, Speech and Language Therapists  £42 |
| **SUMMER 2018** | | | |
| **Course** |  | **Date and Venue** | **Trainer and Cost per participant** |
| **Working with children with handwriting difficulties** | 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.  Target audience - This course is aimed primarily at teachers but would also be suitable for SENDCos and teaching assistants from mainstream and special school.  *“Very informative, practical and achievable activities suggested with clear explanations of why we need them and the benefits of them”. “A very useful course, clear with lots of information, informative and a good selection of resources to look at.” “Very engaging and useful to an NQT”. “Clear, knowledgeable presenters who met the needs of the learners”* | **Thursday 26 April 2018**  **3.45pm – 5.15pm**  **The Health Education Room, Tadcaster Health Centre** | Ceiri Morgan and Helen Muschik, Children’s Occupational Therapists  £36 |
| **Working with children with eating and drinking difficulties – introduction to Dysphagia** | This training session will include:   * an overview of the normal swallow * swallow breakdown - what can go wrong * signs of aspiration and indicators of risk * techniques to reduce the risk of aspiration * food and fluid modification * feeding guidelines related to children you are supporting (routine mealtime plan)   For new staff or staff who have not completed this training, who are working with children with identified eating and drinking difficulties. Staff requiring this training are most likely to be working in a special school setting. However, it would also be  Appropriate for staff supporting children with identified eating and drinking difficulties in mainstream schools.  *“Well thought out with clear information given.” The activities were interesting and informative and the hand-outs helped explain.”* | **Thursday 10th May 2018**  **3.30-5.15pm**  **CDC play room**  **York Hospital** | Pippa Hutton and Rachel Shearer, Speech and Language Therapists  £36 |
| **Enabling children with speech, language and communication difficulties to be independent learners.** | ***New Course for 2017/2018***  Many children with speech, language and communication difficulties can find it challenging to work independently. This course will focus on identifying what the barriers might be, and strategies to support children to work independently. It will cover:   * attention and listening * memory * learning styles and motivation * visual strategies * organisation * self esteem   Target Audience – SENDCOs, Teachers and TAs working with children with SLCN. Particularly appropriate for staff working with students in KS2 and KS3 | **Thursday 3rd May 2018**  **1.30 – 3.30pm**  **The Community Room, Tesco Askham Bar** | Gill Clarke, Speech and Language therapist  £42 |
| **Working with children with vocabulary difficulties** | The revised National Curriculum 2014 states “Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on  pupils' current knowledge” In this session, we will look at:   * Why is vocabulary important? * How do vocabulary skills develop? * Different kinds of vocabulary. * How do we help ALL children? * A specific focus on practical strategies, especially for children with vocabulary difficulties.   Target audience - SENDCos, teachers and TAs working with children with poor vocabulary skills in primary schools.  *“A really interesting and informative course with lots of helpful ideas and excellent hand-outs, really enjoyed it.” “The theory was concise and easy to understand and it was useful to have direct access to experienced and knowledgeable tutors.”* | **Thursday 17th May 2018**  **1.30 – 3.30pm**  **The Community Room, Tesco Askham Bar** | Gill Clarke and Louise Nasir, Speech and Language Therapists  £42 |
| **Speech sound difficulties: How to support speech programmes provided by speech and language therapists.** | ***New course for 2017/2018***  This course has been requested by schools as a follow on to ‘working with children with unclear speech’. It is ideal for those who want to develop a deeper understanding of children with speech sound difficulties and want to understand how to better support them effectively. It will cover the different types of speech sound difficulties a child may have, and how speech and language therapists might work on developing their speech, what speech and language therapy might involve and how to follow a programme given by SLT. | **Wednesday 9th May**  **1.30 – 3.30pm**  **The Health Education Room,**  **Tadcaster Health Centre** | Hannah Riley, Speech and Language Therapist  £42 |