

Useful web links and sources of advice

Specialist Teaching and Learning Service

Ashford — www.ashfordinclusion.org

Folkestone & Hythe— www.thebeacon.kent.sch.uk

SEND Information Hub

www.kent.gov.uk/education-and-children/special-educational-needs

Kent Youth Voice

Www.kent.gov.uk/kycc

Kent Youth Wellbeing

www.moodspark.org.uk

The Education People

www.theeducationpeople.org

NASEN—Whole School SEND Hub

www.wholeschoolsend.org.uk

Twinkl Teaching assistants Digest (bitesize training & articles)

www.twinkl.co.uk/news/teaching-assistants-news-digest

Education endowment Foundation— London & South East Region Education Support

www.educationendowmentfoundation.org.uk/support-for-schools

Directory Contents

Within the included topics of child development, you will find current training relevant and an overview of the content covered by training providers.

Introduction to Kent EP Service	Page 3
Best Use of Teaching Assistants	Page 5
Understanding the Role of Teaching Assistants	Page 10
Neurodiversity	Page 12
English as an Additional Language	Page 12
Developing Expressive & Receptive Skills	Page 14
Facilitating Communication Skills development	Page 16
Supporting Literacy Skills	Page 20
Numeracy	Page 24
Supporting Curriculum Enrichment	Page 26
Fostering Successful Independent Learners	Page 28
Supporting Student Wellbeing	Page 30
Meeting Sensory & Physical Needs	Page 38
CPD Guidance	Page 42
Useful links and additional sources of information	Page 48



Getting started

It may be helpful to use a tool to support self-discovery at the start of the relationship. Depending on the objective of the mentoring the following are examples of tools that may be helpful to springboard discussions about personal values, preferred learning styles and skills audits.

Myers-Briggs Personality

Self Audit resources:

www.16personalities.com/free-personality-test

[Honey & Mumford's Learning Styles](#)

[Johari Window Self Awareness](#)

References

Clutterbuck, D. (2008) 'Establishing and maintaining mentoring relationships: an overview of mentor and mentee competencies', *SA Journal of Human Resource Management*, vol. 3, no. 3, pp. 2–9.

Welcome to this training resource directory and guide for effective use of Teaching Assistants.

This document was prepared by Kent Educational Psychology Service in collaboration with other partners providing services to schools to support Locality Resourcing in Ashford and Folkestone & Hythe.

In response to a call from schools in these districts for training and upskilling of their Teaching Assistants, we have collected together training and resources that are already on offer through:

Kent Educational Psychology Service, the Specialist Teaching and Learning Service, The Education People, Speech and Language Therapy Service, Occupational Therapy, Physiotherapy and also further recommended online training and resources

This document signposts training and resources that are currently available in the locality and online at the time of publishing in January 2024. Kent Educational Psychology Service is not directly responsible for these services (other than those we provide). It is for the school to contact the training provider and ensure that the training will meet the needs of their staff.

Drawing on guidance from the Education Endowment Foundation report on Making Best Use of Teaching Assistants and the Teaching and Learning Toolkit, this document also includes evidence-based information about the most effective ways to use Teaching Assistants in schools, the role of school leadership in the effective deployment of teaching assistants to complement the teaching role, and guidance on creating individual Continuing Professional Development (CPD) plans.

Visit www.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants

Peer mentoring

Identification of peer mentoring opportunities is an effective and inexpensive method of ensuring teaching assistants are supported and learn through relationships with their colleagues and/or practitioners doing similar work to themselves.

Mentoring can be a fulfilling and rewarding aspect of practice and is best achieved through an experienced practitioner offering support to a less experienced practitioner doing a similar job. It calls on skills of questioning, listening, clarifying and reframing.

Figure 1. Push-pull continuum and questioning techniques



Best Use of Teaching Assistants

According to the Department for Education (DfE) statistics, in 2022 there were 281, 094 teaching assistants employed in state-funded schools in England. This comprised nearly 30% of the school workforce and was an increase of 5,300 from 2021.

Recruitment and retention of quality teaching assistant support staff continues to be a growing and pressing need in state-funded schools in Kent. Headteachers in Ashford and Folkestone & Hythe district schools have reported difficulty in recruiting teaching assistants and retaining them.

Teaching assistants should be used to add value to what teachers do. In order for them to do this successfully they will need training to fulfil the specific functions they are being asked to undertake.

The area of research, undertaken by the EEF, showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. The research shows a consistent impact on attainment of approximately three to four months additional progress over an academic year. These positive effects are only seen when TAs work in structured settings with high quality training and support. Little or no impact on pupil outcomes were evidenced when TAs were used in more informal, unsupported instructional roles. In some cases, negative impact has been seen due to unintended consequences in terms of reducing interactions with teachers and peers and creating dependencies on adult support.

Examples of evidence-based interventions available in the UK can be found at www.educationendowmentfoundation.org.uk

School leaders and class teachers might consider asking the following questions when thinking about which intervention to use and how to deliver it.

CPD Mentoring

Continuous professional development (CPD)

Organisations such as Unison and The National Education Union provide non-statutory frameworks of standards for teaching assistants [TA Standards only.pdf \(neu.org.uk\)](https://www.neu.org.uk/sites/default/files/2023-06/TA%20Standards_only.pdf) [neu.org.uk/sites/default/files/2023-06/TA%20Standards_only.pdf](https://www.neu.org.uk/sites/default/files/2023-06/TA%20Standards_only.pdf)

And Advice—www.unison.org.uk/content/uploads/2016/06/Teaching-Assistant-Professional-Standards.pdf

They set out the importance of continuous professional development for teaching assistants in relation to the specific duties they are asked to undertake. School leaders have a crucial role in raising the status of teaching assistants so that there is parity with other education professionals. Teaching assistants should be supported and have opportunities to identify their own training needs and should have an appropriate career development pathway and access to training within the working day.

Staff training can be a mix of within-school and between-school activities and external CPD activities. These do not need to be overly expensive or time-consuming.

While this document focusses on highlighting local and online external training that teaching assistants can access, within- and between-school examples include coaching, mentoring, team teaching, sharing good practice, lesson observation and feedback, whole school development activities.

Before embarking on any CPD it is important to first identify the training need. This may be self-identified by the individual but may also require assistance from others that the teaching assistant works with in schools to help identify what one 'doesn't know that they don't know'.

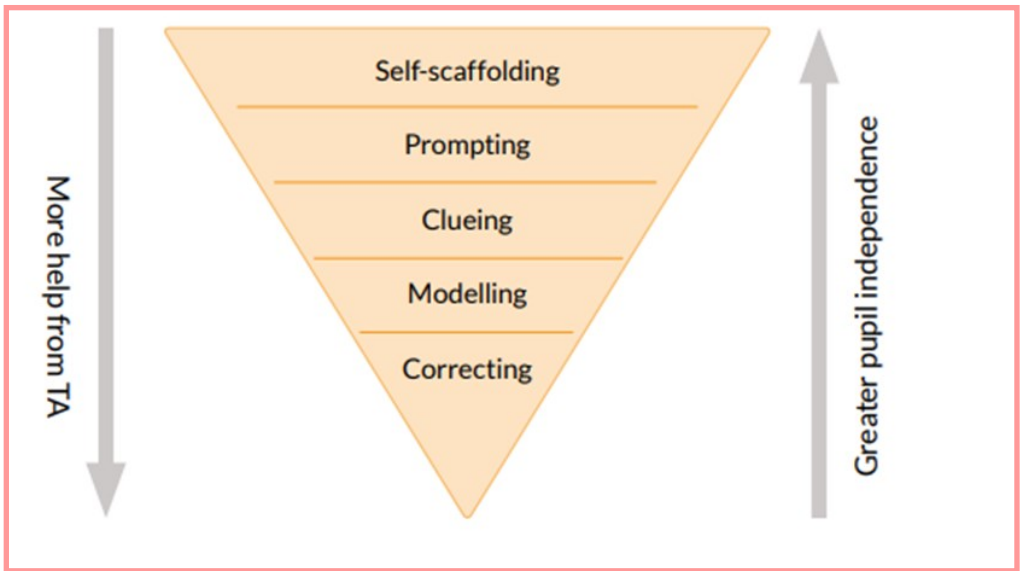


Figure 2. Scaffolding framework for teaching assistant-pupil interactions (from [Making Best Use of Teaching Assistants Recommendation No.3 p.15](#))

Metacognition

Metacognitive strategies, which are those that get pupils to think about their own learning, have the potential to provide a positive impact of an additional seven months of progress when used well. This effect is seen particularly with disadvantaged and low-attaining pupils.

This short video from the EEF explains more:

https://www.youtube.com/watch?v=sAik_RQY_Dg&feature=youtu.be

Rather than teaching these skills in separate sessions, they should be taught and embedded with specific subject content. The Education and Endowment Foundation Toolkit on Metacognition and Self-Regulated Learning provides more information and resources to learn about and use metacognitive strategies in the classroom.

Metacognitive strategies and approaches can be used by teaching assistants as an alternative to those strategies to avoid which were highlighted in Figure 1. Building in questioning habits in teaching assistants work with children and young people will build their self-regulation in learning, supporting them to be independent learners who have the skills to know what to do when they meet

Sensory Champions

A series of workshops delivered by STLS The Beacon & Whitfield Aspen.

Sensory Champions 1 – Sensory Integration - 12th January 2024 09.30am – 12.30pm

Sensory Champions 2 – Interoception - 19th January 2024 09.30am – 12.30pm

Sensory Champions 3 – Emotional Regulation - 26th January 2024 09.30am – 12.30pm

Sensory Champions 4 – Sensory Strategies - 23rd January 2024 09.30am – 12.30pm

Sensory Champions 5 – Sensory Strategies in School - 01st March 2024 09.30am – 12.30pm

Sensory Champions 6 – Sensory Profiles - 15th March 2024 09.30am – 12.30pm

Price: £170 / £90

Suitable for staff supporting

- ✓EYFS
- ✓Primary
- ✓Secondary

By Prior Application Only

Contact STLS on

01303 847 555

or email

Stephanie.Crane@thebeacon.kent.sch.uk

Supporting the Inclusion of Learners with Vision Impairment – 7 Day course

This training course is suitable for anyone working with a learner with Vision impairment in a setting, school or college. It is presented once a year in term 2 or 3 and delivered by the Visual Impairment specialist Advisory Teachers in Kent.

Suitable for staff supporting

- ☒EYFS
- ✓Primary
- ✓Secondary

Location: TBC

£250 (price for 2023/2024)

Booked through the STLS
Sensory service.

Lisa.bell@kent.gov.uk

Understanding the Role of a Teaching Assistant

Primary Teaching Assistant Training Package

A comprehensive suite of E-learning courses, carefully designed to cover the broad range of skills which a teaching assistant (TA) requires to support learning confidently and effectively. The seven courses range from an introduction to basic pedagogy and behaviour management strategies, to more focused learning in specific curriculum areas, for example building the subject knowledge required to teach phonics well and support learners in mathematics. There are also several modules to raise awareness when supporting pupils with specific needs (such as those with English as an Additional Language) and explore effective intervention approaches.

Suitable for both teaching assistants at the start of their career and for those wishing to consolidate learning or gain additional skills in primary schools.

Available online
on demand

Cost £149 pp +
VAT

www.theeducationpeople.org/products/professional-development/primary-teaching-assistant-training-package

Secondary Teaching Assistant Training Package

The package contains eight high quality E-learning modules:

- Supporting children with SEMH needs
- Restorative conversations
- Inclusion: A universal approach
- Promoting pupil independence
- Working effectively with class teachers
- Supporting struggling readers
- Maths mindsets
- Maths: asking the right questions

Schools in Kent and Medway also have the option to purchase one day of face to face SEND Supervision for **£680 per day**.

Suitable for:

Secondary Teaching Assistants

Available online
on demand

Cost £100 pp +
VAT

www.theeducationpeople.org/products/professional-development/primary-teaching-assistant-training-package

Meeting Sensory & Physical Needs

Sensory circuits

The aim of sensory circuits is to impact on sensory motor development within a school setting. It is a series of activities designed to help children become more focused and calm - ready for learning. Short bursts of activities switches on and engages the child's sensory systems.

More information on Sensory Audits, sensory processing exercises and making sense of sensory behaviour is available on the Ashford Inclusion website.

Suitable for staff supporting ✓EYFS ✓Primary X Secondary	Cost: Free	www.ashfordinclusion.org Contact liz-zie.wells@goldwyn.kent.sch.uk for more information and to request a booking form.
Rolling programme of dates across the year visit STLS Goldwyn website for upcoming dates.	Location: The Rainbow Centre, Ashford	Trainers: Stella Parkinson – Children's Occupational Therapist

Fizzy & Clever Hands

The FIZZY and Clever Hands programme developed by therapists in Kent Community NHS Trust.

It works on three specific areas balance, ball skills and body awareness.

Suitable for staff supporting X EYFS ✓Primary ✓ Secondary	Cost: Free	Link https://www.kentcht.nhs.uk/childrens-therapies-the-pod/
Available on demand	Email: communications@eastcoastkent.nhs.uk	Shepway Area, The Beacon Centre , Park Farm Road, Folkestone, CT19 5DN. Telephone : <u>01303 228831</u> or <u>01303 228832</u> Ashford Area, Rainbow Centre : Great Chart by-pass A28, Ashford TN23 4RR. Telephone: <u>01233 651927</u>

Neurodiversity

Autism, Anxiety and Girls

Presented by Sara Cave exploring anxiety, autism and girls.

× EYFS

✓ Primary

✓ Secondary

9.30am - 3pm

Cost—£60

16th May 2024

Venue: TBC

Contact liz-zie.wells@goldwyn.kent.sch.uk for more information on all available training and to request a booking form

PDA (Pathological Demand Avoidance)

Presented by Sara Cave

✓ Primary

✓ Secondary

9.30am - 12:30

Cost—£40

11th June 2024

Venue: John Wesley Primary School

Contact liz-zie.wells@goldwyn.kent.sch.uk for more information on all available training and to request a booking form



What's in your Toolkit? Top Tips for TAs: How to Support Children with Challenging Behaviour

This session aims to equip teaching assistants with strategies and tips. We will explore how adult behaviour can prevent/ reduce some negative behaviours and then look at effective strategies to support positive and negative behaviour, both in the classroom and at unstructured times, such as lunch time.

Learning Outcomes

- Explore effective strategies for celebrating positive behaviour and supporting negative behaviour, including extreme/challenging behaviour.
- Gain knowledge and understanding of how to prevent, react and respond to challenging behaviour.

23/01/2024

Online

Suitable for staff supporting

☒ EYFS

✓ Primary

✓ Secondary

Cost - £95

Bookings can be made on the Education People web-site

www.theeducationpeople.org/training-and-events/whats-in-your-toolkit-top-tips-for-tas-how-to-support-children-with-challenging-behaviour-23124/

Luna Suicide Bereavement Training Kent and Medway

The 3 hrs interactive online training will help you understand

- why suicide is different to other types of bereavement for children and young people
 - how children make sense of death and express grief at different developmental stages
 - personal experiences of parental suicide and its impact
 - the risks and protective factors for children and young people bereaved by suicide,
 - what to say and what not to say to children and young people after suicide bereavement
 - practical actions you can take to support children and young people bereaved by suicide
- age-appropriate suicide bereavement resources for children and young people.

Luna Suicide Bereavement training is designed for anyone who works with children and young people, developed through international research and delivered by trainers with lived experience of parental suicide.

Suitable for staff supporting

☒ EYFS

✓ Primary

✓ Secondary

For Dates and pricing contact Luna

admin@teamluna.org



Developing Expressive & Receptive Language Skills

Intensive Interaction

Intensive Interaction” is an approach designed to help people at early levels of development works on early interaction abilities – how to enjoy being with other people – to relate, interact, know, understand and practice communication routines.

Further information can be found at: [Intensive interaction - Oxford Health NHS Foundation Trust](https://www.oxfordhealthnhs.uk/foundation-trust)

✓EYFS
✓Primary
☒Secondary

Cost - Free

Access via the Specialist Teaching and Learning Service website: <https://doverstls.co.uk/stls-training-videos/>

Identifying and supporting Speech, Language & Communication Needs

The short course provides guidance for identifying and support learners with speech, language and communication needs (SLCN) and use of the graduated approach.

Suitable for

✓EYFS
✓Primary
✓Secondary

Available on demand, provided by NASEN

Cost - Free

Access via registration at www.wholeschoolsend.org.uk/

STAR approach

Free virtual training provided by Ashford Inclusion.

✓EYFS
✓Primary
☒Secondary

On demand Virtual

Contact lizzie.wells@goldwyn.kent.sch.uk for link

Mental Health Champions - Place2Be

CPD-certified Mental Health Champions - Foundation programme
The programme aims to:

- enhance understanding of children and young people's mental health in school staff, trainee teachers and youth groups
- introduce approaches that support positive wellbeing in schools, colleges and communities.

The course is suitable for people working with children and young people of any age.

5-week online programme, on demand.
1–1.5 hours per week for you to complete at a time that suits you

Cost - Free

www.place2be.org.uk/our-services/services-in-schools/mental-health-champions-foundation-programme/

Training for staff supporting Unaccompanied Asylum-Seeking Children

The **virtual schools Kent** and USAC team offer the following training to schools:

- Working with Unaccompanied Asylum-Seeking Children an overview: nationalities, backgrounds, health, culture, agencies and VSK
- Achieving positive outcomes for UASC – based on the lessons from recent research, the training looks at what works to ensure positive outcomes for these young people within schools and foster homes.

Promoting accredited English Exams for school age UASC – Using the Cambridge University English Qualifications framework.

Suitable for whole school
✓EYFS
✓Primary
✓Secondary

Cost: contact for more information

For more information and booking contact
steve.green@kent.gov.uk or call the
East & South Kent VSK team
03000 421157

Emotion Coaching, Supporting Wellbeing through Intervention,

Free virtual pre-recorded training provided by Ashford Inclusion. Suitable for
☒ EYFS ✓Primary ✓Secondary

On demand Virtual

Contact lizzie.wells@goldwyn.kent.sch.uk for link

Facilitating Communication Skills Development

Introduction to social stories

“Social Stories are a social learning tool that supports the safe and meaningful exchange of information between parents, professionals, and people with autism of all ages. The people who develop Social Stories are referred to as Authors, and they work on behalf of a child, adolescent, or adult with autism, the Audience” (Carol Gray, 2020). This training introduces the main elements of the social story writing criteria that will enable participants to start writing their own social stories. Links to Carol’s Club and a video of how to complete a “Comic Strip Conversation” are included in the training.

Suitable for teaching assistants supporting:

- ✓EYFS
- ✓Primary
- ✓Secondary

Accessible online on demand
Tutor: Michelle Lemar
Estimated Duration: 1 Hour

Cost –
Free

Link <https://thebeacon.kent.sch.uk/>

To book a training course, please request a training booking form and return to STLS District Admin / SMILE Training Coordinator

<https://forms.office.com/e/7Q19PP7r9X>

Makaton Level 1 & 2 Combined Workshop

Makaton training delivered by makaton.org Speech and Language Therapists. Dates and Venue are on a rolling program, please check the Makaton.org website (link below) for upcoming dates.

Level 1 & 2 training provides a practical introduction to the Makaton Language Programme and a wider understanding of learning and communication difficulties. The Workshop includes how to start using Makaton in everyday situations; immediate needs, home, familiar people, food, events, activities and objects. You will also discover hints and tips for effective signing and symbol use to maximise communication. Vocabulary will also be introduced which is ideal for the school environment and work places. You will begin to learn more abstract concepts such as spatial locations, attributes, pronouns and actions.

Singleton Environment Centre,
Wesley School Road, Ashford,
TN23 5LW

Booking can be made at
www.makaton.org

Mental Health Training - Young Minds

A variety of training courses covering the following topics are available online through Young Minds.

- Practical approaches to supporting children and young peoples mental health
- Responding to anxiety
- Introduction to trauma and adversity
- Understanding self-harm
- Involving young people facing marginalisation and barriers
- Building Resilience

Whole school training offer is also available

Suitable for staff supporting ✓EYFS ✓Primary ✓Secondary	Cost £135 - £225 +VAT Face to Face and online options available	Link www.youngminds.org.uk/professional/mental-health-training/
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Traumatic Bereavement: Supporting CYP at School or College

This evidence-based course has been developed by experts from the [UK Trauma Council](#), and is delivered by the Clinical Co-Lead of the Traumatic Bereavement resource portfolio.

This course is for SENCOs, mental health or pastoral leads and for those who have a role in school or colleges directly supporting children and young people's mental health.

Suitable for staff supporting

- ☒ EYFS
✓Primary
✓Secondary

6th February 2024, 9:30am - 15:40pm Online	Cost £165	Booking via the Anna Freud website or emailing info@annafreud.org
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ACES & Trauma Informed Practice

Presented by STLS Amy Honey & Heather Woodcock.

Suitable for staff supporting

- ✓EYFS
✓Primary
✓Secondary

9.30am - 3pm	Cost—£60	Contact liz-zie.wells@goldwyn.kent.sc.h.uk for more information on all available training and to request a booking form
1st February 2024	Venue: John Wesley Primary School	

Catch Up Speaking and Writing - Talking Partners@Primary

An Intervention programme for Children with English as an Additional Language and Speech and Language needs - a course designed to train school staff to strengthen children's' communication and literacy skills.

- To examine the underpinning pedagogical principles and benefits of the Talking Partners@Primary programme.
 - To develop a bank of resources through demonstration of practical activities.
 - To be able to provide opportunities for pupils to practice and rehearse target language through a range of focused activities.
- To be able to gauge and evidence impact of the programme.

Talking Partners@Primary is designed to improve the way children communicate across the curriculum, enabling them to become independent and skilful speakers and listeners and accelerate progress with writing. It is designed to improve the delivery of speech, language and communication in the classroom on a day to day basis by practitioners.

This targeted, time-limited (10 weeks) intervention can be used with small groups or the whole class.

Suitable for teaching assistants supporting:

☒ EYFS

☒ Primary

☒ Secondary

Session 1 - 24/01/2024

13:15 - 15:15

Session 2 - 07/02/2024

13:15 - 15:15

Cost—£160

Booking can be made at the Education people website

www.theeducationpeople.org/training-and-events/catch-up-speaking-and-writing-talking-partners-primary-24124/

Supporting Student Wellbeing

Behaviour Awareness and Emotional Regulation Training

The course covers;

- Factors which influence behaviour, self-esteem and negative responses,
- Identifying, observing and recording behaviours in a supportive manner
- Co-regulation and appropriate strategies to support anger responses and crisis management

Suitable for TA's, SENCOs, Teachers

Cost: £50

visit
www.ashfordinclusion.org

For a booking form

Date: 22nd February 2024
9:30am - 3pm

Location:
Repton Connect Community Centre,
TN23 3RX

Trainers: Amy Honey and Heather Woodcock, Specialist teaching & Learning Service

Zones of Regulation

Details: "*The Zones of Regulation*[®] is a framework and easy-to-use curriculum for teaching students strategies for emotional and sensory self-management. Rooted in cognitive behavioural therapy, The Zones approach uses four colours to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour impact those around them, students learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities" (Social Thinking, 2020).

Suitable for TA's & Teachers

☒ EYFS

☒ Primary

☒ Secondary

Accessible online on demand

Cost – Free

Access Via The Beacon, Specialist Teaching and Learning Service website or call

T: 01303 847 555

Supporting Literacy Skills

Alphabet Arc

An alphabet arc is a tool used to build student knowledge of letter sequence and promote the learning of the many skills surrounding letter identification, reading, and spelling. These are easy to scaffold as students gain automaticity in their letter recognition and ordering skills.

Suitable for those supporting:

✓EYFS

✓Primary

☒Secondary

Accessible online on demand

Tutor: Julie Pout

Estimated Duration: 30 minutes

Cost – Free

Access Via The Beacon, Specialist Teaching and Learning Service website:

[SMILE Training Centre - Training and development centre \(thebeacon.kent.sch.uk\)](https://thebeacon.kent.sch.uk)

Russian Scaffolding

Introductory video to the use of Russian Scaffolding to support literacy. This approach can be used at various stages of writing from emergent writers to competent writers who miss out words. The approach seeks to remove auditory load. The session provides a visual demonstration of how Russian Scaffolding can be used in practice.

Suitable for teaching assistants supporting across all phases.

Accessible online on demand

Cost - Free

Access via the Specialist Teaching and Learning Service website: <https://doverstls.co.uk/stls-training-videos/>

Dyslexia awareness - Microsoft in partnership with 'Made By Dyslexia'

Approximately 6 hours of training material which covers:

Dyslexia Awareness

Videos explaining specialist strategies and solutions, showing you WHAT to teach, WHY it helps and HOW to do it.

Dyslexia and Technology tools to support learners with dyslexia.

Empower Dyslexic Thinking in Schools provides insight into the seven archetypes of dyslexic thinking with practical tips, instructional guidance, and tools like AI to further harness strengths.

Aimed at teachers and educators from pre-school upwards.

Available on demand

Cost - Free

Access via the Microsoft Learn Platform

<https://learn.microsoft.com/en-gb/training/paths/dyslexia-training/>

Or via Made in Dyslexia

Fostering Successful Independent Learners

Visual timetables and Using Task Management Boards

Short introductory videos with accompanying Powerpoint resource.

Aims of the sessions:

- To understand what a visual timetable and task management boards are
- To understand why it is important to use a visual timetable
- To understand how a task management board can support students
- To have a clear understanding of how to use these tools.

Suitable for teaching assistants supporting

✓EYFS

✓Primary

✓Secondary

Accessible online on demand,
Presented by
Tracey Cook,
Specialist teacher, SEMH

Cost - Free

Access via the Specialist Teaching and Learning Service website: <https://doverstls.co.uk/stls-training-videos/>

Understanding Executive Functioning & Memory for learning

In this unit, you will be able to:

- Recognise key executive function skills and their impact on learning and behaviour
- Implement strategies and approaches to develop executive function skills
- Working memory is used to hold in mind and manipulate information mentally over short periods of time
- How our information is encoded and stored in our long-term memory, so that it can be retrieved, subsequently

Suitable for Teaching assistants supporting:

✓EYFS

✓Primary

✓Secondary

Available on demand,
provided by NASEN

Cost - Free

Access via registration at www.wholeschoolsend.org.uk/

Using the Leuven Scale / supporting memory difficulties/ Closing the gap & differentiation/ Using Strengths and Difficulties Questionnaire

Free virtual training provided by Ashford Inclusion.

✓EYFS

✓Primary

✓Secondary

On demand Virtual

Contact lizzie.wells@goldwyn.kent.sch.uk for link

Success with Grammar and Spelling

A two-part online course, which aims to improve Primary school practitioners' confidence to teach grammar, punctuation and spelling effectively, in ways which promote better understanding and application.

- Understand some of the terminology of grammar as indicated in the National Curriculum.
- Teach grammar through meaningful contexts such as the class text.
- Teach spelling more effectively from Years 2 to 6 or beyond.
- Improve evidence of children's application of GPS through their verbal and written responses.

Suitable for teaching assistants supporting:

- ✓EYFS
- ✓Primary
- ✓Secondary

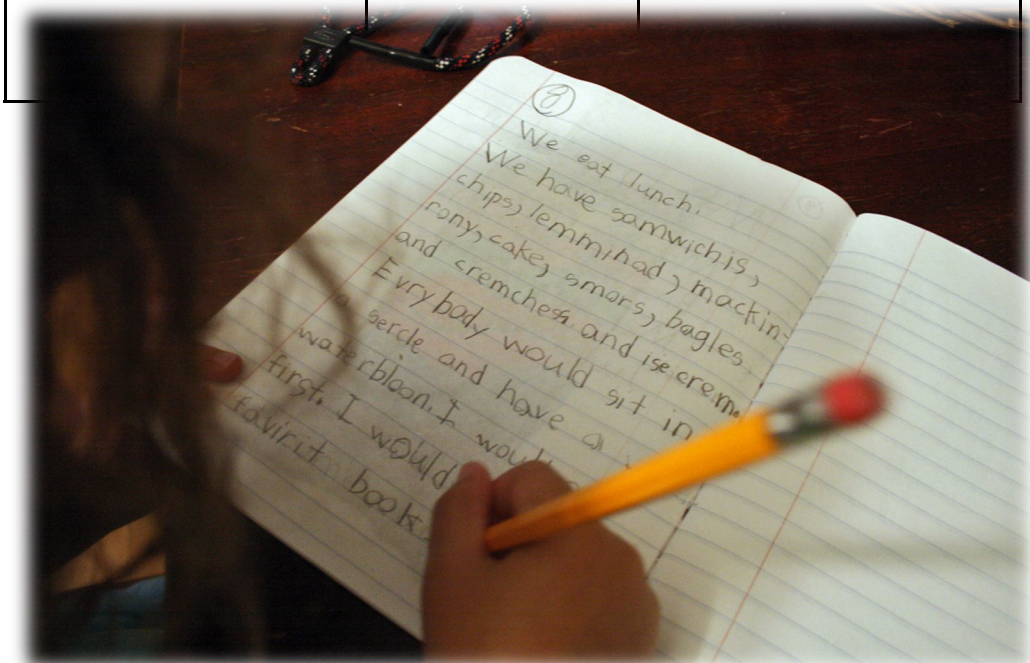
Session 1 - 23/01/2024
09:15 - 12:00

Cost—£160

Booking via The Education people website

Session 2 - 06/02/2024
09:15 - 12:00

www.theeducationpeople.org/training-and-events/success-with-grammar-and-spelling-230124/



Supporting with Curriculum Enrichment

Working with the Specific Areas of Learning and Development in the EYFS

This session will provide a practical overview for educators working in the EYFS. Focusing on the Specific Areas of Learning, it will indicate the importance of these areas and how they provide an important context for good outcomes for children. It will detail practical considerations and approaches to deliver this effectively in EYFS provision.

Suitable for teaching assistants supporting:

✓EYFS

☒Primary

☒Secondary

Cost
£95

Booking via the Education people
www.theeducationpeople.org/training-and-events/working-with-the-specific-areas-of-learning-and-development-in-the-eyfs-15124/

Outdoor Learning (at Beacon Woods)

An introduction to outdoor learning linking it to some psychological & therapeutic underpinning, what do young people get from learning in the outdoors and what is outdoor learning anyway? What do I need to do to be able to deliver learning in the outdoors?

We will provide hot drinks and bacon rolls. Please let us know if you would prefer vegetarian / vegan and come prepared to keep warm in the outdoors for 2.5 hours. Outdoor footwear is necessary.

Aims: • To experience outdoor learning and its benefits. • To take part in communal eating, drinking and learning outdoors. •To better understand outdoor learning in the context of underpinning theories and principles.

Suitable for Educational Staff, SENCos and Other Professionals.

✓EYFS

✓Primary

☒Secondary

Cost £40pp

Wednesday 10th July
2024 13.30 – 15.00
The Beacon Folkestone
Woods, CT19 5DN

To book a place, please fill out the booking form
<https://forms.office.com/e/7Q19PP7r9X> or contact
The Beacon on 01303 847 555
or email
Stephanie.Crane@thebeacon.kent.sch.uk

Numeracy

Dyscalculia / Maths Difficulties

Training delivered by Julie Pout specialist teacher, supporting an understanding of dyscalculia and maths difficulties with strategies to implement in the classroom.

Suitable for teaching assistants supporting:

☒ EYFS

✓ Primary

✓ Secondary

12th March 2024

08.30 – 11.30am

The Beacon Folkestone, Park Farm
Road, Folkestone, Kent, CT19 5DN

£40pp

Contact The Beacon on

01303 847 555

or email

Stephanie.Crane@thebeacon.kent.sch.uk

Developing skills for mathematics

This module of learning covers:

- Developing skills for maths and understanding the challenges learners may face
- Practical strategies for education professionals
- Explore: Supporting learners with SEND to develop mathematical skills

Suitable for teaching assistants supporting:

☒ EYFS

✓ Primary

✓ Secondary

Available on demand,
provided by NASEN

Cost - Free

Access via registration at
www.wholeschoosend.org.uk/