

## **Access to Education Training Opportunities Catalogue 2012/2013**



**Access to Education works in homes and educational settings to support children, young people and their families. As an integrated organisation we bring together six teams into one service.**

**The provision of training for schools and settings is one key feature of the work carried out by all of the teams and this catalogue brings together details of a range of exciting and informative courses that are available in 2012/2013.**

### **Access to Education**

**Behaviour Support (Traded arm)**

**Communication and Autism**

**Educational Psychology**

**Physical Difficulties Support**

**Pupil and School Support**

**Sensory Support**



## **Catalogue Contents**

**Behaviour Support (Traded arm)**

**Communication and Autism**

**Educational Psychology**

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**Pupil and School Support**

**Sensory Support**

**Booking Form and Terms & Conditions (please photocopy as required)**

## **About Access to Education Training Courses**

**Please be aware that depending on demand and as appropriate in response to a changing landscape around special educational needs, further courses might be put on during the course of the year.**

**We are also keen where possible to tailor training to meet your individual requirements, so please contact the relevant teams to discuss your needs.**

**Courses on offer are a mix of centre based and in-setting. Schools might also want to consider grouping together to buy in training and again this can be discussed.**

**Running of most courses will be dependent on there being sufficient take-up.**

### **General Enquiries**

**Contact details are provided for all courses.**

**If you have any general enquiries, in the first instance please contact Suki Kular, 0121- 3038288 or email to: [a2e@birmingham.gov.uk](mailto:a2e@birmingham.gov.uk)**



## Bespoke Project Work

This can be negotiated with your Area Head and costs will vary according to the project.

Some examples from previous years include:

### Year 6/7 Transition Project

The aim of this project was to prevent Year 7 pupils from being permanently excluded or being referred to Sharing Panel.

The course offered was for new Year 7 pupils to attend 6 sessions at one of the BSS Centres for one afternoon per week. The pupils continued to attend their school for the remainder of the time. This course ran with both pupils and representatives from the school and helped to develop staff skills in supporting Year 7 pupils in the transition process. It addressed many of the issues that pupils encounter on a day-to-day basis. The project was independently evaluated and shared positive outcomes.

### KS1 Project

Funded by Schools Forum, the project aims to support the Local Authority's 3 Key Priorities:

- Protecting children from significant harm
- Improving engagement in learning and achievement in education
- Reducing health inequalities

In particular the focus is on prevention of exclusion of KS1 pupils and the development of Sharing Panels at Primary level. Family Support Workers and specialist Teaching Assistants offer targeted support with increased flexibility in access to places in BSS Centres. The project is being evaluated by Educational Psychologists.

### Project Management

Regular group sessions have supported staff from a range of schools in developing a project management approach to behaviour related issues in each participant's school. A feedback meeting ensures good ideas are shared and learning disseminated.

To discuss Bespoke Project Work requirements, in the first instance contact:

- your school's allocated worker or your local BSS Centre
  - or the Service Office on 0121 303 0272



## Bespoke Training

**Bespoke packages targeted at the needs of individual schools or groups of schools can be delivered. In the first instance, this should be discussed with your Support for Schools worker or the Inclusion Leader for your area.**

These sessions can be tailored to fit twilights, whole or half days for a range of group sizes.

Examples of courses that are regularly requested by schools and settings include:

- 'Training to Train' Lunchtime Supervisors
- Positive Talking
- Project Management
- NQT Training
- Anger Management
- Positive Behaviour Management
- Support Staff - Modular Training
- Conflict Resolution
- Positively Girls
- Positively Boys
- Emotional Literacy
- Managing Challenging Behaviour through Teaching and Learning
- Behaviour Audit - and Planning for Improvement
- Stories to Challenge Behaviour
- Whole School Behaviour Management
- SENCO Support - BESD
- Ofsted Support - Behaviour and Safety

**To discuss Bespoke Project Work requirements, in the first instance contact:**

- your school's allocated worker or your local BSS Centre
- or the Service Office on 0121 303 0272



## Team Teach: De-escalation and Positive Handling

**Birmingham City Council has an accredited Care and Control Coordinator who offers Team Teach training and support to all Birmingham settings and Services.**

### Training:

The Team Teach course uses an accredited framework designed to reduce risks to staff and children. The emphasis is on de-escalation, behaviour management and communication skills and includes a range of positive handling techniques as a last resort. A key feature of the training is the legal clarification on the use of reasonable force which offers protection to all staff who attend the training. Each Team Teach course gives course members an accredited certificate which lasts for 36 months.

This training course will help settings meet their obligations under Health and Safety legislation, thus reducing potential liability claims. Team Teach promotes cross-agency, multi-professional collaboration which has received letters of support from Unions, Department of Education, Department of Health, as well as favourable comments from Ofsted and the Health & Safety Executive.

Team Teach has been Birmingham Local Authority's preferred model of training in de-escalation and positive handling since 2002. In excess of 2000 professionals are trained every year in Birmingham Schools and other pre-16 settings. Over 90% of course members rate the training as 'excellent.' Although a serious subject, the training has a fun element and will enhance team-work, co-operation and staff morale.

### The courses offered are:

- A one day foundation course which covers de-escalation, positive listening, recording and reporting, communication skills and positive handling techniques. Suitable for nursery, primary and secondary age settings.
- A half day refresher course for staff who have had Team Teach training within the last 36 months.
- A two day course for higher risk settings e.g. Special schools, children's homes or residential settings.

A range of training, advice and support including twilights can be provided to help with care and control or risk assessment in schools and other pre-16 settings. For further information on charges or to discuss your specific needs please contact the Care and Control Coordinator (Team Teach).

**For further information contact Steve Brown on**

**Email Address: [steve.brown@bss.bham.org.uk](mailto:steve.brown@bss.bham.org.uk)**

**Tel: 0121 303 0277**

**Mobile: 07766 925 169**



## ADHD and Challenging Behaviour

### Course aims:

- give an overview of ADHD
- define challenging behaviour
- examine whole school ethos for working with ADHD and challenging behaviour
- examine strategies/resources to support inclusion in mainstream settings

### Course outline - through information, activities and film participants will:

- examine the history of ADHD
- understand causes and diagnosis
- understand the 3 key areas of difficulty - Impulsivity, Over-activity and Inattention
- consider other characteristics
- understand medication associated with ADHD
- consider /define challenging behaviours
- understand causes of challenging behaviour
- examine the Iceberg Approach and SPELL
- have opportunity to understand and complete an ABC chart
- examine strategies

### Outcomes - by the end of the course you will have:

- a clear understanding of what a challenging behaviour is in context to ADHD
- an understanding of the approaches and strategies used when working with a child with ADHD and displays challenging behaviour
- identified questions that will enable an issue focused whole school approach to educating children with challenging behaviour

For further information contact:

Sara Walton [sara.walton@birmingham.gov.uk](mailto:sara.walton@birmingham.gov.uk) or

Yvonne Clayton [yvonne.m.clayton@birmingham.gov.uk](mailto:yvonne.m.clayton@birmingham.gov.uk) Tel: 0121 - 675 5057

This is a 6 hour presentation

Target Audience: SENCOs, Primary and Secondary Teachers,  
Integration/Classroom Assistants



## Autism, Sexuality and Relationships

### Course aims:

To understand:

- The complex social issues children and young people with autism face when forming relationships
- the importance of appropriate sexual behaviours - providing the right information
- the consequences of inappropriate sexual behaviours and the legal implications

### Course outline:

- to consider the issues around autism and sex and relationships
- to examine relationships, emotions, our own values, issues of privacy
- to consider how actions can be interpreted
- sensory issues
- to understand physical development
- to consider what is normal

### Outcomes - by the end of the course you will be able to:

- appreciate the difficulties young people with autism have in forming appropriate social relationships
- have had opportunity to examine/discuss personal, social and cultural thoughts and feelings associated with this topic
- consider safeguarding and child protection issues
- have had opportunity to look at resources/strategies to support young people in mainstream schools

For further information contact:

Sara Walton [sara.walton@birmingham.gov.uk](mailto:sara.walton@birmingham.gov.uk) or

Yvonne Clayton [yvonne.m.clayton@birmingham.gov.uk](mailto:yvonne.m.clayton@birmingham.gov.uk) Tel: 0121 - 675 5057

This is a 6 hour presentation

Target Audience: SENCOs, Primary and Secondary Teachers,  
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## Autism Education Trust LEVEL 1 AUTISM

Improve outcomes through raising awareness and increased knowledge

### Course aims - to understand:

- the individual pupils
- building relationships
- curriculum learning
- enabling environments

### Course outline - through information, case studies, films and activities this course will:

- enable participants to understanding that autism is a life long condition
- consider the four key areas of difference: sensory processing, social communication, social understanding and information processing and interests
- understand the key areas for staff and pupils to build relationships
- consider the four key features of a good school: long term perspectives, social inclusion, communication and the willingness to make flexible and reasonable adjustments
- examine how support pupils to manage change

### Outcomes: By the end of the course you will:

- have an awareness of autism
- an understanding of how autism affects pupils
- understand why it is important to actively engage with parents to support their child's progress
- top-tips for supporting pupils in your settings

For further information contact:

Sara Walton [sara.walton@birmingham.gov.uk](mailto:sara.walton@birmingham.gov.uk) or

Yvonne Clayton [yvonne.m.clayton@birmingham.gov.uk](mailto:yvonne.m.clayton@birmingham.gov.uk) Tel: 0121 - 675 5057

This course is the first of three levels of training. It is a FREE course open to all staff involved in supporting pupils with autism.

Target audience: All staff who need to have an understanding of autism in their role but may not work directly with pupils

This is a 1hr. 30mins presentation



## Autism Education Trust LEVEL 2 AUTISM

Improve outcomes through raising awareness and increased  
knowledge

Available from September 2012

### Course aims - to understand:

- the individual pupils
- building relationships
- curriculum learning
- enabling environments

### Course outline - through information, case studies, films and activities this course will build on skills learnt in Level 1 and enable participants to:

- understand that autism is a life long condition
- consider the four key areas of difference: sensory processing, social communication, social understanding and information processing and interests
- understand the key areas for staff and pupils to build relationships
- examine the four key features of a good school: long term perspectives, social inclusion, communication and the willingness to make flexible and reasonable adjustments
- examine how to support pupils to manage change

There will be an increased focus on practical strategies

### Outcomes - by the end of the course you will understand:

- have an increased awareness of autism
- an understanding of how autism affects pupils
- understand why it is important to actively engage with parents to support their child's progress
- top-tips for supporting pupils in your settings

For further information contact:

Sara Walton [sara.walton@birmingham.gov.uk](mailto:sara.walton@birmingham.gov.uk) or

Yvonne Clayton [yvonne.m.clayton@birmingham.gov.uk](mailto:yvonne.m.clayton@birmingham.gov.uk) Tel: 0121 - 675 5057

Target audience: For all staff working directly with children on the autism spectrum (including teaching assistants; lunchtime staff; teachers).

This is a 6hour presentation



## Autism Education Trust LEVEL 3 AUTISM

Improve outcomes through raising awareness & increased knowledge  
Available from September 2012

### Course aims - to understand:

- the individual pupil
- building relationships
- enabling environments
- curriculum and learning
- evaluation of practice

### Course outline - through information, case studies, films and activities:

- provide an understanding of autism
- consider how to engage the pupil in decision making
- enable practitioners to examine the physical, social and emotional environment
- introduce effective interventions
- enable staff to evaluate the learning experience for pupils
- examine the psychological theories that underpin autism
- introduce systems for effective consultation with parents
- provide an understanding of behaviour
- enable staff to differentiate the curriculum
- examine what makes an effective practitioner
- examine co-occurring difficulties
- introduce how to develop peer-peer inclusion and interaction
- consider the additional need of pupils with co-occurring difficulties
- introduce systems for evaluating whole school practice

### Outcomes - by the end of the course you will:

- have a thorough understanding of autism and co-occurring conditions
- have an awareness of the psychological theories that underpin autism
- have a thorough understanding of associated behaviours
- understand how to differentiate the curriculum effectively
- understand how to evaluate the learning experience and whole school practice
- know what makes an effective practitioner

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Yvonne Clayton [yvonne.m.clayton@birmingham.gov.uk](mailto:yvonne.m.clayton@birmingham.gov.uk) Tel: 0121 - 675 5057

Target audience: For all staff who need further knowledge on autism and/or who may wish to pursue a training role. (including lead practitioner for autism; SENCOs; inclusion manager)

Entry level via Level 2 or equivalent

This is a 2 day course and participants must attend both days.

Upon completion of this training, participants can obtain a nationally recognised accreditation after completing follow-up work which is marked by C/A Team and Birmingham University staff.



## Managing Sensory Sensitivity

### Course aims:

- see how sensory differences affect individuals with autism
- experience sensory distortion
- have opportunity to look at sensory resources/strategies

### Course outline - through information, activities and films participants will:

- examine the individual senses
- understand that pupil's sensitivities can be either hypersensitive or hyposensitive
- consider the impact of sensory difficulties on everyday activities
- consider our own reactions to sensory stimuli
- have opportunity to experience a distortion of basic senses
- understand the importance of arousal levels and the need for sensory modulation
- have opportunity to examine resources and strategies which can be used in a variety of settings

### Outcomes - by the end of the course you will have:

- an understanding of how an individual's senses can be distorted
- an awareness of the need to balance an individual's arousal levels
- an appreciation of how the classroom/school environment can create sensory issues for the child with an autism
- know how to carry out an environmental and individual sensory audit

For further information contact:

Sara Walton [sara.walton@birmingham.gov.uk](mailto:sara.walton@birmingham.gov.uk) or

Yvonne Clayton [yvonne.m.clayton@birmingham.gov.uk](mailto:yvonne.m.clayton@birmingham.gov.uk) Tel: 0121 - 675 5057

Target Audience: SENCOs, Primary and Secondary Teachers,  
Integration/Classroom Assistants

This is a whole day's presentation but we can offer a 1hr basic awareness workshop



## Tourette's Syndrome Awareness

### Course aims - to understand:

- the characteristics of children with Tourette's Syndrome
- raise awareness of the barriers to learning
- provide strategies to enable inclusive practice

### Course outline:

- To gain different perspectives of Tourette's Syndrome
- To examine what Tourette's Syndrome is: looking at onset, symptoms, features and data
- To examine the different types of TICs present in Tourette's Syndrome
- To gain understanding of the types of medication used with Tourette's Syndrome and associated side effects
- To consider environmental factors
- To examine barriers to learning
- To develop an understanding of strategies to be used to support a child or young person with Tourette's Syndrome

### Outcomes - by the end of the course you will be able to:

- understand the terminology used to describe TS
- understand aspects of medication and diagnosis
- understand the different types of tics associated with TS
- develop strategies to support children with TS in mainstream school

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Sara Walton [sara.walton@birmingham.gov.uk](mailto:sara.walton@birmingham.gov.uk) or

Yvonne Clayton [yvonne.m.clayton@birmingham.gov.uk](mailto:yvonne.m.clayton@birmingham.gov.uk) Tel: 0121 - 675 5057

Target Audience: SENCOs, Primary and Secondary Teachers,  
Integration/Classroom Assistants

This is a 3hour presentation but we can offer a 1 hour basic awareness



## Educational Psychology

### Summer Term 2012

<b>Course Title</b>	<b>Accelerating Reading Development Using Direct Instruction</b>
<b>Course Description</b>	This evidence-based approach is ideal for children who struggle to acquire reading skills or appear to forget what they previously learnt. It helps them to become fluent in range of skills including phonics and sight word recognition. The course focuses on how to design, deliver and evaluate a direct instruction learning programme. It will cover how to coordinate programmes for groups of children and provide instruction regarding effective methods that can be deployed to monitor children's progress.
<b>Date</b>	16 <sup>th</sup> May & 30 <sup>th</sup> May 2012
<b>Time</b>	9.00-12.00 (This one day course is split over two half days)
<b>Age Phase</b>	Primary
<b>Who is it for?</b>	Teachers, Teaching Assistants, SENCOs
<b>Cost</b>	£175 £140 each for two or more participants from the same setting

**Venue will be confirmed when you book a place on a course.**

Schools that have subscribed to Educational Psychology 2012-2013 will receive a 25% discount on the total course price.

Schools that have subscribed can use their 'hours' to attend courses (max 4 members per course)

To qualify for the reduced rate additional participants must be from the same school.

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**Please return completed booking forms to:**

**Email:** [bepe.training@birmingham.gov.uk](mailto:bepe.training@birmingham.gov.uk)

**Fax:** 0121 303 0094

**Address:** Inclusion Support Ed Centre, Perry Common Rd, Erdington, B23 7AT

# Educational Psychology



**Access to  
Education**

## Summer Term 2012

<b>Course Title</b>	<b>Attachment Theory: Why Star Charts May Not Work</b>
<b>Course Description</b>	Are stickers ineffective? Are you worn out by 'time-out'? Feeling de-skilled? This course will be invaluable to understand why some children who display difficult behaviour do not respond to your usual strategies. It focuses on understanding how early childhood experiences impact on later development. You will leave feeling more confident about how to manage challenging behaviour, with a range of strategies to bring about better outcomes for both the individual child and the class as a whole.
<b>Date</b>	20 <sup>th</sup> June 2012
<b>Time</b>	9.00-16.00
<b>Age Phase</b>	Early Years and Primary
<b>Who is it for?</b>	Teachers, Teaching Assistants, SENCOs, BECOs, Support Services, Alternative Education Providers.
<b>Cost</b>	£190 (lunch included) £150 each for two or more participants from the same setting

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# Educational Psychology

## Autumn Term 2012



**Access to  
Education**

<b>Course Title</b>	<b>Children and Young People who Learn with English as a Additional Language</b>
<b>Course Description</b>	Are there lots of different languages being spoken by pupils in your school? Are you unsure whether a child's limited progress is due to EAL or SEN? This one day event will cover the identification of EAL pupils with possible learning difficulties and explore the linguistic demands of the curriculum in relation to psychological models of second language acquisition. At the end of the day, you will leave with practical ideas and strategies for how to track the progress of bilingual learners, create a multilingual environment and aid their learning.
<b>Date</b>	26 <sup>th</sup> September 2012
<b>Time</b>	9.00-16.00
<b>Age Phase</b>	Early Years, Primary and Secondary
<b>Who is it for?</b>	Teachers, Teaching Assistants, SENCOs, EAL Co-ordinators
<b>Cost</b>	£190 (lunch included) £150 each for two or more participants from the same setting

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# Educational Psychology

## Autumn Term 2012



**Access to  
Education**

<b>Course Title</b>	<b>Exploring the Role of Working Memory in Children's Learning</b>
<b>Course Description</b>	Successful learning and attainment are closely related to a learner's working memory. This critical cognitive skill enables control, regulation and active maintenance of relevant information required to accomplish everyday tasks. Children who experience working memory issues sometime times have difficulty recalling instructions, sequencing, holding conversations and completing tasks independently. This course will give you information about how an adapted classroom environment can minimise memory related issues and promote pupil progress.
<b>Date</b>	7 <sup>th</sup> November 2012
<b>Time</b>	9.00-12.00
<b>Age Phase</b>	Early Years, Primary and Secondary
<b>Who is it for?</b>	Teachers, Teaching Assistants, SENCOs, Alternative Education Providers
<b>Cost</b>	£100 £80 each for two or more participants from the same setting

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# Educational Psychology

## Autumn Term 2012



**Access to  
Education**

<b>Course Title</b>	<b>Understanding and Supporting Childhood Bereavement</b>
<b>Course Description</b>	Many children will experience bereavement during their school years. For some children, this experience will be very distressing, particularly if the death is a close relative or friend. This course will provide information about how children of different ages understand death. It will also provide advice on how you can support a bereaved child and when and where to seek additional help for them.
<b>Date</b>	28 <sup>th</sup> November 2012
<b>Time</b>	9.00-12.00
<b>Age Phase</b>	Primary
<b>Who is it for?</b>	Teachers, Teaching Assistants, Senior Managers, Learning Mentors and Family Support
<b>Cost</b>	£100 £80 each for two or more participants from the same setting

**Venue will be confirmed when you book a place on a course.**

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# Educational Psychology

## Spring Term 2013



**Access to  
Education**

<b>Course Title</b>	<b>Newly Arrived Children and Young People: Planning for Effective Transition</b>
<b>Course Description</b>	With the ever changing nature of the school populations this course will enable you to consider how to support children who arrive in your school outside 'normal admissions'. It specifically focuses on those children and young people that arrive from other countries and includes the research and theoretical frameworks that can be used to understand the experiences of these children. You will go away with a range of practical strategies about how to manage their transition into school successfully.
<b>Date</b>	16 <sup>th</sup> January 2013
<b>Time</b>	9.00-16.00
<b>Age Phase</b>	Primary, Secondary and Further Education Providers
<b>Who is it for?</b>	Teachers, Teaching Assistants, Senior Managers, Learning Mentors and Family Support Workers
<b>Cost</b>	£190 (lunch included) £150 each for two or more participants from the same setting

**Venue will be confirmed when you book a place on a course.**

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# Educational Psychology

## Spring Term 2013



**Access to  
Education**

<b>Course Title</b>	<b>Developing Inclusive Practice for Children with Down Syndrome</b>
<b>Course Description</b>	Advances in knowledge about the learning profile of children with Down Syndrome continues to grow. With increasing numbers of children with SEN in mainstream schools (OFSTED, 2009), this course reviews practice based evidence that helps practitioners promote the inclusion of children with Down Syndrome in primary settings. You will leave with a variety of ideas about successful teaching and learning in key areas including communication, social and emotional development, self-help and independence, physical and medical needs and individual differences.
<b>Date</b>	6 <sup>th</sup> February 2013
<b>Time</b>	9.00-16.00
<b>Age Phase</b>	Primary
<b>Who is it for?</b>	SENCOs, Teachers, Teaching Assistants
<b>Cost</b>	£190 (lunch included) £150 each for two or more participants from the same setting

**Venue will be confirmed when you book a place on a course.**

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# Educational Psychology

## Spring Term 2013



**Access to  
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<b>Course Title</b>	<b>An Introduction to Cognitive Behavioural Therapy (CBT)</b>
<b>Course Description</b>	Sometimes children find it difficult to manage their thoughts, feelings and behaviour. CBT is a therapeutic approach design to replace negative thoughts with those that are more helpful, having a subsequent positive impact on emotional wellbeing and behaviour. This course gives you an overview of CBT and provides resources to use with children who you feel would benefit from this approach. After the initial training day, a follow-up support session is available for those staff who have tried out the strategies in their own setting.
<b>Date</b>	27 <sup>th</sup> February 2013 (Follow-up session 20 <sup>th</sup> March 2013)
<b>Time</b>	9.00-4.00 (follow-up session 09.00-12.00)
<b>Age Phase</b>	Primary
<b>Who is it for?</b>	SENCOs, Teachers, Teaching Assistants and Learning Mentors
<b>Cost</b>	£250 (lunch included on 1 <sup>st</sup> day) £200 each for two or more participants from the same setting

**Venue will be confirmed when you book a place on a course.**

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Schools that have subscribed can use their 'hours' to attend courses (max 4 members per course)

To qualify for the reduced rate additional participants must be from the same school.

Our full terms and conditions can be found at [www.birmingham.gov.uk/eps](http://www.birmingham.gov.uk/eps) or by registering at [www.bgfl.org/s4e](http://www.bgfl.org/s4e)

**Please return completed booking forms to:**

**Email:** [beeps.training@birmingham.gov.uk](mailto:beeps.training@birmingham.gov.uk)

**Fax:** 0121 303 0094

**Address:** Inclusion Support Ed Centre, Perry Common Rd, Erdington, B23 7AT

# Educational Psychology

## Spring Term 2013



**Access to  
Education**

<b>Course Title</b>	<b>Structured Peer Tutoring</b>
<b>Course Description</b>	Initiated, developed and researched in over 150 Birmingham Schools, this comprehensive learning package has demonstrated a significant impact on sight word acquisition in both Primary and Secondary settings. This collaborative approach between pupils is known to impact positively on confidence and self-esteem. At the end of the session, you will leave everything needed to set up, monitor and evaluate a programme sturdy.
<b>Date</b>	21 <sup>st</sup> March 2013
<b>Time</b>	9.00-12.00
<b>Age Phase</b>	Primary, Secondary
<b>Who is it for?</b>	SENCOs, Teachers, Teaching Assistants
<b>Cost</b>	£130 £110 each for two or more participants from the same setting

**Venue will be confirmed when you book a place on a course.**

Schools that have subscribed to Educational Psychology 2012-2013 will receive a 25% discount on the total course price.

Schools that have subscribed can use their 'hours' to attend courses (max 4 members per course)

To qualify for the reduced rate additional participants must be from the same school.

Our full terms and conditions can be found at [www.birmingham.gov.uk/eps](http://www.birmingham.gov.uk/eps) or by registering at [www.bgfl.org/s4e](http://www.bgfl.org/s4e)

**Please return completed booking forms to:**

**Email:** [beeps.training@birmingham.gov.uk](mailto:beeps.training@birmingham.gov.uk)

**Fax:** 0121 303 0094

**Address:** Inclusion Support Ed Centre, Perry Common Rd, Erdington, B23 7AT

# Educational Psychology Courses Throughout the Year



**Access to  
Education**

<b>Course Title</b>	<b>Equality Act (2010) and Success for Everyone</b>
<b>Course Description</b>	Schools have a responsibility to adhere to regulations in the Equality Act (2010). This half-day course will equip you with the knowledge of your responsibility for eliminating all forms of discrimination at your setting, with a particular focus on disability. You will gain an improved working knowledge of the Public Sector Equality Duty and the impact it can have on improved pupil outcomes. Through the use of Success for Everyone you will learn how to produce an accessibility action plan and how to create improved and measurable Outcomes for disabled children and children with SEN.
<b>Available Dates</b>	2 <sup>nd</sup> May, 11 <sup>th</sup> July, 10 <sup>th</sup> October, 14 <sup>th</sup> November 2012, 30 <sup>th</sup> January 2013, 13 <sup>th</sup> March 2013
<b>Time</b>	9.00-12.00
<b>Age Phase</b>	Nursery Primary, Secondary
<b>Who is it for?</b>	School and Early Years staff leading on Disability Equality, Senior Managers, Inclusion Leads, SENCOs
<b>Cost</b>	£100 £80 each for two or more participants from the same setting

**Venue will be confirmed when you book a place on a course.**

Schools that have subscribed to Educational Psychology 2012-2013 will receive a 25% discount on the total course price.

Schools that have subscribed can use their 'hours' to attend courses (max 4 members per course)

To qualify for the reduced rate additional participants must be from the same school.

Our full terms and conditions can be found at [www.birmingham.gov.uk/eps](http://www.birmingham.gov.uk/eps) or by registering at [www.bgfl.org/s4e](http://www.bgfl.org/s4e)

**Please return completed booking forms to:**

**Email:** [beeps.training@birmingham.gov.uk](mailto:beeps.training@birmingham.gov.uk)

**Fax:** 0121 303 0094

**Address:** Inclusion Support Ed Centre, Perry Common Rd, Erdington, B23 7AT

# Physical Difficulties Support



**Access to  
Education**

## Including primary aged pupils with physical disabilities in mainstream P.E.

Presented by Karen Gillman, Physical Education Specialist, P.D.S.S.  
Brays School Base.

This half day course includes:

A brief explanation of the disabilities of the pupils who are being included by the course participants e.g. Cerebral Palsy, Spina Bifida etc.

A practical demonstration of how both ambulant and pupils who use wheelchairs may be included in P.E. activities.

Participants will also be able to see a range of useful P.E. resources which may be borrowed free of charge from our loan service.

**Venue: Brays School, Brays Road, Sheldon, B26 1NS**

**Date: On Wednesday 28th November 2012**

**At 1.15-4.00**

**There is no charge for this course when booked for a named pupil.**

**Please return the booking form to P.D.S.S. Brays to reserve a place  
or telephone: 0121 742 7202**

**Please park outside the school campus, on Brays Road, because of  
restrictions due to school transport.**



# Physical Difficulties Support

## Including pupils with Osteogenesis Imperfecta (Brittle Bones) in mainstream schools

Presented by P.D.S.S. and the O.I. medical team from  
Birmingham Children's Hospital.

This half day course includes:

- Disability Awareness Training on O.I.
- The educational implications of including a pupil with O.I. in a mainstream school.
- Detailed advice on including a pupil with O.I. in P.E.

**Venue: Brays School, Brays Road, B26 1NS**

**Date: Wednesday 19<sup>th</sup> September 2012**

**At 1.15-4.00**

**There is no charge for this course when booked for a named pupil.  
Please return the booking form to P.D.S.S. Brays to reserve a place  
or telephone: 0121 742 7202**

**Please park outside the school campus, on Brays Road, because of  
restrictions due to school transport.**



**Access to  
Education**

## **Physical Difficulties Support**

**Including primary aged pupils with physical disabilities  
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**Presented by Karen Gillman, Physical Education Specialist, P.D.S.S.  
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This half day course includes:

A brief explanation of the disabilities of the pupils who are being included by the course participants e.g. Cerebral Palsy, Spina Bifida etc.

A practical demonstration of how both ambulant and pupils who use wheelchairs may be included in P.E. activities.

Participants will also be able to see a range of useful P.E. resources which may be borrowed free of charge from our loan service.

**Venue: Victoria School, Bell Hill, Northfield, B31 1LD**

**Date: Tuesday 4<sup>th</sup> December 2012**

**Time: 1.30 - 4.00**

**There is no charge for this course when booked for a named pupil.  
Please phone Victoria School on 0121 476 9478 to reserve a place**



### Setting up a Fine Motor Group in your school Training package



This training package, presented by Jane Runacres, Physical Difficulties Support Service is aimed at staff in Primary Schools. It is particularly relevant to SENCo's and SEN/Support Staff.

All course participants will receive a pack which includes assessment checklists and suggested activities.

The initial day course will begin by explaining what a Fine Motor group is and what is needed to set up a successful group in your school. This will be followed by practical activities and participation of a wide range of fine motor activities which may be included in your groups.

The half day follow up course will take place in the summer term. This session will give participants the opportunity to share their experiences so far of setting up their group and running it in their setting. Further practical activities will be demonstrated during this session.

**Venue: Brays School, Brays Road, Sheldon, B26 1NS**

**On EITHER: Wednesday 14<sup>th</sup> November 2012 OR**

**Wednesday 13<sup>th</sup> March 2013,**

**at 9.45-3.30**

**AND Half day follow up at Brays School:**

**On: Wednesday 15<sup>th</sup> May 2013, 1.15-3.30**

**Cost: £190 for total package, lunch included on whole day course.**

**Please return the booking form to P.D.S.S. Brays to reserve a place**

**or telephone: 0121 742 7202**

# Physical Difficulties Support



Access to  
Education

## Setting up a Gross Motor Group in your school Training package



This training package, presented by Karen Gillman, Physical Difficulties Support Service (Physical Education) is aimed at staff in Primary Schools. It is particularly relevant to SENCOs, S.E.N./Support Staff and P.E. Co-ordinators.

All course participants will receive a pack which includes assessment checklists and suggested activities.

The initial day course will explain what a motor group is and what is needed to set up a successful motor group in your school. The course will also include the practical demonstration and participation of a wide range of motor group activities which may be included in your sessions.

The half day follow up course will take place in the summer term. This practical course will give participants the opportunity to broaden their bank of gross motor activity ideas to help keep their motor group sessions interesting and motivating for both staff and pupils!

**Venue: Brays School, Brays Road, Sheldon, B26 1NS**

**On either: Wednesday 3<sup>rd</sup> October 2012 OR**

**Wednesday 20<sup>th</sup> March 2013,**

**at 9.45-3.30**

**and half day follow up at Brays School:**

**On: Wednesday 19<sup>th</sup> June 2013, 1.15-3.30**

**Cost: £190 for total package, lunch included on whole day course.**

**Please return the booking form to P.D.S.S. Brays to reserve a place**

**or telephone: 0121 742 7202**

# Physical Difficulties Support



**Access to  
Education**

## Including Pupils with Morquio Disease In Mainstream Schools

Presented by P.D.S.S and medical staff from Birmingham Childrens  
Hospital.

This half day course includes:

- Disability Awareness Training on Morquio Disease.
- The educational implications of including a pupil with Morquio Disease in a mainstream school.
- Detailed advice on including a pupil with Morquio Disease in P.E.

**Venue: Brays School, Brays Road, Sheldon, B26 1NS**

**Date: On Wednesday 12<sup>th</sup> September 2012**

**At 1.15-4.00**

**There is no charge for this course when booked for a named pupil.  
Please return the booking form to P.D.S.S. Brays to reserve a place  
or telephone: 0121 742 7202**

**Please park outside the school campus, on Brays Road, because of  
restrictions due to school transport.**



### Setting up a Gross Motor Group in your school Training package



This training package, presented by Karen Gillman, Physical Difficulties Support Service (Physical Education) is aimed at staff in Primary Schools. It is particularly relevant to SENCOs S.E.N./Support Staff and P.E. Co-ordinators.

All course participants will receive a pack which includes assessment checklists and suggested activities.

The initial day course will explain what a motor group is and what is needed to set up a successful motor group in your school. The course will also include the practical demonstration and participation of a wide range of motor group activities which may be included in your sessions.

The half day follow up course will take place in the summer term. This practical course will give participants the opportunity to broaden their bank of gross motor activity ideas to help keep their motor group sessions interesting and motivating for both staff and pupils!

**Venue: Victoria School, Bell Hill, Northfield, B31 1LD**

**Date: Tuesday 30<sup>th</sup> October 2012 or  
Tuesday 23<sup>rd</sup> April 2013**

**Time: 9.45 - 3.30**

**AND Half day follow up at Brays School:**

**On: Tuesday 18<sup>th</sup> June 2013, 1.15-3.30**

**Cost: £190 for total package, lunch included on whole day course.**

**Please phone Victoria School on 0121 476 9478 to reserve a place**



## Physical Difficulties Support

### Including Pupils with Cerebral Palsy in Mainstream Schools

This is a one day course presented by the PDS team with invited speakers from national and local organisations.

This course includes:

- An introduction to cerebral palsy
- The educational implications of including a pupil with cerebral palsy in a mainstream school
- Advice on including a pupil with cerebral palsy in P.E.
- The parent's perspective

This is an invaluable opportunity for class teachers, SENCOs and teaching assistants to learn more about cerebral palsy and its implications, and to find out how you can support a pupil with this condition in your school.

**Venue: Victoria School, Bell Hill, Northfield, B31 1LD**

**Date: Tuesday November 6<sup>th</sup> 2012**

**Time: 9.45 - 3.00**

**There is no charge for this course when booked for a named pupil.  
Please phone Victoria School on 0121 476 9478 to reserve a place**

# Physical Difficulties Support



**Access to  
Education**

## Including Pupils with Duchennes Muscular Dystrophy in Mainstream Schools

This is a one day course presented by the PDS team with invited speakers from national and local organisations.

This course includes:

- An introduction to Duchennes Muscular Dystrophy
- The educational implications of including a pupil with Duchennes Muscular Dystrophy in a mainstream school
- Advice on including a pupil with Duchennes Muscular Dystrophy in P.E.
- The parent's perspective

This is an invaluable opportunity for class teachers, SENCOs and teaching assistants to learn more about Muscular Dystrophy and its implications, and to find out how you can support a pupil with this condition in your school.

**Venue: Victoria School, Bell Hill, Northfield, B31 1LD**

**Date: Tuesday 16<sup>th</sup> October 2012**

**Time: 9.45 - 3.00**

**There is no charge for this course when booked for a named pupil.  
Please phone Victoria School on 0121 476 9478 to reserve a place**



## Physical Difficulties Support

### Including Pupils with Spina Bifida in Mainstream Schools

This is a one day course presented by the PDS team with invited speakers from national and local organisations.

This course includes:

- An introduction to Spina Bifida
- The educational implications of including a pupil with Spina Bifida in a mainstream school
- Advice on including a pupil with Spina Bifida in P.E.
- The parent's perspective

This is an invaluable opportunity for class teachers, SENCOs and teaching assistants to learn more about Spina Bifida and its implications, and to find out how you can support a pupil with this condition in your school.

**Venue: Victoria School, Bell Hill, Northfield, B31 1LD**

**Date: Tuesday November 20<sup>th</sup> 2012**

**Time: 9.45 - 3.00**

**There is no charge for this course when booked for a named pupil.  
Please phone Victoria School on 0121 476 9478 to reserve a place**



# Physical Difficulties Support

## Writing a Physical Management Plan for Pupils with Physical Disabilities in Mainstream Schools

**This is a half day course presented by the PDS team at Victoria School.**

You will be provided with a clear framework to write a physical management plan for a pupil with physical disabilities. This course covers a range of topics including:

- Disability Awareness
- Health and Safety/Risk Assessments
- Emergency procedures
- Manual Handling
- Interagency Liaison
- Personal care
- Health Needs
- Equipment
- Educational Visits

**Venue: Victoria School, Bell Hill, Northfield, B31 1LD**

**Date: Tuesday October 9<sup>th</sup> 2012**

**Time: 1.30 - 3.30**

**There is no charge for this course when booked for a named pupil.  
Please phone Victoria School on 0121 476 9478 to reserve a place**

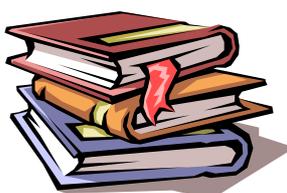


**Access to  
Education**

## Physical Difficulties Support

### Package of Support for Pupils with Developmental Co-ordination Disorder

By Barbara Hunter



## Everything you need to know:

*background, identification, motor skills, setting targets,  
everyday needs, building self-esteem, support packages*

This is an essential one-day course for anyone referring a pupil with concerns over gross & fine motor skills, organisation and processing difficulties.

A ½ day follow up training course will take place in the Summer term which is included in the price.

Additionally, follow up school visits may be offered after the training.



**Venue: Wilson Stuart Outreach Training Base  
Wilson Stuart School and Sports College**

**Available Dates:**

**Wednesday 5<sup>th</sup> December 2012**

**Wednesday 6<sup>th</sup> March 2013**

**Time: 9.30 - 3.30**

**Cost:-£190**

**To reserve a place, please return the booking form or telephone  
0121 306 4806**

# Physical Difficulties Support



## Transfer to Secondary School

By Barbara Hunter

*Have you any pupils transferring to secondary school who you have concerns over?*

*Are there pupils within your secondary school who are struggling to organise their timetable and equipment?*

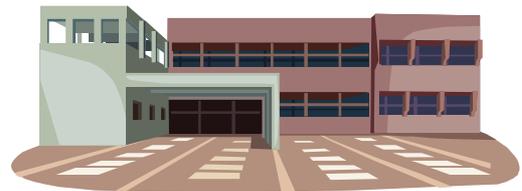
*Are your subject staff finding pupils who learn differently a challenge?*

How about using time after SATs for working on a preparation package.

Learn how to write a Management Plan.

Bring a parent **free** so that you can establish good home school links.

101 ideas and strategies to help all pupils.



Venue: Wilson Stuart Outreach Training Base  
Wilson Stuart School and Sports College

Dates: Wednesday 22<sup>nd</sup> May 2013

Time: 9.30 - 3.30

Cost: -£190

To reserve a place, please return the booking form or telephone  
0121 306 4806

# Physical Difficulties Support

## Get it Down

By Barbara Hunter

Follow on from fine motor training. This package of training will include the link between gross, motor, fine motor and handwriting, looking at handwriting resources, ideas and strategies. It will extend to writing across the curriculum.

A truly inclusive training day applicable to all pupils.



“Love the story maps and dictionary sheets”

“I’m going to set up story sacks all through key stages one and two”

“Speed Up is a resource that we’ve been looking at for our older pupils - I have now got lots of ideas to introduce this in a fun and structured way”

**Venue: Wilson Stuart Outreach Training Base  
Wilson Stuart School and Sports College**

**Available Dates:**

**Wednesday 21st November 2012**

**Wednesday 6<sup>th</sup> February 2013**

**Time: 9.30 - 3.30**

**Cost:-£190**

**To reserve a place, please return the booking form or telephone  
0121 306 4806**



# Physical Difficulties Support

## Stand to Attention

By Barbara Hunter

*An abundance of attention grabbing ideas, resources and strategies to support pupils with limited concentration. Research is showing that there are a growing number of pupils who have a combination of motor and attention difficulties (DAMP)*

This course will include looking at a range of resources and setting up sensory areas in your school, classroom or home.

Physical activity is essential is essential to get the body and mind in sync. The course also includes essential techniques for using physical activity to engage learners.



**Venue: Wilson Stuart Outreach Training Base  
Wilson Stuart School and Sports College**

**Available Dates:  
Wednesday 5<sup>th</sup> December 2012  
Wednesday 6<sup>th</sup> March 2013  
Time: 9.30 - 3.30 pm.  
Cost:-£190**

**To reserve a place, please return the booking form**



## Person-centred Review Facilitator Training

### Course aims:

- understand the principles behind Person Centred Reviews
- be able to facilitate reviews with confidence
- be able to use Person Centred Thinking Skills to build a profile of how to best support the pupil

### Course outline:

#### Day 1

- Background and introduction
- Understand the significance of the charts and the principles behind the process
- How to support participants to determine what is
  - Important to ... and Important for
  - What's Working /Not working
- Tips for facilitation and ideas for resolving issues.
- Producing effective 'One Page Profiles'
- Advice on meeting statutory requirements when using PCR at Annual Reviews

#### Day 2

- Participate /observe a Person Centred Review
- Reflect on learning.
- Consider ways of supporting positive engagement of all participants
- Think about the qualities of a good facilitator
- Reflect on the responsibilities of a facilitator
- Trainers share how the skills from this process can be transferred to the classroom or used with school staff.

The running of this course is dependent on there being sufficient take-up, so in the first instance please register your interest to:  
Annabel Evans on 0121-303 0100 or by email:  
[annabel.evans@birmingham.gov.uk](mailto:annabel.evans@birmingham.gov.uk)



## Supporting Pupils with Special Education Needs - The Role of the Teaching Assistant

### Aims:

- To consider the TA role in relation to pupils with SEN (including National Occupational Standards for Supporting Teaching and Learning and Ofsted)
- To become familiar with the Birmingham structure of support for SEN (Code of Practice)
- To explore practical strategies for supporting pupils with SEN.
- To define 'gifted' and 'talented' and to consider the TA role in relation to gifted and talented pupils.
- To explore practical strategies for supporting G & T pupils.

To extend Teaching Assistants' understanding of best practice in supporting teaching and learning for pupils with Special Educational Needs. To increase their repertoire of practical classroom strategies, in order to meet a range of needs and secure effective learning.

To express an interest or for further information please contact:

Alison Wilcox, Tel: 0121-303 0100 or email: [alison.wilcox@birmingham.gov.uk](mailto:alison.wilcox@birmingham.gov.uk)

To register for this course, please complete the booking form and return to:

Sandra Clarke, ISEC, Perry Common Road, Erdington, B23 7AT

[sandra.clarke@birmingham.gov.uk](mailto:sandra.clarke@birmingham.gov.uk) 0121- 303 0100



## Communicate in Print Inclusive Practice using Symbols with Communicate in Print 2 software

On this half day course you will learn how to create professional resources to support learning for all ages and abilities in all curriculum areas.

### Course content

- Theory and background of the use of symbols to support text, making meaning clearer and easier to understand.
- 'Hands on' experience of a step by step run through of what Communicate in Print 2 can do.
- Opportunity to view a variety of resources that can be produced with the software.

Price: £100 per participant; reducing to £80 if 2 or more participants per setting

Dates:-

Wednesday 3<sup>rd</sup> October 2012 - Inclusion Support Education Centre

Wednesday 27<sup>th</sup> February 2013 - Oakhill Centre

Places limited to 10 per session.

It is recommended that schools purchase Communicate in Print 2 software prior to training. PSS staff can provide details and demonstrate.

For more information contact: [Susan.J.Smith@birmingham.gov.uk](mailto:Susan.J.Smith@birmingham.gov.uk)

For a booking form:

ISEC - [sandra.clarke@birmingham.gov.uk](mailto:sandra.clarke@birmingham.gov.uk) 0121- 303 0100

Oakhill Centre - [sukhvir.k.kular@birmingham.gov.uk](mailto:sukhvir.k.kular@birmingham.gov.uk) 0121-303 8288



## Barrier Games

This half-day course raises awareness of the use of barrier games to develop a range of oral language skills.

### Aims:

- Be aware of the principles and uses of barrier games
- Gain knowledge of how to use barrier games to assess speaking and listening performance against P scales, and how to track progress and plan targets using the SEN Audit continuum
- Become more confident in using barrier games to develop supportive tasks for a wide range of pupils, including newly-arrived, EAL and the more able

Target Audience: Teachers, SENCOs and Teaching Assistants

Price: £100 per participant; reducing to £80 if 2 or more participants per setting

Date: 28th February 2013

Time: 9.30 am - 12.30

For more information contact: Angela Gedge  
[angela.gedge@birmingham.gov.uk](mailto:angela.gedge@birmingham.gov.uk)

To book a place return the booking form to Sandra Clarke at ISEC,  
[sandra.clarke@birmingham.gov.uk](mailto:sandra.clarke@birmingham.gov.uk) 0121- 303 0100



## Delivering 'Letters and Sounds'

### Aims:

- To understand how 'Letters and Sounds' contributes to the development of speaking and listening, reading and writing skills, in order to contribute towards raising standards in literacy across the whole school.
- To become familiar with each Phase of the high quality 'Letters and Sounds' resource.
- To develop confidence and enthusiasm to plan and deliver the programme within own school setting.
- To explore practical strategies to support the teaching of phonics.

This half day course will extend staff knowledge in using the Letters and Sounds materials in order to develop a systematic, detailed and effective phonics programme within school.

*The course does not provide 'Letters and Sounds' materials, so participants will need to ensure that they have these in order to deliver the programme back in school.*

Price: £100 per participant; reducing to £80 if 2 or more participants per setting

Date: Tuesday 16<sup>th</sup> October 2013

Time: 9.30 am - 12.30

For more information contact: Louise Small

[louise.m.small@birmingham.gov.uk](mailto:louise.m.small@birmingham.gov.uk)

Tel: 0121-303 8288

To book a place return the booking form to Suki Kular @ Oakhill Centre,

[sukhvir.k.kular@birmingham.gov.uk](mailto:sukhvir.k.kular@birmingham.gov.uk) 0121- 303 8288



## Developing Reading Skills for Children working between P6 and 1a

### Training for Teachers and TA's

#### Aims:

- To raise awareness of Current Department for Education Guidelines about teaching reading including information from OFSTED
- To raise awareness of the skills needed by early readers and how to support their development
- How to develop the use of reading strategies including the Simple View of Reading
- Strategies to teach skills for reading to children with special needs including phonics and sight words

**Price: £100 per participant; reducing to £80 if 2 or more  
participants per setting**

**Date: Fri Oct 5th**

**Time: 1.30 pm - 3.30**

**Venue: Inclusion Support Education Centre (ISEC)**

**For more information contact: Teresa Backhouse  
[teresa.backhouse@birmingham.gov.uk](mailto:teresa.backhouse@birmingham.gov.uk)**

**To book a place return the booking form to Sandra Clarke at ISEC,  
[sandra.clarke@birmingham.gov.uk](mailto:sandra.clarke@birmingham.gov.uk) 0121- 3030100**



## Developing Writing Skills (for Children working between NC levels P6 and 1a)

### Training for Teachers and TA's

#### Aims:

- Raise awareness of the skills needed by early writers and how these can be supported
- Consider the relationship between oral language development and writing
- Develop strategies to teach the skills required for writing including spelling and sentence writing.

**Price: £190 per participant; reducing to £150 if 2 or more  
participants per setting**

**Date: Friday Nov 2nd**

**Time: 9.15 - 3.15**

**Venue: Inclusion Support Education Centre (ISEC)**

**For more information contact: Teresa Backhouse  
[teresa.backhouse@birmingham.gov.uk](mailto:teresa.backhouse@birmingham.gov.uk)**

**To book a place return the booking form to Sandra Clarke at ISEC,  
[sandra.clarke@birmingham.gov.uk](mailto:sandra.clarke@birmingham.gov.uk) 0121- 3030100**

## Working with pupils with Visual Impairment

The aim of this one day course is to enable participants to understand the implications of visual impairment in a school setting. They will have opportunities to examine ways of meeting needs that arise from these impairments.

### Who is this course for?

This course is aimed at Teachers, Teaching Assistants, Parents or Governors of schools and nurseries who have a responsibility to meet the needs of pupils with visual impairment.

### Course structure

Course delivery will be combination of direct tuition, grouped paired work and practical experiences. There will be opportunities for group discussion.

### Outcomes

By the end of the course participants will:

- Have a greater understanding of 'vision' and its role in learning.
- Be aware of the implication of impaired vision in a school context.
- Be aware of strategies and approaches that will maximise learning for pupils with a visual impairment.

**Dates: Thursday 27th September and Thursday 11<sup>th</sup> October 2012**

**Course Fee: £190 (or £150 if more than 1 participant attends from a setting)**

**To express an interest or for further information please contact:**

**A2EAdminEast 0121-303 1793 [A2EAdminEast@birmingham.gov.uk](mailto:A2EAdminEast@birmingham.gov.uk)**

**Venue will be confirmed at time of booking**



### 1 Day Course for Teachers Working with Pupils with Hearing Impairment

#### Aims:

- To enable participants to understand the impact of hearing impairment on development and learning.
- To examine a range of strategies to support learning and development
- To have a working knowledge of audiological equipment.

#### Who is the course for?

Teachers working with children with hearing impairment in schools and early years settings.

#### Course Structure

Course delivery will be a combination of direct tuition and practical experiences. There will be opportunities for group discussion.

#### Outcomes:

By the end of the course teachers will have:

- High expectations of hearing impaired pupils in their class.
- Strategies for differentiation of the curriculum to promote pupil progress.
- Strategies to promote the development of communication, language and literacy skills in hearing impaired pupils.
- Understanding of hearing aids, Radio Aids and Cochlear Implants and be confident in use of this audiological equipment.

**Dates: Tuesday 25<sup>th</sup> September 2012, Tuesday 16th October 2012,  
Tuesday 25<sup>th</sup> June 2013**

**To express an interest or for further information please contact:  
A2EAdminEast 0121-303 1793 [A2EAdminEast@birmingham.gov.uk](mailto:A2EAdminEast@birmingham.gov.uk)**

**Fee: £190 or £150 if more than 1 participant attends from a setting.  
Venue to be confirmed at time of booking.**



# Sensory Support

## **1 Day Course for Teaching Assistants Working with Pupils with Hearing Impairment with an invitation to attend two follow up TA Support Groups.**

### **Aims:**

The aim of this course is to enable participants to understand the implications of hearing impairment in a school setting. They will have opportunities to examine a range of strategies and develop a working knowledge of audiological equipment.

### **Who is the course for?**

This course is aimed at Teaching Assistants working with a child with hearing impairment in schools and Early Years settings.

### **Course Structure**

Course delivery will be a combination of direct tuition and practical experiences. There will be opportunities for group discussion. Attendees will be invited to attend two follow up Teaching Assistant Support Groups.

### **Outcomes:**

- By the end of the course the Teaching Assistant will:
- Develop an understanding of promoting language opportunities for all children.
- Have a greater understanding of the impact deafness has on learning.
- Be able to develop strategies to promote the inclusion of children with hearing impairment and maximise their learning.
- Understand how Hearing Aids, Radio Aids and Cochlear Implants can help children with hearing impairment
- To feel confident to use and check audiological equipment.

**DATES: Tuesday 9<sup>th</sup> October 2012, Tuesday 13<sup>th</sup> November 2012**

**To express an interest or for further information please contact:**

**A2EAdminEast, 0121-303 1793 A2EAdminEast**

**@birmingham.gov.uk**

**Fee: £190 or £150 if more than 1 participant attends from a setting.**

**To book, please complete the booking form at the end of this brochure**

**Venue to be confirmed at time of booking.**


**COURSE BOOKING FORM**
**COURSE DETAILS**

To ensure that we can process your form swiftly please ensure the form is fully completed.

Please complete all sections in BLOCK CAPITALS.

Course Title	
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Course Date	
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**YOUR DETAILS**

School/Organisation:

Address:

Postcode:

Telephone Number:

Fax Number:

Email address:

Title	First Name	Last Name	Role

Any special requirements or access requirements

Invoice address if different from above

**PAYMENT DETAILS**

*Please indicate method of payment and complete the appropriate section*

Cheque Book School - please attach CMIS/SIMS Order

Journal/Internal Transfer Code - please attach CMIS/SIMS Order if you wish to

Cost Centre	Subjective	3 <sup>rd</sup> EI														
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NB: If subjective code not provided L680 will be used

Purchase Order No:

By cheque - Made payable to "Birmingham City Council"

**AUTHORISATION**

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please read Course Booking Terms and Conditions as detailed on the next page.

Please photocopy form as required and return to the contact/location named on the relevant course details page.

## TERMS AND CONDITIONS



# Access to Education

### ALL ACCESS TO EDUCATION COURSES

On receiving this application we will assign available place/s. Whilst every effort will be made by Access to Education to ensure places and keep the dates and venues as advertised we reserve the right to amend or cancel courses with no notice. We will make every effort to inform you in advance if possible.

To keep our costs down we require fourteen days notice of cancellation of all courses. Failure to give the required notice will result in the full course fee being charged.

### CONFIRMATION

Bookings will be confirmed and joining instructions will be sent to you.

### RESERVING A PLACE AND CANCELLATION CONDITIONS

All applications must be received at least 10 working days prior to the event.

By entering details on the booking form the delegate and setting/line manager confirm they have read the terms and conditions and are happy for the nominated delegate to attend on the date specified.

All applicants will be charged the full amount for non-attendance.

Cancellations made less than 5 working days in advance will be charge 50% of the course fee.

#### Delegate Responsibility - Cancellation

If you are unable to attend you must inform your setting/line-manager. A substitute can be allocated your place, for which no charge will be made.

It is the responsibility of the delegate or setting/line manager/ to inform Access to Education of cancellation.

### EDUCATIONAL PSYCHOLOGY COURSES ONLY

Schools that have subscribed to Educational Psychology 2012 - 2013 will receive a 25% discount on the price of an Educational Psychology course.

Schools that have subscribed to Educational Psychology 2012 - 2013 can use their 'hours' to attend Educational Psychology courses (maximum 4 members per course).

To qualify for the reduced rate additional participants must be from the same school.

### DATA Protection Act

The information collected on this form will be used in compliance with the Data Protection Act 1998. Access to Education collects this information in order to inform Service delivery. Data will be stored and may be used by other sections of Birmingham City Council Children's Services in order to promote courses, activities and events to in the future.

### Equal Opportunities

Access to Education is committed to equal opportunities in training and professional development and we positively welcome course delegates irrespective of their gender, race, disability, colour, ethnic or national origin, nationality, sexuality, marital status, responsibility for dependents, religion, trade union activity and age. Access to Education will not accept any form of discrimination at any time during the event.

If you do not wish to receive further information from us, please mark X in the box

Where did you hear about the course you have applied for?  Flier  
 Email  
 Other (please state)