



# Inclusion Team CPD Offer

Proud to be part of The White Horse Federation Multi-Academy Trust

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# Educational Psychology



## Key Principles and research:

Research highlights that we need to plan for effective implementation (the 'how') as well as the intervention itself (the 'what'), to achieve positive outcomes for children and young people (Chidley, S., & Stringer, P., 2020).

This involves being mindful of the 'Transfer Gap' and creating a positive transfer climate. The key elements of the transfer gap are:

- Forgetting (the content of training)
- Content is not relevant
- 'Initiativitus' – what's the focus?
- The plan of how training will be implemented is not clearly defined
- Attendees are not sure how to translate knowledge to practice
- Admitting that change needs to happen can create a problem!

Fixsen et al (2009) and the EEF Effective Professional Development guidance (2021) also define a clear process for ensuring that change happens after training. The EEF Effective Professional Development guidance identifies key priorities for successful implementation of training:

- considering what will work within the setting
- developing a clear plan and preparing staff.

The guidance identifies key components of effective CPD – Building knowledge, motivation, developing techniques (skills) and embedding practice.

## Rationale for EP offer:

The information above gives a rationale for the EP offer and how it will be provided:

- Support will likely start with a contracting/planning meeting.
- Support will be broken down into chunks with opportunities for review and feedback, including ongoing support through supervision or bookable consultations.
- Support will aim to be co-produced, using the feedback from the EP and SENCO Path (November 2024) and ongoing feedback from SENCO's and other key staff.
- Support will be evidence informed and focused on applying psychological knowledge to key identified areas to increase inclusion and equity.

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# Literacy For All

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These sessions are likely to be most useful for primary school staff but could potentially benefit KS3 staff, especially those working with learners who continue to experience literacy difficulties into KS3.

Three cumulative **online** information giving sessions lasting between 1.5 and 2 hours that are linked to developing and embedding a clear graduated approach (highlighted in CoP 2015 and OFSTED framework).

## Session 1: Tier 1 Response to intervention (RTI) - Accessible classrooms

- To provide a shared understanding of terminology around literacy difficulties/dyslexia.
- To ensure that school staff are familiar with the Response to Intervention (RTI) framework and why it is important to have systems which work for all children and young people.
- To support school staff with screening for literacy difficulties using tools already available to them.
- To support school staff to make sure that every classroom is accessible for children and young people with literacy difficulties.

### Who is it suitable for?

- Secondary English teachers/Teachers with an interest in literacy
- Class teachers
- Cognition and Learning TA leads
- Literacy leads
- SENCOs

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## Session 2:

### Tier 2 Response to intervention: Targeted intervention

- Identify and make sense of which areas of literacy a child or young person is struggling with, including reading accuracy, fluency, comprehension, spelling, and writing composition.
- Consider the principles of effective literacy intervention.
- Ensure that interventions are specifically targeted to needs at Tier 2 of the RTI framework.

### Who is it suitable for?

- Class teachers
- Cognition and Learning TA leads
- Literacy leads
- SENCOs
- Secondary English teachers/Teachers with an interest in literacy



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### Session 3:

#### Tier 3 Response to intervention: Adapted and personalised approaches

- Gather student voice to inform support and intervention.
- Make sense of literacy difficulties which are persisting despite well founded and targeted intervention, including interpreting standardised data.
- Consider assistive technology and preparation for adulthood.

#### Who is it suitable for?

- Cognition and Learning TA leads
  - Literacy leads
  - SENCO
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# How can I gain learners' views, experiences and perspectives in meaningful and practical ways?

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## A practical workshop

Actively seeking to gain a learner's views and then acting on these can increase psychological safety and a sense of belonging within a setting. This workshop aligns with the Code of Practice (2015). Learners with an EHCP are expected to make choices and by law should contribute to their Annual Review in meaningful ways. Learners are often unaware that they have an EHCP, what this means for them and what they want to be different. Learners who are most vulnerable for example, those in the care of the local authority, are often expected to be able to give their views and self-advocate with little prior practice.

An initial contracting session will be held with school attendance leads, the SENCO, and senior leadership teams.

### Who is it suitable for?

- Both Primary & Secondary schools
- ELSA's
- Pastoral staff
- SEND staff
- Intervention staff

### Duration:

One hour contracting meeting to identify which resources and approaches might work best in your setting and consider how they will become embedded in practice. Audit of resources and skills in place prior to meeting.

Two workshops lasting between 1.5-2 hours.

**Workshop 1:** Rationale for gathering and exploring student views and experiences. Demonstration and practice of 1-2 resources.

**Workshop 2:** Reflect on usage of tools and problem solve any concerns. Demonstrate and practice 1-2 resources.

These workshops could be held in your setting or across settings.

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# ELSA supervision

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Receiving supervision from an Educational Psychologist is a prerequisite for remaining on the ELSA register.

'ELSA supervision provides ELSA's with opportunity for reflective practice, supportive challenge and personal support. Reflective practice implies shared consideration of a client's needs and ways in which those needs have been or may be addressed. Supportive challenge implies a process whereby a practitioner is enabled to think about issues from another perspective and consider alternative ways of assisting clients. Personal support implies the supervisor being interested in the personal and contextual factors that influence the practitioner, including their own wellbeing' (ELSA Network definition of ELSA supervision).

## Who is it suitable for?

Registered ELSAs in both primary and secondary schools.

## Duration:

Sessions will be ran for 2 hours every term/6 times a year in your setting.

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# Supervision (Individual or group reflective space)

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Supervision is a regular protected and non-judgmental reflective space to consider work related concerns.

A Barnardo's review (2020) highlights that supervision has an essential role to play in schools, not only for improved learning and reflection, but for stress management and emotional containment. It offers a safe space to explore uncertainties and difficulties, build resilience and confidence and to help find new ways of working.

## Who is it suitable for?

Supervision may be particularly beneficial for:

- Safeguarding Leads
- Children Looked After Leads
- Pastoral staff/HoY
- SEND staff
- Parent support advisors/ Family Support workers

## Duration:

Sessions are typically 1 hour every term, but this would be negotiated at an initial contracting meeting. They are also provided in person and online.

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# PATH

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Effective planning, where pupils are actively involved in decision making, parents participate and services work together, is reported to be key in supporting successful outcomes.

The PATH (Planning Alternative Tomorrows with Hope) is a person-centred planning process that places the young person and their family at the centre and utilises visual strategies for information sharing.

At a recent PATH facilitated by the EP the parent identified the process as 'cathartic' and 'positive'.

This process is likely to be particularly useful if learners are not attending school, if they are transitioning between Key Stages (KS3-4) or schools or when situations feel particularly stuck.

This process can also be used systemically to support teams/departments plan for a desired future.

Consent will be required.

## Who should attend:

- Primary and Secondary learners
- Learners at transition points
- Learners of risk of suspension/exclusion/non-attendance.

## Duration:

- 1.5 hours for the meeting in your setting - A room that is large enough for all to feel comfortable and where a large piece of paper can be put on the wall to create the graphic of the process.
- Some prior time may be needed with the student/ parent(s)/carer(s)/ staff to prepare for the meeting.
- A short summary of involvement can be provided
- 1 hour Review meeting in approx. 8 weeks



# Circle of Adults

The Circle of Adults approach takes an in-depth look at meeting the emotional needs of a learner that commonly underlie distress/challenging behaviour in school.

The aim of this approach is to reduce suspensions/exclusions by helping staff to gain a shared understanding of the situation. The process provides a graphical representation of the situation.

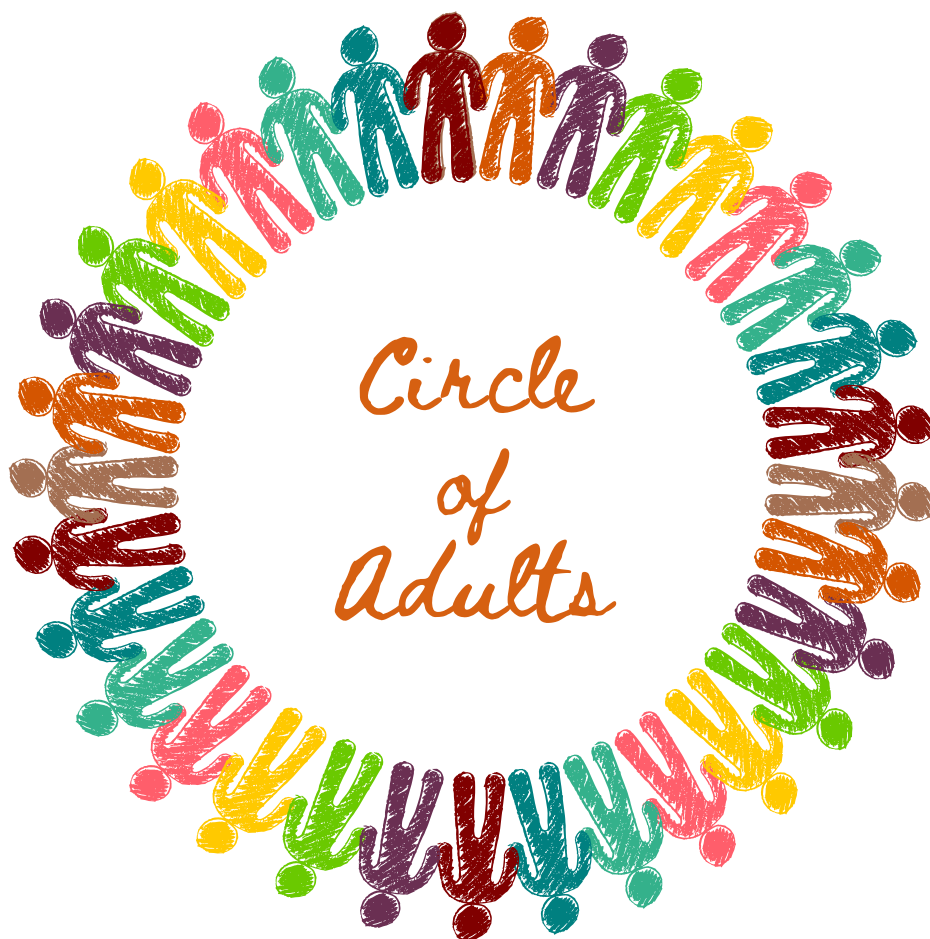
Consent will be required.

## Who should attend:

- Primary and Secondary learners
- Learners at transition points

## Duration:

- 1.15-1.5 hours in your setting - A room that is large enough for all to feel comfortable and where a large piece of paper can be put on the wall to create the graphic of the process.
- A short summary of involvement can be provided
- 1 hour Review meeting in approx. 8 weeks



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# Casework

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Casework is a way of supporting the situation around a learner to bring about positive change. Casework typically involves direct work with the learner, observation and then a consultation (joint problem solving and action planning meeting) with school staff and parent(s)/carer(s), followed by a review meeting in 6-8 weeks.

Your school SENCO will know more about this process and how to access further information and request EP involvement.

Consent is needed for casework to start.

## Who is it suitable for?

- Both Primary & Secondary schools

## Duration:

Time in school, typically between 2-3 hours, consultation (1 hour) and review meeting (1 hour) and can be provided either in person or online.

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# Bookable consultations

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Bookable consultations are short, purposeful conversations between individuals to promote understanding of a situation and facilitate change.

They are an opportunity to pause and reflect on a particularly stuck situation and begin to generate doable ways forwards.

Bookable consultations are also an opportunity to consolidate and increase the impact of learning from a workshop or plan EP support. Your SENCO will have more information about how bookable consultations have been used.

Consent will be required to talk about individual learners.

## Who is it suitable for?

- Both Primary & Secondary schools
- Any member of school staff

## Duration:

Sessions are typically 1 hour and can be provided either in person or online.

# Social, Emotional and Mental Health



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## Understanding Attachment & Trauma - Introduction

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Colleagues will explore possible causes of trauma and the importance of Attachments and relationships when considering child development. Attachment Styles and basic strategies to support.

### Who is it suitable for?

- Both Primary & Secondary schools
- Support staff
- Pastoral
- All levels

### Duration:

Sessions are 1 hour and can be provided either in person or online.

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## Attachment & Trauma - Full

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Colleagues will explore possible causes of trauma, the importance of Attachments, Attachment styles and in further depth, explore strategies to support. This session will also include 3 case studies for colleagues to work collaboratively together to problem solve.

### Who is it suitable for?

- Both Primary & Secondary schools
- Staff at all levels
- Ideally whole school/setting

### Duration:

Sessions are 3 hours and are provided in person.

# Positive behaviour management and de-escalation

Covers the underlying reasons for behaviour, roles and responsibilities, expectations/boundaries and useful techniques for supporting dysregulation.

## Who is it suitable for?

- Primary school (Currently)
- TAs
- Pastoral Staff
- Staff at all levels
- Whole School/key stage

## Duration:

This session is typically 1-2hrs and can be provided in person, or online depending on the number of attendees.

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## Zones of Regulation

A globally recognised method to support the development of pupil's self-regulation.

## Who is it suitable for?

- Both Primary & Secondary schools
- Staff at all levels

## Duration:

1-1.5hr depending on number of attendees. Can be delivered online or in person.





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## Lego Intervention

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A therapeutic approach to supporting pupils with a wide array of social skills; including turn taking, interacting with peers safely, executive functioning and social boundaries. Training is delivered to small groups of staff, enabling schools to deliver the sessions internally. *This training session can be delivered to up to 8 attendees.*

### Who is it suitable for?

- Both Primary & Secondary schools
- TA's
- Pastoral staff
- ELSA

### Duration:

This session can be up to 2hrs depending on numbers of attendees and can be provided in person.

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## Play Leader Training

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Training provides identified pupils with the knowledge and skills they need to plan and coordinate safe, accessible and fun play opportunities for children. *Please note that Play Leader Sessions require support from identified staff, such as TA's or MDSA's.*

### Who is it suitable for?

- Primary schools
- TAs
- Pastoral Staff
- MDSAs

### Duration:

3x 1hr sessions with identified pupils (including on site staff) to be provided in person.

# Clinics

25min sessions for identified staff to speak with a member of SEMH to offer ad-hoc, verbal support in order to support early intervention. *Clinics must be requested by SENCos via the TWHF Clinic Request form – [specified dates for clinics sent out in advance.](#)*

## Who is it suitable for?

- Both Primary & Secondary schools
- TAs
- Pastoral Staff
- Family Support
- Teachers Staff at all levels

## Duration:

25min sessions. Ranging between 1-3hr depending on numbers attending and can be held online or in person, depending on location, capacity and numbers attending.

## On-site clinics:

On-site clinics typically include two members of the SEMH Support Team attending your school for varying amounts of time, depending on your needs. On-site clinics operate similarly to those online, however this enables group sessions and longer individual sessions if required. If you would like to arrange an on-site clinic, or would like to find out more, please contact [semh@twhf.org.uk](mailto:semh@twhf.org.uk). Please note that on-site clinics are based on capacity at any given time and should be requested in advance to support scheduling.



# Communication and Interaction Advisory Teacher



## Essential Autism

More than one in 100 people in the UK are autistic. Autism affects how people perceive the world and interact with others. This course will give a brief outline of what autism is and we will explore how to adapt strategies to ensure the best possible support and understanding is given to our individuals.

Provided by the National Autistic Society's Essential Autism programme this course is a one-day interactive course which provides an understanding of autism and supportive strategies.

The learning outcomes include recognising the different experiences and communication of autistic people; challenging stereotypes and promoting individuality; encouraging participants to review their own communication style; and designing and implementing basic strategies to support and encourage autistic people. Focusing on autistic perspectives throughout, the course explores how to adapt strategies to ensure the best possible support and understanding is given.

### Who is it suitable for?

All staff within School at all levels

### Duration:

This session is a full day course, provided in person with a certificate at the end.

Focusing on autistic perspectives throughout, the course explores how to adapt strategies to ensure the best possible support and understanding is given. The course is based on training that the National Autistic Society's Training and Consultancy team have been successfully delivering for a number of years to thousands of professionals across the UK and internationally.



# Introducing Autism

This is an Introduction to Autism and support staff to have a basic understanding of Autism. We will focus on what autism is, what masking could look like, understanding communication, relationships and interactions, sensory processing and enabling environments. This will support professionals to have an understanding of how they may be able to provide small positive adaptations to their teaching practices within a pupil's school environment.

## Who is it suitable for?

Staff who would like basic understanding of Autism in both Primary and Secondary.

## Duration:

This session is 1 hour and can be provided in person or online, depending on the number of attendees.

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## Clinics

25 min sessions for identified staff to speak and offer ad-hoc, verbal support in order to support early intervention. *Clinics must be requested by SENCos via the TWHF Clinic Request form – [specified dates for clinics sent out in advance.](#)*





# Communication and Interaction Whole Class Support Approach

This is a whole class approach that focuses on the teacher as a skilled and effective professional who is the main agent of change. Members of the inclusion team work directly with teaching and support staff as a team to audit, problem solve and trial whole class strategies. This approach supports the maintenance and embedding of strategies using resources available within the setting/Trust. The approach is based on principles from: 'SCERTS' and 'Attention Autism' (C&I) 'Emotionally Able'(SEMH) 'The Engagement Profile' (C&L).

## Who is it suitable for?

This approach is most suitable for EY, KS1 and resource bases/informal units. Primary (maybe adaptable for secondary SRPs and specialist settings in the future).

## Contact:

Educational Psychologist - Susan Pollock [spollock@twhf.org.uk](mailto:spollock@twhf.org.uk)

Communication and Interaction Advisory Teacher - Jessica Hopewell [jhopewell@twhf.org.uk](mailto:jhopewell@twhf.org.uk)

## Duration:

One term with an initial contracting and goal setting meeting, time in classroom with staff every week/fortnight, midpoint meeting and then a final review meeting.

A short summary of involvement can be provided.



# Beyond the Bucket: Building Communication and Attention Skills

The strategies we'll look at come from the Attention Autism approach, created by Gina Davies, a specialist speech and language therapist. It's a practical way for school staff to help autistic children develop their attention, communication, and interaction skills. The main idea is to offer children an 'irresistible invitation to learn' — by using fun, exciting activities that grab their attention and make them want to join in and communicate, without any pressure.

## Who is it suitable for?

Anyone supporting pupils with communication, attention, or interaction needs. Teams looking for practical, engaging strategies to use in the classroom or small group settings (in Primary and on-site).

## Duration:

2-hour initial session and then in school support if required.

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## WellComm training and support

WellComm is a Speech and Language Toolkit for Screening and Intervention in the Early Years and primary years that plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development. Easy to administer and score, the screening tool uses a unique traffic light system to help practitioners understand the child's current level of speech and language and to provide a pathway for action, ensuring every child gets the support they need.

## What WellComm does:

- **Screens for difficulties:** It assesses a child's receptive (understanding) and expressive (verbal) language skills to identify potential areas for concern.
- **Provides support:** If a child needs help, the toolkit offers a range of structured, fun, and play-based activities designed to boost their speech and language.
- **Tracks progress:** The system helps practitioners monitor a child's progress over time and adjust interventions as needed.

Within this training, staff will learn how to access the digital resources, gain an understanding of the platform, how to complete the assessments and how to use the Big Book of Ideas to support gaps within a child's learning and development.

## Who is it suitable for?

- SENCO's
- Teachers
- Teaching Assistants
- Pastoral Staff

## Duration:

Typically 1 hour and in Primary school support. If required can be on-site or online.

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**The White Horse Federation**



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