

Bi-Borough Speech, Language and Communication Needs training for Schools and Early Years' settings and for Parents

The following training programmes are available for schools and Early Years' settings to support the development of a whole-setting approach to meet the speech, language and communication needs of children in mainstream settings in Westminster and Kensington and Chelsea. There are also a list of courses that are available for parents. There are also a number of training programmes available that focus on wider social, emotional and mental needs, which may be the underlying cause of the speech, language and communication needs.

For more details about the speech and language therapy service delivered by Central London Community Healthcare (CLCH) NHS Trust visit the [Westminster](#) and [Kensington and Chelsea](#) Local Offer website.

For dates and booking visit the [Westminster Special Schools Training and Outreach Online Calendar](#)¹

Name of Training	Details of Training	Who is it for?	Time commitment
Early Years (NB: Some of the training for schools will also be suitable for Early Years' Practitioners)			
 Delivered by Westminster Special Schools at QEII	<p><i>Early Talk Boost</i> is a targeted intervention aimed at 3-4 year old children with delayed language helping to boost their language skills to help narrow the gap between them and their peers. The programme aims to accelerate children's progress in language and communication by an average of 6 months, after a nine week intervention.</p> <p>The intervention is designed for children with language delay, typically those who have difficulty listening/paying attention, poor vocabulary, difficulty understanding language, difficulty organising and using language, immature sentences, difficulty explaining or describing, or difficulty taking turns.</p>	EYFS practitioner and a member of SLT/SENCO	1 day training
 Foundation Training	<p>This one-day course provides early years' practitioners with an overview of speech, language and communication (SLCN) development from birth to five. This is a basic introductory course run by the NHS Early Years Speech and Language Therapy Service. By the end of the training you will:</p> <ul style="list-style-type: none"> • Know about Speech and Language development milestones from 0-5 years • Be able to make observations about children's Speech, Language and Communication and be able to document these • Be able to identify children who need further support with their Speech Language and Communication Needs • Know how to make a referral to the Early Years SLT service 	Early years practitioners who have not previously attended training in speech and language development in 0 to 5 years. Advance booking should be done through clcht.slteytraining@nhs.net	1 day training
 Advanced Training	<p>Communication Environment: Signing and Visual Support <u>Level 1</u> This course will provide early years' practitioners with an overview of how signing and visual support can help language development. It is run by the NHS Early Years Speech and Language Therapy Service. By the end of the training you will:</p> <ul style="list-style-type: none"> • Know what signing and visual supports are recommended for children with speech, language and communication difficulties • Know the key principles for how to sign and use visuals in early years' settings • Be able to sign at least 70 items of vocabulary relating to a child's daily routine 	Early years' practitioners who have attended the Foundation Training. Advance booking should be done through clcht.slteytraining@nhs.net	½ day training

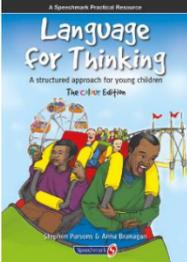
¹ <http://www.qe2cp.westminster.sch.uk/calendar/?calid=5&pid=186&viewid=45>

 <p>Westminster Special Schools Training & Outreach</p>	<p>Communication Friendly Environments in the Early Years This course will focus on the ‘Communication Supportive Observation Tool’ developed as part of research into good practice arising out of the Bercow Review 2008. This tool supports services to set evidence-based minimum standards in the physical environment, adult interaction and peer to peer support. Communication Friendly Environments aims to support services at the universal level of intervention, and will help in supporting children who need targeted or specialist intervention. Learners’ outcomes: To be familiar with the Communication Supportive Observation Tool To develop practice to support universal access to an inclusive environment in the EYFS To support EYFS services to aim toward a minimum standard or to building on minimum standards on offer for all children</p>	<p>Early years teachers, practitioners and service managers/leaders</p>	<p>Half day</p>
 <p>THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA</p> <p>Autism and Early Intervention Team</p>	<p>Training provided by the Autism and Early Intervention Team</p> <ul style="list-style-type: none"> - SENDCO surgeries – topics decided by the SENDCOS and speakers invited where appropriate - SENDCO workshops – e.g. autism; sensory processing; behaviour 	<p>Private, voluntary and independent settings</p>	<p>Surgeries and workshops 2 hours</p>
 <p>City of Westminster</p> <p>Early Years Team – Funded by DFE</p>	<p>Busy 2’s - Two year olds are unique and can be challenging but with clear understanding of their development and needs and an appropriate enabling environment we are better able to meet their needs. This course will explore:</p> <ul style="list-style-type: none"> • two year old child development • the emotional needs of two year olds • reflect on behaviour • identify how to plan appropriate activities for two year olds • providing an enabling environment that meets their needs • working with parents to support two year old development, including potty training 	<p>Only for Busy 2’s providers</p>	<p>1 day</p>
 <p>City of Westminster</p> <p>Early Years Team</p>	<p>Phonics, Maths and Mark Making This course will explore how children learn in these key areas and practical activity ideas.</p> <ul style="list-style-type: none"> • To explore letters and sounds phase 1 and how to implement • To develop understanding and awareness of best practice for phonics teaching • To reflect on how to promote mathematical thinking through everyday activity • To develop ideas for planning age/stage appropriate fun and practical ideas to promote mathematical understanding • To explore the provision of writing and mark making opportunities for all children and raise awareness of the role of mark making in all aspects of learning, development and play. • To consider the developmental processes involved in mark making and writing 	<p>Early years teachers, practitioners and service managers/leaders</p>	<p>1 day</p>
	<p>Communication, Language and Literacy This course will explore how we support children’s unique identity, their abilities and potentials, their thinking language, communication and literacy. It will support early years practitioners to develop an understanding of the foundations of the communication, language and how this supports the development of literacy skills.</p>	<p>1 day workshop</p>	<p>All early years practitioners and childminders</p>

 THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA Early Years Team	<p>It will help practitioners analyse and develop skills and capacities to tune in, recognise cues, listen, empathise, and support children's expressions, their language thinking and communication. The course will look at different strategies in interactions with children, as well as the concept of sustained shared thinking and how this supports different aspects of development. It will help them recognise key moments and the emergence of reading and writing. Lastly, it will help them to reflect on how they connect and relate with children.</p>		
 THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA Early Years Team	<p>Interacting or Interfering: The Role of the Adult in Early Learning</p> <ul style="list-style-type: none"> • Explore what constitutes 'effective' interaction • Consider the importance of the learning environment as a context • Examine how adults 'tune-in' to children's current thinking in order to maintain learning momentum • Discuss different strategies to employ when extending children's learning in both adult-led and child-led situations 	1 day workshop	All early years practitioners
 THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA Early Years Team	<p>Introduction to SENDCO This is a course that will provide you with the right knowledge and skills to respond to the responsibilities of the SENDCO role within your setting. The course looks at the SEND Code of Practice, your role in supporting SEN children within your setting, writing an IEP as well as differentiation and inclusive practice. The aims of the course are:</p> <ul style="list-style-type: none"> • To understand the process of an Education, Health and Care Plan • To consider the best ways to work with parents / carers • To plan for and manage SEN meetings and paperwork 	2 day workshop	Early Years Practitioners that want to undertake the SENDCO role, including childminders.
 THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA Early Years Team	<p>Letters and Sounds Workshop 1 This course explores Phase 1 of the Letters and Sounds document and how you can put it into practice in order to support the development of early literacy skills with your children. Workshop 2 Explore the letters and sounds documents and how to put it into practice. Explore the importance of teaching children about different sounds like environments sounds, sounds through music tec.</p>	2 separate afternoon workshops	All Early Years practitioners and childminders.
 THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA Early Years Team	<p>Supporting 'English as an Additional Language' (EAL) and Bilingual Children This course will give you an understanding of the difference between EAL and bilingual children, stages of language development and the role of interactions and a language rich environment in supporting EAL and bilingual children in your setting. The aims of this course are:</p> <ul style="list-style-type: none"> • To develop your knowledge on how you can support bilingual and EAL children in your setting • To develop your understanding on how you can assess children's language development 	Half day workshop	All Early Years practitioners including childminders.

Schools

 Foundation Workshop Delivered by CLCH	<p>This course is recommended for people needing to learn and use <i>Makaton</i> to support children with speech, language and communication needs. The course provides a detailed introduction to Makaton and combines a practical approach with theory and technical information.</p>	<p>All staff</p> <p>It will be relevant to people working across a range of children's settings e.g. children's centres, nurseries and schools.</p>	<p>2 whole days 9.30am – 4pm</p>
 Enhancement Workshop Delivered by CLCH	<p>The Enhancement Workshop concentrates on improving and developing the signing and symbol skills you will have gained in the Foundation Stage workshop. You will also learn translation skills using signs and symbols.</p> <p>Participants must have attended a <i>Makaton</i> Foundation Workshop prior to attending the Enhancement Workshop.</p>	<p>All staff</p> <p>It will be relevant to people working across a range of children's settings e.g. children's centres, nurseries and schools.</p>	<p>3 whole days</p>
 Delivered by Westminster Special Schools at QEII	<p><i>Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and KS1 to make progress with their language and communication skills. The programme is delivered in primary schools by classroom teachers and assistants and provides a structured programme that accelerates children's progress by an average of 18 months after a ten-week intervention. The training will give participants the skills and knowledge to understand the rationale behind Talk Boost, identify appropriate children, measure their progress and deliver the intervention successfully.</p>	<p>SENCOs, LSAs, Teachers (KS1)</p> <p>Staff must attend in teacher and teaching assistant training pairs, as this is the structure that the intervention is based around. The SENCO must also attend the training.</p>	<p>1 day training</p>
 Delivered by Westminster Special Schools at QEII	<p><i>Talk Boost KS2</i> is a targeted and evidence-based intervention programme aimed at children 7-10 years old with delayed language skills. The programme is delivered in primary schools by classroom teachers and assistants and provides a structured programme that accelerates children's progress after a ten-week intervention. The training will give participants the skills and knowledge to understand the rationale behind Talk Boost, identify appropriate children, measure their progress and deliver the intervention successfully.</p>	<p>SENCOs, LSAs, Teachers (KS2)</p> <p>Staff must attend in teacher and teaching assistant training pairs, as this is the structure that the intervention is based around. The SENCO must also attend the training.</p>	<p>1 day training</p>

 Delivered by Westminster Special Schools at QEII	<p><i>Language for Thinking</i> is a structured approach to develop children’s language from the ‘here and now’ to the ‘how and why’. The training provides participants with a greater theoretical understanding of the approach, as well as learning how to set and run effective language workshops. Participants will be provided with a training package that can then be delivered to colleagues in their own schools/departments.</p>	SENDCOs, Support Assistants, TAs	2 half day sessions and will include 1-2 follow up visits from a speech and language therapist.
 Communication Friendly Schools	<p>Customised programme that works collaboratively with schools to create an inclusive and communication friendly learning environment.</p> <p>The strength in this model is it’s not a set package but flexibly delivered to meet the individual needs of school communities. It covers the physical environment, adult language and peer to peer interaction.</p>	Whole School	3 to 6 twilight sessions over a year - this can be stand alone or as year 1 of a 3-year programme.
 Westminster Special Schools Training & Outreach	<p>One-off training days on various aspects of SLCN delivered at the Westminster Training Centre or in schools. These can include:</p> <ul style="list-style-type: none"> • Identifying SLCN • Teaching and learning vocabulary through the Word Aware approach • Maths difficulties • Language development • Active listening • Skilled speaking and Standard English Games and activities to support language and communication • Modelling strategies in class working alongside classroom teachers 	SENDCOs, LSAs, Teachers, TAs (KS1/KS2)	<p>These courses can be delivered in various formats, including in twilight, half or full day training slots.</p> <p>Minimum of 2 twilight sessions</p>
 Westminster Special Schools Training & Outreach	<p>Autism Programme – primary and secondary. Have to have attended the first session before you can attend any of the others.</p> <p>First session – Understanding Autism - Looking at current myths and facts; diagnostic criteria (communication/social/flexibility/sensory issues); autistic people describing their experiences; cognitive theories which explain how autistic people perceive the world</p> <p>Autism: sensory needs- Looking at sensory processing differences in the autistic brain and strategies to help meet some of the resulting challenges and needs.</p> <p>Autism: creating a structured environment- Looking at how to create a supportive environment in the classroom: setting up clear physical structures, daily schedules, work systems and visual instructions.</p> <p>Autism: supporting communication- Looking at how to support communication; understanding processing difficulties; promoting interaction and engagement; supporting comprehension and expressive skills.</p> <p>Autism: developing social skills- Learning about social stories and how to write them. Looking at the comic strip approach to examine social interactions which have broken down.</p> <p>Autism: understanding and supporting behaviour -Analysing behaviour, looking at underlying factors linked to an understanding of autism. Using the STAR [setting, trigger, action, result] approach to examine and respond to behaviour.</p> <p>Autism and Anxiety- Understanding why anxiety manifests in autism and looking at strategies to support.</p>	School staff [e.g. teachers, LSAs, mentors] working with pupils with an ASD in primary and secondary	Half a day each

 <p>Delivered by SCERTS co-author Amy Laurent, PhD</p>	<p>Introduction and Implementation of the SCERTS Model. This course will introduce the SCERTS model, a comprehensive, multidisciplinary educational approach designed for children with Autism Spectrum Disorders (ASD). Participants of this course will learn how to determine meaningful, purposeful, and motivating goals based on a child's developmental stage, functional needs, and family priorities. Additionally, participants will learn how to determine essential interpersonal modifications, environmental arrangement, and visual supports. An emphasis will be placed on problem solving how the SCERTS practice principles can be applied to ensure that children are: 1) maintaining active engagement, 2) making smooth and independent transitions, and 3) expressing their emotion and using coping strategies in a conventional manner. On the final day of this course, formal assessment procedures and methods for assessing progress will also be discussed.</p>	<p>SENDCOs, teachers, LSAs, EP, SALT, senior educational leaders</p>	<p>3 day course</p>
 <p>THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA</p> <p>Autism and Early Years Intervention Team</p>	<p>6 sessions each term on issues related to autism and inclusion</p> <ul style="list-style-type: none"> • What is autism? Creating an 'autism friendly classroom' • Developing social skills and social awareness • Emotional regulation and anxiety • Behaviour of child with an autistic spectrum condition • Sensory processing • Inclusion and supporting access to the curriculum 	<p>Open to all school and nursery staff</p>	<p>3 Hours each</p>
 <p>THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA</p> <p>Educational Psychology Consultation Service</p>	<p>EPCS provides Traded EP Consultation Visits commissioned and funded by the schools. INSET in relation to supporting the development of speech, language and communication skills (if identified by the school as part of the whole school development plan and/or training need for teachers, teachings assistants or parents/carers) could include:</p> <ul style="list-style-type: none"> • What works – research re speech and language evidence based interventions • Approaches and interventions for autism/ autism friendly classrooms • Multi-lingual learners – learning English as a second or additional language • Creating Communication environments. • Supporting children with SLCN • Development of speech, language and communication skills. • Learning language through play. 	<p>Commissioned by schools for a specific need</p>	

Parents/Carers

	<p>2 hour workshops are for parents/carers whose child under the age of 5 years has received a diagnosis of autism spectrum disorder or where there are concerns around social communication skills. Repeated throughout the year in different locations. The workshops are an opportunity to ask questions and share experiences with other parents/carers. Workshops are delivered on:</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Occupational Therapy • Educational Psychology • Clinical Psychology 	<p>Parents of children under 5 who have received an autism spectrum disorder diagnosis or where there are concerns around social communication skills</p>	<p>4 workshops in total don't have to book. Can attend as many of the workshops as they want.</p>
	<p>Understanding Autism Spectrum Disorder After Diagnosis. 2-hour workshop repeated throughout the year at different locations. The workshops are run by early years speech and language therapists and clinical nurse specialists. The workshop covers:</p> <ul style="list-style-type: none"> • What Autism Spectrum Disorder (ASD) is. • Provides an opportunity to ask questions about ASD and share experiences • Information on accessing further support and information 	<p>Parents/carers whose child under the age of 5 years has received a diagnosis of autism spectrum disorder.</p>	<p>2 hour workshop, drop in sessions no need to book. Repeated at multiple locations throughout the year</p>
	<p>Understanding Developmental Language Disorder. 2-hour workshop delivered by early years speech and language therapists. The workshop covers:</p> <ul style="list-style-type: none"> • What a developmental language disorder is. • How developmental language disorder can affect a child's learning. • Information and ideas on how to support a child with developmental language disorder • Information on accessing further support and information 	<p>2-hour workshop for parents/cares with children under 5 with a developmental language disorder.</p>	<p>2 hour workshop, no need to book. Repeated at multiple locations throughout the year</p>
 <p>Delivered by CLCH</p>	<p>90 minute workshops about Makaton. The workshops are run by an early years speech and language therapist. Makaton uses signs, symbols and speech to help people communicate. Using signs can help people who have no speech or whose speech is unclear. Using symbols can help people who have limited speech and those who cannot, or prefer not to sign. The workshop covers:</p> <ul style="list-style-type: none"> • An understanding about what Makaton is. • Learn approximately 30 signs that you can use immediately • Find out where you can access further Makaton Training 	<p>90 Minute workshops for parents/carers with a child under the age of 5 who would like to learn about Makaton.</p>	<p>Workshop is repeated throughout the year.</p>
 <p>Delievered by RBKC Autism and Early help team</p>	<p>The programme aims to support parents in the period between diagnosis and school placement, empowering and helping them facilitate their child's social communication and appropriate behaviour in their natural environment. It also helps parents to establish good practice in handling their child at an early age, so as to pre-empt the development of inappropriate behaviours. It helps parents understand their child's autism; putting themselves into the child's world, make contact, and find ways to develop interaction and communication; and learn how to analyse and understand their child's behaviours and how to use structure, so they can pre-empt and cope with problem behaviours.</p>	<p>Parents/carers 0-4 year olds- Work with six families at a time. Two places are allocated to each family.</p>	<p>The programme lasts for three months and combines group training sessions with individual home visits. Parents will have a weekly commitment of a two-and-a-half hour and ongoing work with their child at home. This programme is offered 4 times a year (Autumn and Summer Terms), They are held at Golborne and Maxilla Children's Centre and Chelsea Open Air Nursery.</p>

 <p>Delivered by RBKC Autism and Early help team</p>	<p>Barnardo's Cygnet training-. The programme is designed to-</p> <ul style="list-style-type: none"> • increase parents understanding of autistic spectrum conditions • help parents develop their knowledge on how a child on the autistic spectrum experiences the world and what drives their behaviour • guide parents through practical strategies they can use with children • direct parents to relevant ASC resources • give parents the opportunity to meet with other parents who have had similar experiences and to gain support and learn from each other <p>The programme covers Autism & diagnosis, communication, sensory issues and understanding and managing behaviour.</p> <p>2018 – 19 – this programme will be offered in the Spring Term (6 sessions) 2 - Autumn Term – Behaviour; Sensory processing 2 – Spring Term – TBC – responding to requests from parents following consultation 2 – Summer Term – TBC – responding to requests from parents following consultation</p>	<p>Parents/carers of children and young people aged 7-18 with an autistic spectrum condition</p>	<p>6 - two and half hour sessions</p>
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