



SHERBOURNE
FIELDS

Training & Development 2021 / 2022



Immersion into Special Education

Brief Overview:	This theoretical and practical series of sessions will immerse you in the Special School experience enabling you to develop your skills and knowledge of SEND. You will have the opportunity to observe and reflect on outstanding classroom practice and develop your understanding of how different strategies and approaches can be utilised to support children and young people with a range of SEND. You will gain an understanding of how to use assessment to demonstrate progress. Resources to support planning and assessment will ensure you have the skills necessary to provide high quality teaching whilst promoting an inclusive classroom.		
Facilitators:	Sherbourne Fields are delighted to offer this opportunity for practitioners across Primary and Secondary, mainstream and special. Delivered by an outstanding team of practitioners including SLE's and an experienced Head Teacher this course will ensure you have the support to give pupils with SEND quality provision.		
Who is it suitable for:	Newly Qualified Teachers Teaching Assistants	Recently Qualified Teachers Head Teachers	Teachers / SENCO's
What is the intended impact for you?	To have an understanding of the needs of pupils with a range of SEND including Autism.		
What will you take away with you? e.g. resources, learning points etc.	To have a range of strategies proven to support pupils with SEND including Autism To have an understanding of how to assess pupils who are working below age related expectations. To have the tools to demonstrate progress. To consolidate good and outstanding classroom practice and its application to individual settings		

Bespoke ASC Training/Support

Brief Overview:	<ul style="list-style-type: none"> Bespoke training to develop the understanding of Autism with your individual school or network needs/priorities in mind Bespoke school support to assess and develop strategies for specific students in your school. The training/support package will be discussed and designed in collaboration with your school or network.
Who is it suitable for:	<i>Schools/Networks who require specific ASC training or support.</i>
What is the intended impact for you?	<i>The training sessions will address aspects of Autism identified as a priority for your school/network. The delivery will consist of theoretical knowledge as well as practical approaches and resources for you to take away and use in everyday practise.</i>
What will you take away with you? e.g. resources, learning points etc.	School support will enable strategies to be developed and incorporated for individual needs of students with ASC in used within your setting.

Session Information	Venue
To be arranged with client	Sherbourne Fields School or hosted by school/network Please contact: smoriarty@sherbournefields.coventry.sch.uk or cantrobus@sherbournefields.coventry.sch.uk

Develop an Understanding of Attachment Difficulties in Children.

Brief Overview:	A theoretical and practical session to develop your understanding of Attachment difficulties. To gain knowledge of approaches that can support young people. Take away resources and strategies to support your students.
Who is it suitable for:	SENCOs, Teachers and Supporting adults working with students with Attachment difficulties in mainstream and special Primary and Secondary schools.
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> To consider how attachment difficulties present in children. To consider the challenging behaviour children with attachment difficulties may display. To gain an understanding of the different types of attachment and develop strategies to support students who have attachment difficulties or Disorder. To reflect on case studies around students with attachment difficulties/disorder.

How Children and Young People with Autism Think

Brief Overview:	A theoretical and practical session to develop your understanding of how children and young people with Autism think and learn. Explore how self-awareness, Theory of Mind, Central Coherence and Executive Functioning differences in your students affects their access to learning opportunities. Identify supporting strategies and approaches for the classroom
Who is it suitable for:	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> To consider current developments and research To identify the core differences in thinking styles for pupils with Autism To consider how this impacts on pupils in school To identify strategies that can be implemented with pupils

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Managing Challenging Behaviours in Autism

Brief Overview:	<ul style="list-style-type: none"> To develop an understanding of stress and anxiety in Autism To investigate the impact of triggers on behaviour To consider possible strategies/approaches to develop appropriate behaviours
Who is it suitable for:	Primary Colleagues in mainstream and special education
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> Colleagues will be supported to utilise approaches to identify underlying difficulties and triggers A toolkit of resources will be explored which support emotional regulation

Develop an Understanding of how Girls Experience Autism

Brief Overview:	<ul style="list-style-type: none"> To consider how girls with Autism differ from boys with Autism To gain an understanding of the thinking styles of females with Autism and develop strategies to support female students.
Who is it suitable for:	SENCOs, Teachers and Supporting adults working with students with Autism in mainstream and special Primary and Secondary schools.
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	A theoretical and practical session to develop your understanding of girls with Autism. To gain knowledge of approaches that can support female children and young people. Take away examples of resources to use with your students.

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Using Lego Therapy to Develop Social Competency in Children with Autism

Brief Overview:	<ul style="list-style-type: none"> • A theoretical and practical session to develop your understanding of how Lego Therapy can be used with children to Autism to develop their level of social competency. • Taking part in a practical therapy session and identify how sessions can be monitored to assess progress for the children
Who is it suitable for:	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> • To consider research and theory behind Lego Therapy as an intervention • To understand the practical approach and structure of Lego Therapy

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Practical approaches to Teaching Numeracy across Primary to Pupils with SEND

Brief Overview:	<ul style="list-style-type: none"> The course is intended to support practitioners in delivering numeracy to students working below age related expectations. To gain the skills and knowledge needed to utilise a range of practical and theoretical approaches to engage pupils with SEND in meaningful learning
Who is it suitable for:	<ul style="list-style-type: none"> SENCOs HT, DHT, AHT, Teachers, HLTA
What is the intended impact for you?	<ul style="list-style-type: none"> To build confidence through developing insight and knowledge of the SEND curriculum Share outstanding practice Resources and practical strategies Ideas and varying ways to deliver English in pupils working below age related expectations
What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> To build confidence through developing insight and knowledge of the SEND curriculum Share outstanding practice Resources and practical strategies Ideas and varying ways to deliver English in pupils working below age related expectations

How to Demonstrate Progress for Pupils in Primary with SEND

Brief Overview:	How to demonstrate progress for pupils with SEND is not always straightforward. This course will give you an insight into effective assessment systems to ensure you can capture progress for all your pupils.
Who is it suitable for:	SENCOs, HT, DHT, AHT, Teacher's, HLTA's
What is the intended impact for you?	<ul style="list-style-type: none"> Raise the profile of effective assessment across the city making sure there is a robust plan for progress for SEND pupils. Develop strategies for summative and formative assessment Share outstanding practice Guide to tracking progress Ideas Assessment opportunities Incorporating Pre-Key Stage Standards into assessment
What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> Raise the profile of effective assessment across the city making sure there is a robust plan for progress for SEND pupils. Develop strategies for summative and formative assessment Share outstanding practice Guide to tracking progress Ideas Assessment opportunities Incorporating Pre-Key Stage Standards into assessment

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Making Spiritual, Moral, Social & Cultural (SMSC) Special across Primary

Brief Overview:	<ul style="list-style-type: none"> Integrate a range of ideas to develop an accessible curriculum for all students To consider sensory implication in the SMSC curriculum Develop a bank of resource ideas to enable access to the curriculum <p>Ideas to work with parents to make SMSC relevant</p>
Who is it suitable for:	Practitioners who want to develop a meaningful and relevant SMSC curriculum for students with SEND
What is the intended impact for you?	<ul style="list-style-type: none"> The session will provide an understanding of using an SMSC approach to develop a working curriculum for all pupils with SEND, with an emphasis on self-awareness, resilience and emotional literacy
What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> "An outstanding school will have a thoughtful and wide-ranging promotion of pupils' SMSC development." Ofsted

Relationships and Sex Education (RSE) for all Pupils with SEND including those with ASC

Brief Overview:	<ul style="list-style-type: none"> Integrate a range of ideas to develop an accessible curriculum for all students To consider sensory implications in the RSE curriculum Develop a bank of resource ideas to enable access to the curriculum Ideas to work with parents to make RSE relevant How to relate theory to practical solutions
Who is it suitable for:	Practitioners who want to develop a meaningful and relevant RSE curriculum for students with SEND, including those with ASC.
What is the intended impact for you?	The session will support you to develop an understanding of using Relationships and Sex Education to create a working curriculum for students with SEND. There will be an emphasis on preparing students for the challenges they will face in their daily life as they grow
What will you take away with you? e.g. resources, learning points etc.	

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Team Teach

Brief Overview:	<i>Understanding aggression, how feelings drive behaviours, de-escalation and defusing situations, personal safety, team building, non- verbal and verbal, de-escalation communication strategies, positive handling techniques, documentation and legal guidance, listening and learning, recording, reporting and reviewing</i>
Who is it suitable for:	<ul style="list-style-type: none"> • Special Schools • Mainstream Primary and Secondary • Nurseries, hospitals, etc.
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<p>One Day Foundation (6 hours)- covers the reduction of risk and restraint, supportive teaching, learning and caring, increasing staff confidence and competence in responding to behaviours that challenge, whilst promoting protecting positive relationships.</p> <p>Refresher for the One Day Foundation (3 hours) - refresh staff knowledge and skills from the 6-hour One Day Foundation training.</p> <p>Two Day Basic Training (12 hours) - In depth coverage of the Foundation training with a wider range of strategies.</p> <p>Refresher for the Two Day Basic Training (6 hours) - refresh staff knowledge and skills from the 12-hour Two-day Basic Training</p>

Manual Handling of Children with Special Needs (Core) and (Refresher)

Brief Overview:	<i>To train practitioners in the safe handling techniques to be used with children and young people with a wide range of disabilities</i>
Who is it suitable for:	<i>Staff and Carers who support children and young adults with a physical disability.</i>
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> • Legal requirements • Appee • Base to face • Spinal awareness • Understanding disability <p><i>Practical Manual Handling training bespoke to your setting requirements and core theory supporting the safety of the client and handler during manual handling techniques.</i></p>

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Understanding Stress and Anxiety in Autism

Brief Overview:	<ul style="list-style-type: none"> To provide an understanding of stress and anxiety in autism To investigate the impact of this on behaviour
Who is it suitable for:	Primary colleagues in mainstream and special education.
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> To provide an understanding of stress and anxiety in autism To investigate the impact of this on behaviour

Understanding the Sensory Differences for a Child with Autism

Brief Overview:	A theoretical and practical session to develop your understanding of how children and young people with Autism experience the sensory world and the impact this can have on their emotional regulation.
Who is it suitable for:	SENCOs, Teachers and supporting adults working with students with Autism in mainstream and special primary and secondary schools
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	Explore strategies and approaches to support children and young people experiencing sensory processing differences

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Teachers & SENCO's – SEND Immersion Programme

Brief Overview:	<ul style="list-style-type: none"> • An opportunity to spend time in a specialist school setting and develop your understanding of the needs of pupils with SEND including Autism. • Explore strategies that are proven to support pupils with SEND including Autism • Gain an understanding of how to assess pupils who are working below age related expectations • Explore a range of tools currently used in a specialist setting to enable staff to demonstrate progress • Have a robust understanding of how to support an inclusive classroom and apply this to your setting
Who is it suitable for:	SENCO's, Teachers, Teaching Assistants working with pupils with SEND including Autism.
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> • Written to ensure you have the expertise, skills and knowledge to be an effective practitioner this theoretical and practical series of sessions will immerse you in the special school experience • You will have the opportunity to observe outstanding classroom practice, develop your understanding of how different strategies and approaches can be utilised to support children and young people with a range of SEND and gain an understanding of how to use assessment to demonstrate progress • Resources to support planning and assessment. • A pre-course questionnaire will ensure you have the opportunity to observe the age range and subject area most relevant to your post

Evidencing Progress for Pupils with SEND (EYFS Curriculum)

Brief Overview:	<ul style="list-style-type: none"> • To document learning for all pupils with SEND • To evidence progress for pupils with SEND • To articulate progress for pupils with SEND using qualitative and quantitative data
Who is it suitable for:	Mainstream colleagues in Primary
What is the intended impact for you? What will you take away with you? e.g. resources, learning points etc.	<ul style="list-style-type: none"> • To document learning for all pupils with SEND • To evidence progress for pupils with SEND • To articulate progress for pupils with SEND using qualitative and quantitative data

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