



EARLY YEARS INCLUSION SERVICE

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Training programme – SEPTEMBER 2024

Please note that any packages highlighted in the **blue boxes** can now also be accessed through the virtual platform and consist of the training video and homework -most virtual training lasts approx. 1 hour

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**SETTINGS NAMED SENCo only**

<i>Course title</i>	<i>Date</i>	<i>Venue</i>	<i>Cost</i>	<i>Tutor</i>	<i>Time From</i>	<i>Time to</i>	<i>Targets Audience</i>	<i>Description</i>	<i>Impact Statement Pupil</i>	<i>Impact Statement Staff</i>	<i>Impact Statement Establishment</i>
<b>Introduction to SEND (Special Educational Needs &amp; Disability).</b>	Invited to attend only	TBC- see Area SENCo	Free	Early Years Area SENCo	TBC- see invite	TBC- see invite	For PVI setting SENCO's only.	COURSE OUTLINE will cover What is/ not a Special Educational Need. Roles and responsibilities. Local services and support	Will benefit from early identification and the involvement from and referrals to appropriate teams of professionals.	The setting SENCo will have a deeper understanding of Special Educational Needs and Disabilities and how it affects children and their families. Their own role and responsibilities and where and what they should do to support.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>SEND (Special Educational Needs &amp; Disability) Foundation Certificate.</b>	Invited to attend only	TBC- see invite	Free	Early Years Area SENCo	TBC- see invite	TBC- see invite	For PVI setting SENCO's only.	COURSE OUTLINE: <b>Session 1-</b> Early Identification and Legislation <b>Session 2 –</b> Working with parents/voice of the child <b>Session 3 –</b> Multi –agency working and TACs <b>Session 4 -</b> Planning for progress for children with SEND(PLPs) <b>Session 5 –</b> Completing Profiles and EHC request	Will be supported by informed Practitioners who have a clear understanding of the legal requirements, and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff. A clear and transparent joined up way of working to support their needs.	The setting SENCo will have a far deeper understanding of the Special Educational Needs and Disabilities and how it affects children and their families. Their own role and responsibilities and where and what they should do to support.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.



<b>Course title</b>	<b>Date</b>	<b>Venue</b>	<b>Cost</b>	<b>Tutor</b>	<b>Time From</b>	<b>Time to</b>	<b>Targets Audience</b>	<b>Description</b>	<b>Impact Statement Pupil</b>	<b>Impact Statement Staff</b>	<b>Impact Statement Establishment</b>
<b>Disability Awareness</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will cover the history of SEND legislation and importance and benefits of Early Identification and adapting the environment to meet the needs of all children. Practitioners will be invited to consider various easy adaptations that support children with SEND	Practitioners will have a clear understanding of the legal history and requirements to ensure they are making their setting inclusive to the needs of all children.	Will have a deeper understanding of the importance of simple adaptations available to them to support children with Special Educational Needs and Disabilities.	Will have staff that have a greater understanding of how to adapt their environment so that they can support children with Special Educational Needs and Disabilities.
<b>Introduction to SEND (Special Educational Needs &amp; Disability).</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will cover What is/ not a Special Educational Need. Roles and responsibilities. Local services and support	Will benefit from early identification and the involvement from and referrals to appropriate teams of professionals.	Will have a deeper understanding of Special Educational Needs and Disabilities and how it affects children and their families. Their own role and responsibilities and where and what they should do to support.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

<b>Legislation and Early Identification</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will cover the legal requirements and importance and benefits of Early Identification, information gathering and exploring concerns raised by parents and staff along with appropriate referral routes	Practitioners will have a clear understanding of the legal requirements, And children have their needs identified earlier and the appropriate support and referrals made to services.	Will have a deeper understanding of the importance of Early Identification and the steps available to them to support children with Special Educational Needs and Disabilities.	Will have staff that have a greater understanding of how to identify needs early so that they can support children with Special Educational Needs and Disabilities.
<b>Working with parents/voice of the child</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	OUTLINE: Working with Parents - why, when and how. How to get started when a concern is raised. What to do if there is a 'difference of opinion' Parental responsibility. Voice of the child – why, when and how. Practical activities.	Will be supported by informed Practitioners who have a clear understanding of the legal requirements, and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff. A clear and transparent joined up way of working to support their needs.	Will have a deeper understanding of Special Educational Needs and Disabilities and how it affects children and their families. Their own role and responsibilities and where and what they should do to support parents and hear the voice of the child	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

<b>Multi –agency working and TACs</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	<p> <b>OUTLINE:</b>            Early Help Assessment Overview and Understanding of The Team Around the Child (TAC) Multi-Agency Working – Ethos? Clarify the role of the Lead Professional. Practical activities related to TAC’S. Reminder about Safeguarding.         </p>	<p>           Will be supported by informed Practitioners who have a clear understanding of the legal requirements, and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff. A clear and transparent joined up way of working to support their needs.         </p>	<p>           Will have an understanding of the Early Help Assessment process. An understanding of the need for arranging and holding TAC Meetings. An understanding of Multi-Agency working. Reflection on the role that Parents and children play in the above processes.         </p>	<p>           Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.         </p>
<b>Planning for Progress for children with SEND (PLP)</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	<p> <b>COURSE OUTLINE</b>            Will look at why knowledge of child development is important and the skills of writing a PLP, the reasons why and benefits of writing a PLP as well as practice sessions, exploring how involved professionals         </p>	<p>           Will be provided with appropriate strategies and support to assist their inclusion, interaction and access to all areas of the curriculum         </p>	<p>           Will have a deeper understanding of the importance of writing individual, smart and measurable targets to support children with Special Educational Needs and Disabilities.         </p>	<p>           Will have staff that have a greater understanding of child development and how to write individual, smart, and measurable targets so that they can support children with Special Educational Needs and Disabilities.         </p>

								recommendations can inform the PLP.			
<b>Completing Profiles and EHC request</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	<p>OUTLINE: When to start completing a Profile on a child Who should contribute to completing a Profile The content of the Profile. Requesting an EHC assessment via the Greenwich SEN department. Evidence needed when you submit an EHC assessment request. EHC assessment process.</p>	Will be supported by informed Practitioners who have a clear understanding of the legal requirements, and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff. A clear and transparent joined up way of working to support their needs.	Will be more confident in writing / completing Profiles and supporting Parents / Carers to contribute. Have an understanding of the Education Health & Care assessment process.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>Using Observation to support children with SEN</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will look at varying ways in which observations can be carried out when observing children with SEN, we will look at why, when and how to observe in	Will have their needs identified earlier and the appropriate support and referrals made to services.	Will have a deeper understanding of the importance of using observations and the methods available to them to support children with Special	Will have staff that have a greater understanding of how to use observations to support children with Special Educational Needs and Disabilities.

								different situations along with recognising what is being observed and the purpose for it.		Educational Needs and Disabilities.	
<b>Promoting Positive Behaviour in Early Years Settings 1</b>	As requested	PVI setting		Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE Will look at and discuss behaviours seen and experienced, why they may be happening and how the staff and nursery can review their expectations/strategies and routines to encourage and support changes.	Will be provided with appropriate strategies and support to assist their inclusion, interaction and access to all areas of the curriculum	Will be equipped with a range of strategies to support children with challenging behaviours and the methods available to them.	Will have staff that have a greater understanding of best practice in relation to children with challenging behaviours as well as the difficulties they experience which can affect their ability to be included.
<b>Promoting Positive Behaviour in Early Years Settings 2</b>	As requested	PVI setting		Early Years Area Senco			All PVI early years practitioners	COURSE OUTLINE Will look at specific behaviours in relation to a particular child or group of children and explore the circumstances of the behaviour, gathering of information for a clear overview and possible	Will be provided with appropriate strategies and support to assist their inclusion, interaction and access to all areas of the curriculum	Will be equipped with a further range of strategies to support children with challenging behaviours and the methods available to them.	Will have staff that have a greater understanding of best practice in relation to children with challenging behaviours as well as the difficulties they experience which can affect their ability to be included.



								strategies to implement.			
<b>Developing a Profile workshop (part 2)</b>	As requested			Early Years Area SENCo			For Early Years practitioners and SENCO's	OUTLINE: Will be more confident in writing / completing Profiles and supporting Parents / Carers to contribute.	Will be supported by informed Practitioners who have a clear understanding and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff.	By the end of the 6 sessions practitioners will: Be more confident in writing/completing Profiles and supporting Parents/ Carers to contribute. Be more confident in recognising when a child would benefit from a Profile and take the lead on beginning to collect and input information. Have contributed to a Profile that is helpful in supporting a child's transition or when making a request for statutory assessment.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>Talking Mats</b>	As requested			Early Years Area SENCo			All PVI early years	COURSE OUTLINE will cover exploring setting up and using	Will be supported by informed Practitioners who have a clear	Will have a deeper understanding of what they should	Will have staff that have a greater understanding of best practice in relation to

						practitioners	Talking Mats as a way to gather a child's voice	understanding and the skills to support gathering the voice of the child.	do to hear the voice of the child	children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>Planning for Transition Training</b>	As requested			Early Years Area SENCo		All PVI early years practitioners	COURSE OUTLINE will cover recognising different types of transitions, understand the value and importance of the transition process for children moving settings and recognising the positive impact of a well planned transition for the child, parent (s) and setting practitioners	Will be supported by informed Practitioners who have a clear understanding and the skills to support a successful transition into an early years setting school	Will have an understanding of the need for arranging and holding Transition Meetings. An understanding of Multi-Agency working. Reflection on the role that Parents and children play in the above processes.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>ASD module 1- What is ASD?</b>	As requested			Early Years Area SENCo		All PVI early years practitioners	COURSE OUTLINE will cover an Introduction to ASD & the main needs experienced	Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD	Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can

										responsibilities and where and what they should do to support.	affect their ability to be included.
<b>ASD module 2- Diagnostic process</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will cover diagnostic processes within Greenwich	Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD	Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>ASD module 3 - Environment and People</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will cover and look at ways the environment and practitioners can support	Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD	Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>ASD module 4- Using Visual Support</b>	As requested			Early Years Area SENCo			All PVI early years	COURSE OUTLINE will cover exploring how practitioners can	Will be supported by informed Practitioners who have a clear	Will have a far deeper understanding of how Social	Will have staff that have a greater understanding of best practice in relation to

							practitioners	use visual support to assist a child	understanding and the skills to support a child with Social communication difficulties/ ASD	Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.	children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>ASD module 5 – Intensive Interaction &amp; Developing Play</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will cover understanding what we mean by 'Intensive Interaction' and how to develop play experiences for children with ASD	Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD	Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>ASD module 6- Understanding Sensory Needs</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will cover exploring how sensory difficulties impact a child	Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD	Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

										do to support.	
<b>ASD module 7 - PECS</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will cover implementing PECS and other general tips	Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD	Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>Sensory Circuit Training Session 1- Theory</b>	As requested	Pre-recorded virtual session only		Occupational Therapist-SEND Outreach Services			All PVI early years practitioners	COURSE OUTLINE will cover understanding a child's sensory difficulties and the impact it has on their behaviour and occupational performance.	Will be supported by informed Practitioners who have a clear understanding and the skills to support the child with their sensory needs	Will have a far deeper understanding of how Sensory needs impact a child with Social Communication/ ASD and what they should do to support.	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.
<b>Sensory Circuit Training Session 2- Practical</b>	As requested	PVI setting		Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE will cover a demonstration on setting up/ completing a Sensory circuit	Will be supported by informed Practitioners who have a clear understanding and the skills to support the child with their sensory needs	Will have a far deeper understanding of how Sensory needs impact a child with Social Communication/ ASD and what	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can

										they should do to support.	affect their ability to be included.
<b>Practical guidance for Early Years Practitioners using Visual Support</b>	As requested			Early Years Area SENCo			All PVI early years practitioners	COURSE OUTLINE Introduction to visual support strategies including schedules, symbols, NOW/NEXT boards etc.. Using symbols to support the development of communication	Are able to be supported to develop communication skills using a symbol based system	Will be supported by staff who have an in depth knowledge of how visual support can help children with communication difficulties to manage their learning environment Will be supported by staff who are confident about the rationale and theory behind symbol based communication systems	Will have staff who have a greater understanding of how to use visual supports for children with communication difficulties.

**FREE TO ALL EARLY YEARS PRACTITIONERS**

Course title	Date	Venue	Cost	Tutor	Time From	Time to	Targets Audience	Description	Impact Statement Pupil	Impact Statement Staff	Impact Statement Establishment
<b>Early Years Consultation Forums</b>	The groups run 6 times each academic year, once in every school term.	Please contact your Area SENCo or Early years EP for more details of dates and venues	Free	Co Facilitated by an Education Psychologist/ Area SENCo	See link on SEND Local Offer	See link on SEND Local Offer	For Early Years practitioners and SENCO's	OUTLINE: A regular support group to develop reflective thinking and professional development around issues arising in early years.	Will benefit from staff gaining a clearer picture of their needs and how to support them along with referrals to appropriate professionals as require.	Will have a supportive, safe and confidential space in which to explore issues and concerns in detail They allow members to acknowledge strengths and difficulties as well as developing knowledge and skills	Through active listening, suggesting what might be going on and problem clarification; members share thinking and ideas to generate possible solutions.
<b>SEN Inclusion Fund-DAF</b>	As requested	Pre-recorded virtual session only	Free	Early Years Area SENCo	See link on SEND Local Offer	See link on SEND Local Offer	All PVI early years practitioners	An information brief that looks in detail at the SEN Information Fund, how, why.... and what next.	Will be supported by informed Practitioners who have a clear understanding and the skills to request appropriate additional funding resources.	Will have a far deeper understanding of how to apply for the appropriate early years funding	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities
<b>SEND Toolkit for PVI settings</b>	As requested	Pre-recorded virtual session only	Free	Early Years Area SENCo	See link on SEND Local Offer	See link on SEND Local Offer	All PVI early years practitioners	An information brief that looks in detail at tools and resources available to early years setting to	Will be supported by informed Practitioners who have a clear understanding and the skills to support	Will have a far deeper understanding of how use the RBG SEND paperwork	Will have staff that have a greater understanding of best practice in relation to children with Special

								support with the 'graduated approach' to SEND.	them to gather the assess, plan, do, review process to record the child's SEND needs		Educational Needs and Disabilities
<b>Early Years PVI Referral pathways</b>	As requested	Pre-recorded virtual session only	Free	Early Years Area SENCo	See link on SEND Local Offer	See link on SEND Local Offer	All PVI early years practitioners	An information brief that looks in detail at the early years' referral pathways, which, how, and what next.	Will be supported by informed Practitioners who have a clear understanding and the skills to make appropriate and timely referrals.	Will have a far deeper understanding of how to make appropriate early years referrals	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities
<b>Small Talk cards</b> <b>Bean bag game:</b>  <b>What's under the cloth</b>  <b>Brick in the Tube</b>	As requested	Pre-recorded virtual session only	Free	Early Years Area SENCo	See link on SEND Local Offer	See link on SEND Local Offer	All PVI early years practitioners	A demonstration on a number of activities to support children's language/ attention.	Will be supported by informed Practitioners who have a clear understanding and the skills to support them to deliver interventions to support the child' language development.	Will have a far deeper understanding of how to deliver programs of support regarding language development	Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities