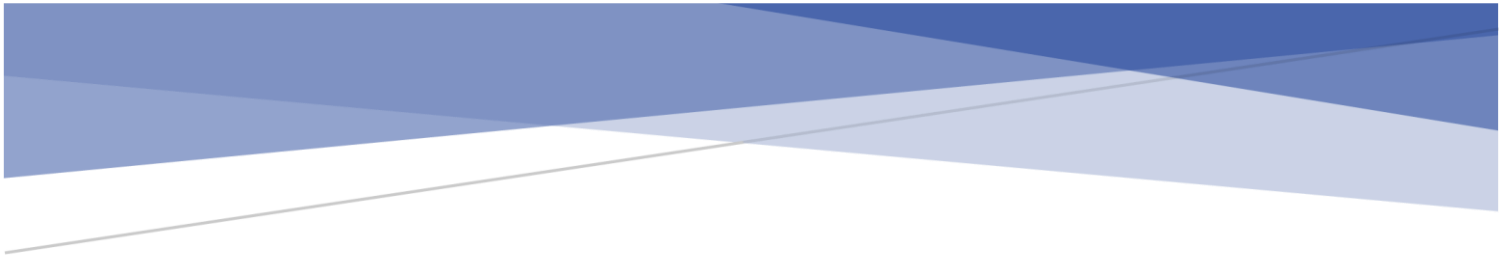




# **WORKSHOPS FOR PROFESSIONALS**

## **2023-2024**












## Welcome

Welcome to the MIDAS training brochure 2023-2024.

Our training courses this year support a range of dimensions that will enable settings and schools to encourage children to be successful through their educational journey. Each course detailed in this brochure has been methodically thought out and planned to support the needs within our district. At a glance you will be able to see what dimension each course covers.

-  **Social Emotional Mental Health - SEMH**
-  **Cognition and Learning – C&L**
-  **Communication and Interaction – C&I**
-  **Early Years**
-  **Other**

Our training courses are delivered by our Specialist Teachers and education professionals within the MIDAS centre at Meadowfield School.

We also offer bespoke training for schools and settings outside of our core program and we would encourage any school considering this to get in touch.

# SPECIALIST TEACHING AND LEARNING SERVICE

## TERMS DATES AND WORKSHOPS

WORKSHOP	DATE	TIME
AET: SCHOOL AGE MAKING SENSE OF AUTISM (VIRTUAL)	1 <sup>st</sup> September 2023	10:00 - 11:30
SENCO'S GUIDE TO THE GALAXY (SWALE)	11 <sup>th</sup> September 2023	09:45 - 16:00
SEMH KEY PERSON HUB	12 <sup>th</sup> September 2023	09:45 - 11:45
PHONICS IN FOCUS: Teaching the ABC to pupils with SEND	21 <sup>st</sup> September 2023	09:45 - 12:45
AUTISM AND GIRLS	25 <sup>th</sup> September 2023	09:45 - 12:45
AET: EARLY YEARS MAKING SENSE OF AUTISM (VIRTUAL)	26 <sup>th</sup> September 2023	09:30 - 11:00 13:30 - 15:00 18:30 - 20:00
ANXIETY	28 <sup>th</sup> September 2023	09:45 - 12:45
DYSLEXIA AWARENESS AND INTRODUCTION	3 <sup>rd</sup> October 2023	09:45 - 12:45
AUTISM AND ANXIETY	5 <sup>th</sup> October 2023	09:45 - 12:45
SMALL STEPS FOR GREAT GAINS	10 <sup>th</sup> October 2023	09:45 - 15:30
DE-ESCALATION AND POSITIVE BEHAVIOUR APPROACHES	16 <sup>th</sup> October 2023	09:45 - 12:45
<b>HALF TERM</b>		
STAGE NOT AGE!	1 <sup>st</sup> November 2023	09:45 - 15:30
SOLIHULL APPROACH	6 <sup>th</sup> November 2023	09:45 - 15:45
	20 <sup>th</sup> November 2023	09:45 - 15:45
ADAPT, ADJUST, ENABLE: Adapting the curriculum for SEND	7 <sup>th</sup> November 2023	09:45 - 15:30
INTERVENTIONS TO SUPPORT SOCIAL SKILLS AND WELLBEING	10 <sup>th</sup> November 2023	09:45 - 15:45
DOWN SYNDROME HUB	16 <sup>th</sup> November 2023	10:00 - 11:30
SMALL CHILDREN BIG FEELINGS	5 <sup>th</sup> December 2023	09:45 - 15:30
DYSCALCULIA/ MATH DIFFICULTIES	5 <sup>th</sup> December 2023	09:45 - 12:45
DEMAND AVOIDANT PROFILES	7 <sup>th</sup> December 2023	09:45 - 12:45
<b>CHRISTMAS</b>		
AET: MAKING SENSE OF AUTISM (VIRTUAL)	2 <sup>nd</sup> January 2024	13:30 - 15:00
ACE'S. ATTACHMENT AND TRAUMA INFORMED PRACTICE	15 <sup>th</sup> January 2024	09:45 - 12:45
COMMUNICATION AND INTERACTION KEY PERSON HUB	16 <sup>th</sup> January 2024	10:00 - 11:30
SEMH KEY PERSON HUB	18 <sup>th</sup> January 2024	09:45 - 11:45
SLEEP SUPPORT	19 <sup>th</sup> January 2024	09:45 - 12:45
AET: GOOD AUTISM PRACTICE	22 <sup>nd</sup> January 2024	09:45 - 15:45
FETAL ALCOHOL SPECTRUM DISORDER	1 <sup>st</sup> February 2024	09:45 - 12:45
AN OVERVIEW OF EVIDENCE-BASED INTERVENTIONS	8 <sup>th</sup> February 2024	09:45 - 16:00
<b>HALF TERM</b>		
DOWN SYNDROME HUB	22 <sup>nd</sup> February 2024	10:00 - 11:30
ADHD Including EXECUTIVE FUNCTION SKILLS PACKAGE	26 <sup>th</sup> February 2024	09:45 - 15:30
STAGE NOT AGE!	27 <sup>th</sup> February 2024	09:45 - 15:30
DYSLEXIA: UNLOCKED AND IN DEPTH	5 <sup>th</sup> March 2024	09:45 - 15:30
AET: GOOD AUTISM PRACTICE	5 <sup>th</sup> March 2024	09:45 - 15:45
POSITIVE BEHAVIOUR, CULTURE & RESTORATIVE PRACTICE IN YOUR SETTING	11 <sup>th</sup> March 2024	09:45 - 12:45
COGNITION AND LEARNING KEY PERSON HUB	19 <sup>th</sup> March 2024	10:00 - 11:30
<b>EASTER BREAK</b>		
HELPING PUPILS DEVELOP THEIR OWN PERSONALISED EMOTIONAL REGULATION SYSTEM	22 <sup>nd</sup> April 2024	09:45 - 12:45
SEMH KEY PERSON HUB	7 <sup>th</sup> May 2024	09:45 - 11:45
THERE, THEIR & THEY'RE	7 <sup>th</sup> May 2024	09:45 - 15:30
POOR COMPREHENDERS: Reading Beyond Phonics	21 <sup>st</sup> May 2024	09:45 - 15:30
<b>HALF TERM</b>		
MEMORY	18 <sup>th</sup> June 2024	09:45 - 12:45
AET: GOOD AUTISM PRACTICE	18 <sup>th</sup> June 2024	09:45 - 15:45
DOWN SYNDROME HUB	20 <sup>th</sup> June 2024	10:00 - 11:30
C&I and C&L KEY PERSON HUB	25 <sup>th</sup> June 2024	09:45 - 11:45
<b>SUMMER BREAK</b>		



# Term 1

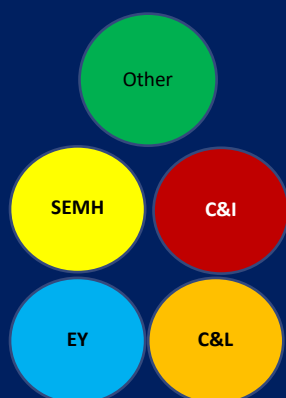
## A SENCO'S GUIDE TO THE GALAXY (SWALE)

**Date:**  
**11<sup>th</sup>**  
**September**  
**2023**

**Time:**  
**09:45-16:00**

**Cost:**  
**£15 per delegate**

**Lunch and**  
**Refreshments are**  
**included**



### **Presented By**

Rebecca Kenny, STLS District Lead  
Jonathan Smeeton, Meadowfield STLS  
Jemma Williams, Meadowfield STLS  
Laura James, Meadowfield STLS  
Tracey Farley, Meadowfield STLS  
Susan Cassingham, Meadowfield STLS ISA

### **Target Audience**

All SENCOs wanting to enhance their confidence in key areas of SEN.

### **Workshop Objectives**

This **full-day** conference has been designed to prepare SENCOs for the challenges of the academic year ahead by providing information, guidance and resources to enable them to support teaching colleagues in their setting and to develop inclusive practice in the classroom. There will be opportunities for networking with SENCOs and other professionals.

### **Workshop Content**

#### **Outline of the Day**

<b>09.45 – 10.45</b>	STLS, How to navigate the LIFT process
<b>10.45 – 11.00</b>	Break
<b>11.00 – 12.30</b>	Quality First SEND Teaching in the classroom
<b>12.30 – 13.00</b>	Lunch
<b>13.00 – 14.30</b>	Supporting children and young people with ASC, ADHD and Attachment empathetically and effectively
<b>14.30 – 14.45</b>	Break
<b>14.45 – 15.45</b>	Provision planning - setting relevant, personalised and effective targets and outcomes
<b>15.45 – 16.00</b>	STLS will be available to answer any questions and provide further advice. Additionally, there will be an opportunity here for further networking

## SEMH KEY PERSON HUB

### Dates:

12<sup>th</sup> September 2023

18<sup>th</sup> January 2024

7<sup>th</sup> May 2024

### Time:

09:45-11:45

### Cost:

FREE

**Refreshments are  
included**

SEMH

C&I

### Presented By

Jonathan Smeeton, Meadowfield STLS

Tracey Farley, Meadowfield STLS

Susan Cassingham, Meadowfield STLS ISA

### Target Audience

Teaching Assistants in primary and secondary schools working with a child with SEMH needs on a one-to-one basis.

### Hub Objectives

An opportunity to network with colleagues across the district that are working on a 1:1 basis with a child that presents with SEMH needs.

### Session Content

Each Session will consist of:

- A short exploration of challenges within SEMH, led by STLS
- An opportunity to discuss and explore key resources and interventions
- Time to network and talk with one another, sharing good practice
- Time to explore training and CPD needs which can inform the following sessions

# PHONICS IN FOCUS

## Teaching the ABC to pupils with SEND

**Date:**  
**21<sup>st</sup>**  
**September**  
**2023**

**Time:**  
**09:45-12:45**

**Cost:**  
**£45 per delegate**

**Refreshments are**  
**included**

C&L

### **Presented By**

Laura James, Meadowfield STLS

### **Target Audience**

Mainstream primary and secondary Teaching Assistants

### **Workshop Objectives**

Participants will understand

- How and why schools teach synthetic phonics.
- Some of the barriers pupils with SEND may face when learning phonics.
- Some practical approaches and strategies to enable them to support pupils that may have difficulties in this area.

### **Workshop Content**

This **half-day** workshop is core training to support the universal level of Mainstream Core Standards and Best Practice Guidance

- This workshop will provide practical strategies to support individual pupils that are struggling to access phonics
- Participants will explore the system of phonics, key terminology and how to identify children that may be struggling to acquire phonic knowledge
- Opportunities to explore a range of practical activities and interventions



# AUTISM AND GIRLS

**Date:**  
**25<sup>th</sup>**  
**September**  
**2023**

**Time:**  
**09:45-12:45**

**Cost:**  
**£45 per delegate**

**Refreshments are**  
**included**



## **Presented By**

Jemma Williams, Meadowfield STLS  
Kate Chatfield, Meadowfield STLS

## **Target Audience**

This **half-day** workshop is designed for Early Years Settings staff in primary schools who are new to working with pupils with ASC, ECTs or those who have not previously attended autism training.

## **Workshop Objectives**

This is a workshop for professionals to look at the Autism Spectrum Condition (ASC) in girls, those with a diagnosis, on the ASC pathway or with a noticeable social communication difficulty.

Participants will gain an understanding of ASC along with looking at the research and implications surrounding girls with ASC. Participants will gain an overview of some of the strategies and interventions that can be used to support children and young people with social communication difficulties.

## **Workshop Content**

This **half-day** workshop will include:

- Discuss ASC, the diagnostic process and what ASC means for girls in our education settings
- Consider the theories behind ASC and girls
- Consider the cognitive theories relating to ASC – and the impact this may have on day to day life
- Consider the potential implications for communication and interaction
- Discuss how to support girls with ASC – strategies and interventions

# ANXIETY

**Date:**  
**28<sup>th</sup>**  
**September**  
**2023**

**Time:**  
**09:45-12:45**

**Cost:**  
**£45 per delegate**

**Refreshments are**  
**included**

SEMH

## **Presented By**

Jonathan Smeeton, Meadowfield STLS

## **Target Audience**

All staff working in primary and secondary settings particularly, those who may be working in a one to one capacity.

## **Workshop Objectives**

This **half-day** workshop will consider approaches, ideas and strategies to support student welfare and wellbeing in school.

## **Workshop Content**

- The importance of a relational approach to ensure positive relationships
- Understanding stress and anxiety and how it drives behaviour
- Effectively using pupil voice
- Overview of EBSA (Emotionally Based School Avoidance) with resources and strategies to support
- Use of the STLS part time timetable resource
- Self-harm: supporting pupils, families and engaging with other services
- Using CBT informed strategies to support pupils
- Opportunity to look at and engage with relevant texts and resources

## DYSLEXIA AWARENESS AND INTRODUCTION

**Date:**

**3<sup>rd</sup>**

**October  
2023**

**Time:**

**09:45-12:45**

**Cost:**

**£45 per delegate**

**Refreshments are  
included**

C&L

### **Presented By**

Laura James, Meadowfield STLS

### **Target Audience**

This **half-day** workshop is suitable for Teachers, Teaching Assistants and SENCos within primary and secondary mainstream schools.

### **Workshop Objectives**

Participants will understand current definitions of dyslexia. Learn more about identification and assessment of dyslexia. Look into key interventions and strategies to enable them to support pupils that may have dyslexia

### **Workshop Content**

This **half-day** workshop is core training to support the universal level of Mainstream Core Standards and Best Practice Guidance. It aims to provide an overview of dyslexia – its history and current thinking, as well as developing awareness of the evidence-based approaches to supporting dyslexic children. Participants will also understand how they can identify learners with possible dyslexia.

# AUTISM AND ANXIETY

**Date:**  
**5<sup>th</sup>**  
**October**  
**2023**

**Time:**  
**09:45-12:45**

**Cost:**  
**£45 per delegate**

**Refreshments are**  
**included**

EY

SEMH

C&I

## **Presented By**

Jemma Williams, Meadowfield STLS  
Tracey Farley, Meadowfield STLS  
Kate Chatfield, Meadowfield STLS

## **Target Audience**

This **half-day** workshop is designed for Early Year Settings and staff in primary and secondary schools who are working with pupils, either with a diagnosis of ASC or who are on the ASC assessment Pathway, who are experiencing significant levels of anxiety.

## **Workshop Objectives**

Participants will gain an understanding of how anxiety may present in children with an ASC diagnosis or those who are on the ASC Pathway. It will also identify a range of strategies and interventions that could be used to support them.

## **Workshop Content**

This **half-day** workshop we will:

- Discuss ASC presentation and how anxiety affects those on the Autism Spectrum
- Consider the possible causes and triggers of anxiety in neuro divergent pupils
- Outline the differences in the way that anxiety presents in a child with ASC compared to other pupils
- Consider strategies and interventions that would support these children in all aspects of the school day

## SMALL STEPS FOR GREAT GAINS

**Date:**  
**10<sup>th</sup>**  
**October**  
**2023**

**Time:**  
**09:45-15:30**

**Cost:**  
**£65 per delegate**

**Lunch and**  
**Refreshments**  
**are included**

EY

**Presented By**  
Early Years Team

### **Target Audience**

Early Years practitioners working in PVI settings and maintained nurseries.

### **Workshop Objectives**

In this **full-day** workshop participants will increase their understanding of what 'complex needs' means when applied to two-year olds in a mainstream pre-school environment. Participants will explore the use of effective systems to enable appropriate planning for individual children with complex needs and increase their understanding of differentiation strategies for this cohort.

### **Workshop Content**

In this **full-day** workshop we will discuss:

- Brain development
- The typical two-year old
- What are complex needs?
- Other agency support
- Planning for complex needs

## DE-ESCALATION AND POSITIVE BEHAVIOUR APPROACHES

**Date:**  
**16<sup>th</sup>**  
**October**  
**2023**

**Time:**  
**09:45-12:45**

**Cost:**  
**£10 per delegate**

**Refreshments**  
**are included**

SEMH

### **Presented By**

Jonathan Smeeton, Meadowfield STLS  
Tracey Farley, Meadowfield STLS

### **Target Audience**

All staff working in primary and secondary settings particularly those with a SEN, leadership or pastoral roles. Additionally, Teaching Assistants working on a 1:1 basis.

### **Workshop Objectives**

This **half-day** workshop will support staff effectively plan, anticipate and respond to pupils who may display distressed behaviour in school.

### **Workshop Content**

This **half-day** workshop we will consider:

- The drivers of distressed and survival behaviours and how they may be functional for the student
- Support staff develop the correct mindset to successfully supporting challenging behaviours as well as considering their well-being
- Develop understanding of the anxiety cycle as part of a de-escalation plan to ensure the right strategy is used at the right stage
- Use de-escalation plans to effectively anticipate triggers and co-regulate the student
- Consider how to use planning to work more collaboratively with the student and parents
- Consider how to use and gauge student voice
- Consider how to improve staff consistency with implementation co-regulation strategies



# Term 2

## STAGE NOT AGE!

### Supporting children with complex needs in EYFS/Year 1

**Date:**

**1<sup>st</sup>**

**November  
2023**

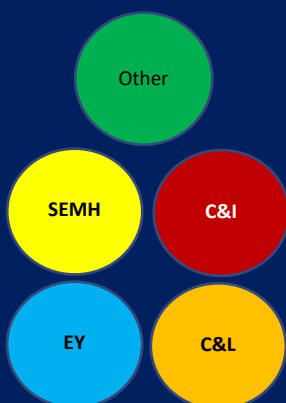
**Time:**

**09:45-15:30**

**Cost:**

**£65 per delegate**

**Lunch and  
Refreshments  
are included**



#### **Presented By**

Laura James, Meadowfield STLS

Jamie Evans, Meadowfield STLS

In response to increasing numbers of pupils with more complex additional needs starting mainstream school, this training package supports staff looking to better understand how they can provide additional and different support to ensure these children are successful.

#### **Target Audience**

SENCOs, Year R and Year 1 Teachers and Teaching Assistants and/or school staff supporting pupils who may benefit from alternative approaches. Ideally, class or year group teams would access training together.

#### **Workshop Objectives**

This is a **full-day** training course that seeks to provide practical explanations on approaches that will best support pupils with more complex needs in mainstream classrooms in the early phase of primary school. This would also be useful for staff working with any pupil(s) who are developmentally behind their peer group.

#### **Workshop Content**

This **full-day** workshop we will consider:

- Understand the rationale for a 'stage not age' approach and the types of need and presentation we are seeing in our schools
- How the classroom environment can be adapted and organised to support pupils with complex needs (such as visual supports and work-station approaches)
- How to support and extend attention, communication and interaction skills
- Early number sense and phonological skills and how these can be developed for these pupils.
- Gain an overview of specific interventions



## SOLIHULL APPROACH

**Presented By**  
**Nicki Carpenter - Senior Educational Psychologist**  
**Emma Harrison – Canterbury STLS District Lead**

**Date – 6<sup>th</sup> and 20<sup>th</sup> November 2023**

**Time 09:45-15:45**

**£40 per Delegate**

**Lunch and Refreshments are included**

The Solihull Approach is a nationally recognised training model with the underlying aim of promoting emotional health and well-being in children and families. It is targeted at educational practitioners who are working with children & families to support parents/ carers to help them understand their child better. The Solihull Approach is an evidence-based model with a strong theoretical foundation. It introduces a model for understanding the impact of relationships and being a present adult (school staff or parent) to offset the impact of adverse childhood experiences on health and wellbeing for children and young people.

The course will cover three theoretical approaches from the psychology of attachment, counselling psychology and behaviourism. Links will be made with the importance of providing these foundations to support child development, with the emphasis on brain development. The three theoretical approaches are combined to form a highly applicable framework for working with children and families. Delegates will have opportunities to consider how they may use the approach in their work over the two days.

This training is for those working directly with children who have emotional and behavioural difficulties e.g. pastoral care staff, FLOs, Teaching Assistants, Teachers. The training is a **two-day** course over two weeks to allow case work, reflection, planning and application of The Solihull Approach to wellbeing in your school/setting.

### **Training Objectives:**

By the end of the training delegates will be able to:

- Define attunement, reciprocity and behaviour management
- Outline the impact of the three theories on child development and offer an alternative explanation to consider children who display distress
- Reflect on how each theory is demonstrated in a school environment and how we could use them to work with in school systems and with families and cares

### **Additional Comments:**

Schools with a participant attending will also need to purchase one Solihull Approach Manual/Resource pack at £77.

EY Setting and Schools with Nurseries: <https://solihullapproach.heiapply.com/products/product/108>

School Age: <https://solihullapproach.heiapply.com/products/product/109>

# ADAPT, ADJUST, ENABLE:

## Adapting the curriculum for SEND

**Date:**

**7<sup>th</sup>**

**November  
2023**

**Time:**

**09:45-15:30**

**Cost:**

**£65 per delegate**

**Lunch and  
Refreshments  
are included**

SEMH

C&L

### **Presented By**

Laura James, Meadowfield STLS  
Tracey Farley, Meadowfield STLS

### **Target Audience**

Teachers, SENCos, Curriculum leads, Teaching Assistants

### **Workshop Objectives**

There is an overarching focus on school curriculums and ensuring curriculum offers are well sequenced and key knowledge is remembered by all pupils, including those with SEND. This **full-day** workshop is core training and will look at why we adapt the curriculum for pupils with additional needs, who we may need to adapt our curriculums for and the key approaches and strategies that will enable learners (across all dimensions of need) to access the core and wider curriculum.

### **Workshop Content**

In this **full-day** workshop we will discuss:

- Consider why we should adapt the curriculum and which groups of learners this may support
- Explore evidence-based approaches and strategies that will support access to the curriculum, without simplifying the curriculum

# INTERVENTIONS TO SUPPORT SOCIAL SKILLS AND WELLBEING

**Date:**  
**10<sup>th</sup>**  
**November**  
**2023**

**Time:**  
**09:45-15:45**

**Cost:**  
**£65 per delegate**

**Lunch and**  
**Refreshments**  
**are included**

SEMH

## **Presented By**

Susan Cassingham, Meadowfield STLS ISA

## **Target Audience**

Staff working with pupils in years R - 8 particularly those looking to support developing wellbeing and social skills.

This workshop has been designed for staff working with primary aged children but will have some relevance for older pupils.

## **Workshop Objectives**

For participants to develop knowledge and practical skills to deliver school-based interventions to support:

The skills of play and friendship to support healthy relationships and develop skills to turn-take, share and collaborate. Some children, including those with social communication difficulties, may need additional structure and support to develop and generalise these skills.

Children who have communication and interaction difficulties.

## **Workshop Content**

Attending this practical half-day workshop will provide:

- Ideas to create your own Lego style interventions
- Playground Skills, Establishing Friendship Skills and Maintaining Friendship Skills interventions

Participants will receive a range of practical resources and strategies including:

- A two-part friendship skills pack that may be used to deliver a friendship skills group for children and young people with social communication difficulties
- A play skills pack that may be used to support staff to develop inclusive playtime practices and provide structures and ideas for developing supported play as well as supporting children to develop confidence with their peers and on the playground

## DOWN SYNDROME HUB

### Date:

16<sup>th</sup> November 2023

22<sup>nd</sup> February 2024

20<sup>th</sup> June 2024

### Time:

10:00-11:30

### Cost:

FREE

Refreshments are  
included

Other

### Presented By

Jonathan Smeeton, Meadowfield STLS

Tanya Haynes, Meadowfield STLS

### Target Audience

Teaching Assistants in primary and secondary schools working with a child with a diagnosis of Down Syndrome.

### Hub Objectives

An opportunity to network with colleagues across the district that are working with a child with a diagnosis of Down Syndrome

### Hub Content

Each session will consist of:

- A short exploration of Down Syndrome led by STLS
- An opportunity to discuss and explore key resources and interventions
- Time to network and talk with one another, sharing good practice
- Time to explore training and CPD needs which can inform the following sessions

## SMALL CHILDREN BIG FEELINGS

**Date:**

**5<sup>th</sup>**

**December  
2023**

**Time:**

**09:45-15:30**

**Cost:**

**£65 per delegate**

**Lunch and  
Refreshments  
are included**

EY

**Presented By**  
Early Years Team

### **Target Audience**

Early Years practitioners working in PVI settings and maintained nurseries, as well as Childminders and other professionals.

### **Workshop Objectives**

Participants will help to identify and understand the many reasons why children may struggle to cope with their feelings and how we as adults can make changes and implement strategies to support their ability to manage these.

### **Workshop Content**

In this **full-day** workshop we will discuss:

- Identify how the environment in their setting impacts on children's behavioural responses
- Explore how the skill of 'emotional regulation' is developed over time
- Understand the importance of a whole-team approach to developing children's self-esteem
- Know how to encourage positive behaviour through the implementation of developmentally appropriate strategies

## DYSCALCULIA/ MATH DIFFICULTIES

**Date:**

**5<sup>th</sup>**

**December  
2023**

**Time:**

**09:45-12:45**

**Cost:**

**£45 per delegate**

**Refreshments  
are included**

C&L

### **Presented By**

Laura James, Meadowfield STLS

### **Target Audience**

This course is suitable for Teachers and Teaching Assistants in primary and secondary schools.

### **Workshop Objectives**

Participants will understand what is meant by the term dyscalculia.

Participants will have practical assessment methods to enable them to understand the ways that individuals with dyscalculia and numeracy difficulties learn.

### **Workshop Content**

This **half-day** workshop is core training to support the universal level of Mainstream Core Standards and Best Practice Guidance

- This workshop will provide practical strategies to support individuals with dyscalculia and numeracy difficulties
- Participants will explore the definition of dyscalculia and how to assess children's early maths skills effectively
- Opportunities to explore a range of practical activities to address each area of difficulty

## DEMAND AVOIDANT PROFILES

**Date:**

**7<sup>th</sup>**

**December  
2023**

**Time:**

**09:45-12:45**

**Cost:**

**£45 per delegate**

**Refreshments  
are included**

SEMH

C&I

### **Presented By**

Jemma Williams, Meadowfield STLS  
Tracey Farley, Meadowfield STLS

### **Target Audience**

This **half-day** workshop is designed for staff in primary schools who are working with pupils presenting with demand avoidance.

### **Workshop Objectives**

Participants will gain an understanding of how pupils with demand avoidant profiles present and the strategies and interventions that can be used to support them.

### **Workshop Content**

This **half-day** workshop will include:

- How demand avoidance presents in young people.
- Psychological theories relating to demand avoidance.
- Implications for pupil development including communication and interaction and social, emotional, and mental health needs
- Developing effective support for pupils with a demand avoidant profile



# Term 3



# ACES, ATTACHMENT AND TRAUMA INFORMED PRACTICE

**Date:**

**15<sup>th</sup>**

**January**

**2024**

**Time:**

**09:45-12:45**

**Cost:**

**£45 per delegate**

**Refreshments  
are included**

SEMH

## **Presented By**

Jonathan Smeeton, Meadowfield STLS

Tracey Farley, Meadowfield STLS

## **Target Audience**

Staff in settings working directly with vulnerable children and young people.

## **Workshop Objectives**

In this **half-day** workshop participants will learn how Adverse Childhood Experiences (ACEs) can impact on all aspects of a child's development and consider ways to support children to be successful both socially and academically.

## **Workshop Content**

This **half-day** workshop will:

- An overview of attachment theory
- How adverse experiences can impact capacity to form meaningful relationships with adults and peers
- Consider how some of these behaviours are highly purposeful and how we can help overcome these challenges by working therapeutically.
- How a setting's culture can support students with adverse experiences
- Share resources and ideas that can be implemented rapidly

## COMMUNICATION AND INTERACTION KEY PERSON HUB

**Date:**  
**16<sup>th</sup>**  
**January**  
**2024**

**Time:**  
**10:00-11:30**

**Cost:**  
**FREE**

**Refreshments**  
**are included**

C&I

### **Presented By**

Jemma Williams, Meadowfield STLS  
Susan Cassingham, Meadowfield STLS ISA

### **Target Audience**

This course is suitable for 1:1 Teaching Assistants in primary and secondary schools.

### **Hub Objectives**

An opportunity to network with colleagues across the district that are working on a 1:1 basis with a child that has 'communication and interaction' differences.

This may mean that the child being supported has a diagnosis of ASC or an identified SLCN, which could be affecting their peer relationships and interactions with staff. Communication and interaction differences may also be impacting on the child's understanding of and following routines and expectations within the classroom and school.

### **Hub Content**

#### **The hub will consist of:**

- A short exploration of challenges within the C&I dimension, led by STLS
- An opportunity to discuss and explore key resources and interventions
- Time to network and talk with one another, sharing good practice

## SLEEP SUPPORT

**Date:**  
**19<sup>th</sup>**  
**January**  
**2024**

**Time:**  
**09:45-12:45**

**Cost:**  
**£45 per delegate**

**Refreshments**  
**are included**

Other

### **Presented By**

Kate Chatfield, Meadowfield STLS  
Susan Cassingham, Meadowfield STLS ISA

### **Target Audience**

This workshop is suitable for parents, carers and families of Early Years children, along with all settings, and mainstream primary and secondary Teaching Assistants, SENCos working with children and families who need sleep support.

### **Workshop Objectives**

Sleep problems can be a persistent and severe problem for children and young people with learning disabilities. Improved sleep can lead to reduced stress within the family and improved educational outcomes for the young person.

### **Workshop Content**

This **half-day** workshop will:

- Introduce participants to a range of sleep problems in children and young people with additional support needs
- Identify possible causes of sleep difficulties
- Consider behavioural interventions to improve them
- Provide an opportunity to share ideas with parents and carers facing similar challenges

# FETAL ALCOHOL SPECTRUM DISORDER

**Date:**

**1<sup>st</sup>**

**February**

**2024**

**Time:**

**09:45-12:45**

**Cost:**

**£45 per delegate**

**Refreshments  
are included**

Other

## **Presented By**

Jonathan Smeeton, Meadowfield STLS

## **Target Audience**

Staff in primary and secondary schools and other professionals working with children and young people with diagnosed or potential FASD, or for staff wanting a better understanding.

## **Workshop Objectives**

- To know and understand the terminology relating to FASD
- To understand the implications of a diagnosis
- To develop an understanding of the impact of FASD on learning and emotional development
- To begin to consider appropriate strategies to support children with FASD

## **Workshop Content**

This **half-day** workshop will look at the effects of Prenatal Alcohol Exposure (PAE) on the development of children. We will consider the possible prevalence of FASD and current diagnostic situation. Participants will gain an overview of the impact of FASD on education and life outcomes. Finally, we will discuss the local support options and what strategies might be appropriate for learners with diagnosed or potential FASD.

# AN OVERVIEW OF EVIDENCE -BASED INTERVENTIONS: Paired Reading, Reciprocal Reading, Precision Teaching, Numicon

**Date:**  
8<sup>th</sup>  
**February**  
**2024**

**Time:**  
**09:45-16:00**

**Cost:**  
**£65 per delegate**

**Lunch and**  
**Refreshments**  
**are included**

C&L

## **Presented By**

Laura James, Meadowfield STLS  
Education Psychologist

## **Target Audience**

Mainstream primary and secondary Teaching Assistants and  
SENCOs

## **Workshop Objectives**

- Participants will know who may benefit from these specific approaches in the C&L dimension
- Participants will understand the evidence-base for these effective strategies
- Participants will develop their knowledge of these strategies so that they can be delivered to key children with fidelity.

## **Workshop Content**

This **full-day** workshop will include:

- An overview of the delivery of specific C&L strategies: Paired Reading, Reciprocal Reading, Precision Teaching, learning with Numicon
- An outline of each intervention
- An exploration of the purpose and intended outcomes for each intervention
- Opportunities to understand and practice delivering the intervention



# Term 4

## ADHD Including EXECUTIVE FUNCTION SKILLS PACKAGE

**Date:**

**26<sup>th</sup>**

**February**

**2024**

**Time:**

**09:45-15:30**

**Cost:**

**£65 per delegate**

**Lunch and  
Refreshments  
are included**

SEMH

C&L

### **Presented By**

Jonathan Smeeton, Meadowfield STLS

Tracey Farley, Meadowfield STLS

Susan Cassingham, Meadowfield STLS ISA

### **Target Audience**

Staff working with pupils with ADHD. The executive function package is best suited to years 5-8 however the ideas and resources could be adapted to suit younger or older students.

### **Workshop Objectives**

This **full-day** workshop will initially introduce ADHD and how a greater understanding of neurodiversity can effectively support additional needs. This will form the foundation needed to understand the principles of the executive function package.

We will then guide you through our executive function intervention package which is presented as a series of lessons. This can then be delivered as an intervention to pupils.

Executive function is a set of mental skills that include working memory, flexible thinking, and self-control. We use these skills every day to learn, work, and manage daily life and they are key to pupil success in school.

### **Workshop Content**

#### **Morning**

- What ADHD is and how it impacts upon the child and adolescent brain
- Why understanding executive function is key to supporting students with ADHD
- How gender impacts upon ADHD presentation
- Supporting well-being and positive sense of self
- ADHD and emotional regulation

#### **Afternoon**

- How this package can help pupils plan, initiate and prioritise
- Improving independent learning
- Maintaining focus
- Managing distractions
- Memory
- Time management
- Sharing of the resources

## STAGE NOT AGE!

### Supporting children with complex needs in EYFS/Year 1

**Date:**

**27<sup>th</sup>**

**February**

**2024**

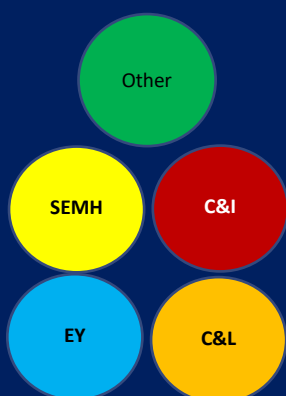
**Time:**

**09:45-15:30**

**Cost:**

**£65 per delegate**

**Lunch and  
Refreshments  
are included**



#### **Presented By**

Laura James, Meadowfield STLS

Jamie Evans, Meadowfield STLS

In response to increasing numbers of pupils with more complex additional needs starting mainstream school, this training package supports staff looking to better understand how they can provide additional and different support to ensure these children are successful.

#### **Target Audience**

SENCOs, Year R and Year 1 Teachers and Teaching Assistants and/or school staff supporting pupils who may benefit from alternative approaches. Ideally, class or year group teams would access training together.

#### **Workshop Objectives**

This is a **full-day** training course that seeks to provide practical explanations on approaches that will best support pupils with more complex needs in mainstream classrooms in the early phase of primary school. This would also be useful for staff working with any pupil(s) who are developmentally behind their peer group.

#### **Workshop Content**

This **full-day** workshop we will consider:

- Understand the rationale for a 'stage not age' approach and the types of need and presentation we are seeing in our schools
- How the classroom environment can be adapted and organised to support pupils with complex needs (such as visual supports and work-station approaches)
- How to support and extend attention, communication and interaction skills
- Early number sense and phonological skills and how these can be developed for these pupils.
- Gain an overview of specific interventions



## DYSLEXIA: UNLOCKED AND IN DEPTH

**Date:**

**5<sup>th</sup>**

**March  
2024**

**Time:**

**09:45-15:30**

**Cost:**

**£65 per delegate**

**Lunch and  
Refreshments  
are included**

C&L

### **Presented By**

Laura James, Meadowfield STLS

### **Target Audience**

This course is suitable for:

- Staff in primary and secondary schools wishing to develop a specialism in teaching children with difficulties in literacy
- Staff who take a lead role in the school for literacy

### **Workshop Objectives**

To provide delegates with a greater awareness of the history, causes, assessment and identification of dyslexia. To understand associated barriers to learning and how particular interventions and approaches can support learners.

### **Workshop Content**

This **full-day** workshop is core training designed to support the implementation of the universal level of support, Mainstream Core Standards and Best Practice Guidance.

- This workshop will consider the history of dyslexia, the current research and policy frameworks.
- Participants will develop their knowledge of the tools and assessments they can use to identify dyslexia
- There will be opportunities to explore evidence-based interventions and strategies that support dyslexic learners

# POSITIVE BEHAVIOUR, CULTURE & RESTORATIVE PRACTICE IN YOUR SETTING

**Date:**

**11<sup>th</sup>  
March  
2024**

**Time:**

**09:45-12:45**

**Cost:**

**£10 per delegate**

**Refreshments  
are included**

SEMH

## **Presented By**

Jonathan Smeeton, Meadowfield STLS  
Tracey Farley, Meadowfield STLS

## **Target Audience**

All staff working in primary and secondary schools, particularly those with leadership, pastoral & policy responsibilities.

## **Workshop Objectives**

This **half-day** workshop will offer an introduction to restorative practice. A range of practical strategies and ideas will be presented in order to trial and implement restorative practice within your setting.

## **Workshop Content**

This **half-day** workshop will include:

- Ideas and theory behind restorative practice including how it can help further build relationships with students
- How restorative approaches can support student behaviour and staff confidence
- An introduction to tools which support restorative approaches such as emotion coaching, comic book conversations and scripting
- How a restorative approach can help teach social skills alongside academic skills
- Creating a highly effective learning environment based on relationships and high-quality instruction
- How to develop staff consistency using restorative practice
- Examples of restorative policies to support rapid implementation in your setting

## COGNITION AND LEARNING KEY PERSON HUB

**Date:**  
**19<sup>th</sup>**  
**March**  
**2024**

**Time:**  
**10:00-11:30**

**Cost:**  
**FREE**

**Refreshments**  
**are included**

C&L

### **Presented By**

Laura James, Meadowfield STLS

An opportunity to network with colleagues across the district that are working on a 1:1 basis with a child that has 'cognition and learning' challenges.

This may mean that a child is accessing a highly differentiated curriculum and has difficulties accessing learning alongside peers. A child may have reading, writing, mathematics, memory and processing challenges. Language skills may be impaired also.

### **The hub will consist of:**

- A short exploration of challenges within the C&L dimension, led by STLS
- An opportunity to discuss and explore key resources and interventions
- Time to network and talk with one another, sharing good practice



# Term 5

## HELPING PUPILS DEVELOP THEIR OWN PERSONALISED EMOTIONAL REGULATION SYSTEM

**Date:**

**22<sup>nd</sup>  
April  
2024**

**Time:**

**09:45-12:45**

**Cost:**

**£45 per delegate**

**Refreshments  
are included**

SEMH

### **Presented By**

Jonathan Smeeton, Meadowfield STLS

### **Target Audience**

All staff working in primary and secondary settings particularly those working with pupils who require support with emotional regulation.

### **Workshop Objectives**

This **half-day** workshop will consider a graduated approach to delivering emotional regulation teaching which can be used on a class, group or individual level.

### **Workshop Content**

This **half-day** workshop will include:

- How to develop emotional literacy and capacity to name emotions
- Understanding the importance of co-regulation in order that pupils successfully use their own systems
- The importance of personalisation and ownership
- Teaching interception and why it is crucial to any successful system
- Overview and examples of different systems such as 'The Incredible 5 Point Scale' and the 'Zones of Regulation'

## THERE, THEIR & THEY'RE

**Date:**

**7<sup>th</sup>**

**May**

**2024**

**Time:**

**09:45-15:30**

**Cost:**

**£65 per delegate**

**Lunch and  
Refreshments  
are included**

C&L

C&I

### **Presented By**

Jemma Williams, Meadowfield STLS

Laura James, Meadowfield STLS

### **Target Audience**

Primary and secondary Teachers, Teaching Assistants, SENCos, Speech and Language Therapists and other professionals working with children with speech and language difficulties.

### **Workshop Objectives**

Participants will gain an understanding of a range of speech, language and communication difficulties children face within the school environment and strategies and interventions to support them.

### **Workshop Content**

This **full-day** workshop will cover:

- An introduction to a range of speech, language and communication difficulties children experience within the school environment, including exploration of Developmental Language Disorder
- How difficulties are defined
- How these difficulties present within the school environment
- Challenges children with these difficulties may encounter
- Practical ways to support children with these difficulties. This will incorporate an aspect focusing on those in secondary education

# POOR COMPREHENDERS

## Reading Beyond Phonics

**Date:**

**21<sup>st</sup>  
May  
2024**

**Time:**

**09:45-15:30**

**Cost:**

**£65 per delegate**

**Lunch and  
Refreshments  
are included**

C&L

### **Presented By**

Laura James, Meadowfield STLS

### **Target Audience**

Teachers, particularly the literacy leads and SENCos in primary schools.

### **Workshop Objectives**

Many children are able to acquire good mechanical reading skills through phonics but struggle to go on to be successful 'readers'. They have good decoding skills to read text but struggle to take meaning from what they've read. This **full-day** workshop will look at the causes of this, what assessments might be helpful in early identification and how we can provide effective intervention to improve the outcomes for learners who can read but not understand.

### **Workshop Content**

This **full-day** workshop will:

- Consider how to identify early the children at risk of becoming poor comprehenders
- Investigate the link between low language and reading
- Look at which interventions and approaches will support these learners



# Term 6



# MEMORY

**Date:**

**18<sup>th</sup>**

**June**

**2024**

**Time:**

**09:45-12:45**

**Cost:**

**£10 per delegate**

**Refreshments  
are included**

C&L

## **Presented By**

Laura James, Meadowfield STLS

## **Target Audience**

Teaching Assistants, Teachers and SENCos in primary and secondary schools

## **Workshop Objectives**

In this **half-day** workshop, participants will develop an awareness of some of the challenges that pupils with memory difficulties encounter in a mainstream environment and consider practical strategies to support children and young people.

## **Workshop Content**

Children with memory difficulties may experience problems from an early age, although sometimes these symptoms may not be obvious or may not be apparent until they start school.

## **This workshop will explore:**

- What is the impact of memory difficulties on learning?
- How we might assess memory in children
- Practical strategies for supporting children and young people in the classroom

## C&I and C&L KEY PERSON HUB

**Date:**

**25<sup>th</sup>**

**June**

**2024**

**Time:**

**09:45-11:45**

**Cost:**

**FREE**

**Refreshments  
are included**

C&L

C&I

### **Presented By**

Laura James, Meadowfield STLS  
Jemma Williams, Meadowfield STLS

### **Target Audience**

This course is suitable for 1:1 Teaching Assistants in primary and secondary schools.

### **Hub Objectives**

An opportunity to network with colleagues across the district that are working on a 1:1 basis with a child that has 'communication and interaction', 'cognition and learning' and 'speech and language' differences.

### **Hub Content**

**The hub will consist of:**

- Sharing experiences of utilising different recommendations, strategies and interventions when working with children with C&L and C&I needs
- Discussion around any areas of concern when accessing/delivering some of the recommendations
- Discussion around the overlap between children with C&L, C&I and SLCN
- Opportunities to network and talk with one another, sharing good practice



## Booking Information

There will be no charge for workshop cancellations made with more than 48hrs notice. Please note that non-attendance or cancellations made within less than 48hrs notice will be charged at the full amount.

For further information, to make a booking or to be added to our mailing list, please contact Jenna Paternoster, MIDAS Administrator on 01795 477788 (option 6) [midas@meadowfield.kent.sch.uk](mailto:midas@meadowfield.kent.sch.uk)

Parking is available onsite however, it is in high demand so you may need to park offsite occasionally.

Details of all workshops are available via CPD online, KELSI and via the Meadowfield website [www.meadowfield.kent.sch.uk](http://www.meadowfield.kent.sch.uk)



## Room Hire

The MIDAS Centre at Meadowfield School is a modern conference facility offering 3 meeting rooms of various sizes.

Rooms are generally available from 09.30 until 16.00 but may also, be available outside of these times by prior agreement.

For further information, booking options and availability, please contact Jenna Paternoster, MIDAS Administrator on 01795 477788 (option 6) [midas@meadowfield.kent.sch.uk](mailto:midas@meadowfield.kent.sch.uk)



## Schools



### Making Sense of Autism

Gain a better understanding and awareness of autism and the way it affects children in schools.

This module is part of the AET schools' development programme and links to the school's framework documents. These should be referred to and used to as a school evaluation tool.

[www.autismeducationtrust.org.uk/framework-documents](http://www.autismeducationtrust.org.uk/framework-documents)

#### Who is this training for?

This is a raising awareness module for anyone working in your school. This includes teaching and support staff, office and ancillary staff, caterers, caretakers, transport staff and governors. The expectation is that most of these people will attend.

#### What will you learn?

- Enhance your understanding and awareness of autism and how autism can affect children in schools
- Know the importance of understanding the individual child and their profile of strengths and needs
- Identify potential barriers to learning for autistic children
- Begin to make reasonable adjustments in the way you support autistic children
- Reflect on the information you need to collect for creating a one-page profile



Developed by leading autism specialists

Up to date with the latest research

Enhances your CPD

Free resources and frameworks linked to Ofsted

Optional certification

**FREE**

Request a booking form from your STLS admin

Email us at:

[jacqueline.woodhouse@meadowfield.kent.sch.uk](mailto:jacqueline.woodhouse@meadowfield.kent.sch.uk)

Call us on:

01795 477788 Opt 6



Supported by:

Department for Education



For more information and free resources visit:  
[www.austismeducationtrust.org.uk](http://www.austismeducationtrust.org.uk)

### Making Sense of Autism live virtual training via MS Teams:

School Age:	1st September 2023 10:00 - 11:30
	2nd January 2024 13:30 - 15:00
Early Years:	26th September 2023 09:30 - 11:00
	26th September 2023 13:00 - 14:30
	26th September 2023 18:30 - 20:00

Email [Jacqueline.woodhouse@meadowfield.kent.sch.uk](mailto:Jacqueline.woodhouse@meadowfield.kent.sch.uk) to request a booking form



**Autism  
Education  
Trust**

## Schools



### Good Autism Practice

Gain practical knowledge, and discover hands-on Tools and techniques to support autistic children in your setting.

This module is part of the AET schools' development programme and links to the schools' framework documents. These should be referred to and used to as a school and self evaluation tool.

[www.autismeducationtrust.org.uk/framework-documents](http://www.autismeducationtrust.org.uk/framework-documents)

#### Who is this training for?

This is a module for practitioners who work directly with autistic children in schools, and it provides guidance on processes and tools that can help practitioners to implement good autism practice.

#### What will you learn?

- Develop your knowledge and understanding of good autism practice
- Reflect on and improve your practice in working with autistic pupils
- Understand strategies and approaches you can draw upon for autistic pupils you work with
- Reflect on the kind of information you need to collect for creating a person centred education plan
- Consider how to involve the autistic pupils and their family in setting learning goals



Developed by leading autism specialists



Up to date with the latest research



Enhances your CPD



Free resources and frameworks linked to Ofsted



Optional certification

**Request a booking form from your STLS admin**

**Email us at:**

[jacqueline.woodhouse@meadowfield.kent.sch.uk](mailto:jacqueline.woodhouse@meadowfield.kent.sch.uk)

**Call us on:**

01795 477788 Opt 6



Supported by:



Department for Education



For more information and free resources visit:

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

Good Autism Practise is delivered at MIDAS with a charge of £15 per delegate with refreshments and resources included.

School Age:	Term 3	22 <sup>nd</sup> January 2024	09:45 – 15:45
Early Years:	Term 4	5 <sup>th</sup> March 2024	09:45 – 15:45
School Age:	Term 6	18 <sup>th</sup> June 2024	09:45 – 15:45

Email [Jacqueline.woodhouse@meadowfield.kent.sch.uk](mailto:jacqueline.woodhouse@meadowfield.kent.sch.uk) to request a booking form



## **THE MIDAS STLS TEAM**

### **Administrators**

Rebecca McCarthy  
Jenna Paternoster  
Jacqueline Woodhouse

### **STLS District Lead**

Rebecca Kenny

### **Specialist Teachers**

Kate Chatfield  
Jamie Evans  
Tanya Haynes  
Jonathan Smeeton  
Tracey Farley  
Jemma Williams  
Laura James

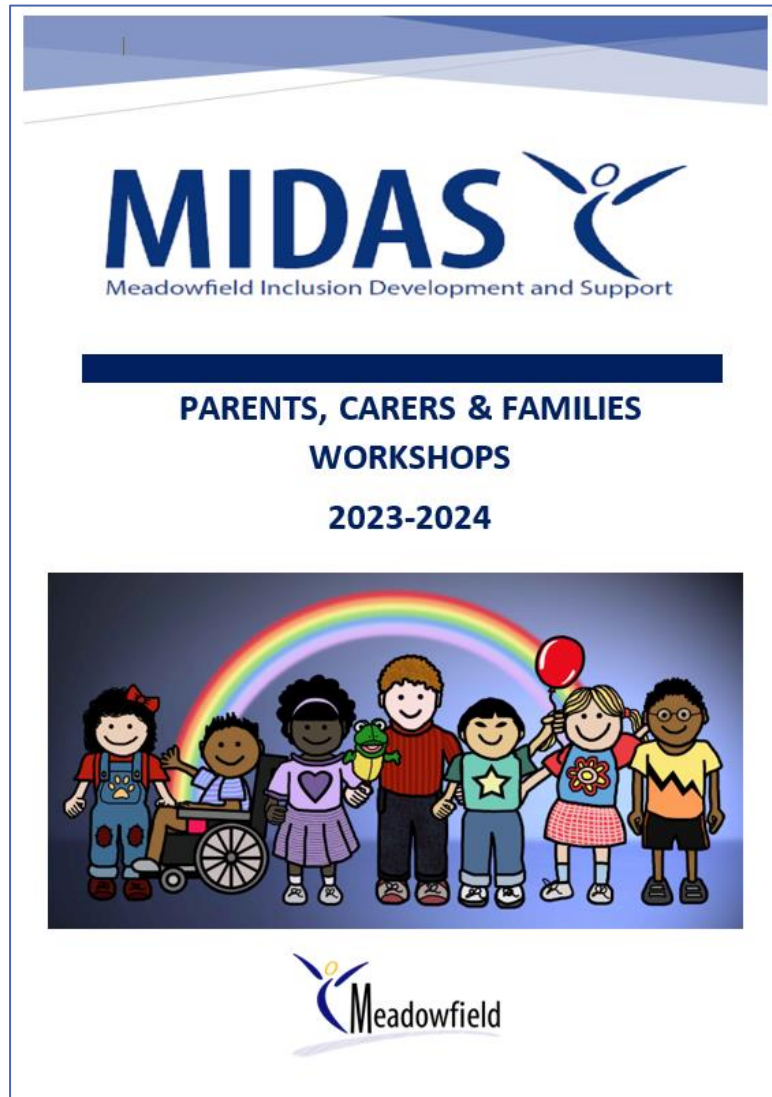
### **Inclusion Support Assistants**

Susan Cassingham  
Clare Bushell

**The team look forward to welcoming you at the MIDAS Centre**

# **PARENTS, CARERS & FAMILIES WORKSHOPS**

**2023-2024**



A separate brochure is available detailing a range of parents, carers and families workshops that will be held throughout the year at the MIDAS Centre, Meadowfield School, Sittingbourne.



## **WELLBEING DOG**

### **Tommy**



Tommy is now one year old and has been doing some great work with children in a variety of settings and schools. Tommy attends both settings and schools by request and with prior arrangement, accompanied by a member of the Specialist Teaching and Learning Team.



## KEEPING UP TO DATE

If you would like to receive email updates regarding our workshops for professionals, please ask to join our mailing list, by emailing [\*\*midas@meadowfield.kent.sch.uk\*\*](mailto:midas@meadowfield.kent.sch.uk)

Details of all workshops are available via CPD online, KELSI, on our website:

[\*\*www.meadowfield.kent.sch.uk/midas-and-stls/\*\*](http://www.meadowfield.kent.sch.uk/midas-and-stls/)

Follow us on Facebook by visiting STLS Swale to find out about our latest workshops and what is going on here at MIDAS.



**STLS DISTRICT LEAD:** Rebecca Kenny

**EMAIL:** [midas@meadowfield.kent.sch.uk](mailto:midas@meadowfield.kent.sch.uk)

**TEL:** 01795 477788 (Option 6)

**WEBSITE:** [www.meadowfield.kent.sch.uk/midas-and-stls](http://www.meadowfield.kent.sch.uk/midas-and-stls)

**ADDRESS:** MIDAS Centre, Meadowfield School,  
Swanstree Avenue, Sittingbourne,  
Kent, ME10 4NL

