











Training Offer 2024/ 25

Title	Who should attend	Learning outcomes. By the end of this session, participants should ...
<p>Soundswell Language Expression & Understanding Tracker Handbook [SLEUTHS] Whole day</p>  	<p>Staff working with students functioning below NC level 1</p>	<ul style="list-style-type: none"> • Know what communication behaviours to look for at different levels • Understand the difference between <i>assessment</i> and <i>observation (and how to formally observe)</i> • Know what communication strategies are needed by individual pupils • Be able to identify communication strengths to target for development • Knowing <i>when</i> and <i>how</i> and <i>what to use</i> to move pupils on • Understand how to measure the progress of low-level learners
<p>Soundswell Attention & Listening Intervention [SALI] Half-day</p> 	<p>EY & KS1 mainstream staff</p>	<ul style="list-style-type: none"> • Understand how attention skills (and the other 4 core skills essential for any kind of learning) develop and why they are important • Be familiar with main principles of running successful groups, including the content & format • Know how to teach 'good listening' • Have a chance to practise some of the group activities • Be confident to establish a baseline, record progress, measure impact & decide what to do next
<p>Wellcomm (Enhanced) Early Years Half-day</p>  	<p>EY & KS1 mainstream staff</p>	<ul style="list-style-type: none"> • understand why early identification of speech, language & communication needs is so important • be confident to carry out screening (lots of opportunities to practice) • be confident to group children effectively • be ready to get interventions underway at the earliest opportunity
<p>Soundswell Screening Intervention for Phonological Awareness [SSIPPA] Whole day</p> 	<p>EY & KS1 mainstream staff. Also has application in KS2</p>	<ul style="list-style-type: none"> • know what phonological awareness <i>is</i> and how it links to literacy • successfully embed universal strategies into the curriculum • screen children with confidence • be able to deliver intervention programmes • confidently collect data and record progress
<p>Using colour to support Literacy</p>	<p>EY & KS1 mainstream staff. Also has application in KS2</p>	<ul style="list-style-type: none"> • Know how to use a colour-coding system • Understand the benefits of colour-coding • be able to generalize the skills learnt

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 <p>Half-day</p> 	<ul style="list-style-type: none"> • be confident to apply colour-coding to curriculum activities
 <p>Gestalt Language Processing [GLP] Half-day</p>	<p>EY & KS1 staff or parents supporting children who are developing language <i>differently</i></p> <ul style="list-style-type: none"> • understand the GLP way of developing language • know how to recognise GLP children • be able to implement strategies at home or educational setting
 <p>Tactile Signing for Sensory Learners [TaSSeLs] Level 1: half-day introduction Level 2: 3-day course</p>	<p>School, college and residential staff supporting learners with profound and complex learning disabilities</p> <ul style="list-style-type: none"> • Be competent in using the TaSSeLs system with a range of children and young people • Understand the difference between <i>assessment</i> and <i>observation</i> (& how to <i>formally</i> observe) • Know how to use the alert sign and some of the core vocabulary signs • Understand the three approaches to using TaSSeLs • Be able to make resources • Be confident in setting targets and maintaining consistency