



**Oak LP**  
Outreach

**OakLP Outreach**  
**Training Series**  
**2023/2024**

*Please email  
[outreach@oaklp.co.uk](mailto:outreach@oaklp.co.uk) regarding  
any bookings*



Part of the

**Oak**   
Learning Partnership

## Training Series

All courses are bookable on our website.

[Training Courses | Oak Learning Partnership Outreach \(oaklp.co.uk\)](https://oaklp.co.uk)

OakLP Outreach is also able to deliver bespoke training, dependent on establishment need. Please get in touch by email to discuss this further.

## Curriculum Series

Course	Date
<p>Mastery in SEND Mathematics Sarah Lord, Lead of Mathematics Elms Bank</p> <p>This course will enable delegates to develop an effective toolkit of strategies to support teaching and learning of Mathematics. The course will draw upon effective teaching strategies to engage learners including the effective use of practical resources, effective questioning structures, retrieval activities and effective lesson structures including intervention activities to be used by teaching assistants.</p> <p><i>Suitable for: Primary teachers of Maths, NQTS, Secondary teachers of Maths, HLTAs</i></p>	<p>Thursday 21<sup>st</sup> September 2023</p>
<p><b>Differentiating GCSE Mathematics for low attaining students (Grade 1-4)</b> Sarah Lord, Lead of Mathematics Elms Bank</p> <p><b>This course will enable delegates to develop effective teaching strategies to support the learning of KS4 GCSE content. Through effective questioning, teaching structures, curriculum design and progression plans attendees, will be equipped with the strategies needed to support low attaining students. Furthermore the course will support the delegate in delivering effective Mathematical concepts to engage the most disengaged learner! Lets make Maths fun ...</b></p> <p><b><i>Suitable for: teachers of GCSE Mathematics, HLTAs</i></b></p>	<p><b>Thursday 13<sup>th</sup> June 2024</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£90 per delegate</b></p>
<p>Supporting early reading and phonics Jo Pagliuca, Lead of English Elms Bank</p> <p>This course will give you a foundation of knowledge to support phonics and early reading. Through effective questioning you will develop a deeper understanding of guided reading and helping children develop their comprehension through a growing range of texts.</p> <p><i>Suitable for: Primary teachers, teachers of SEN, HLTAs and teaching assistants</i></p>	<p>Thursday 28<sup>th</sup> September 2023</p>
<p>Literacy across the curriculum Jo Pagliuca, Lead of English Elms Bank</p>	

<p>This course will support colleagues to ensure literacy flows through your wider curriculum. It is all teachers responsibility to engage learners in developing their vocabulary, reading and writing as such attendance on this course will give you practical examples and a toolkit of strategies to best support your practice.</p> <p><i>Suitable for: Secondary subject leaders, secondary teachers of all subjects, HLTAs, SENCOs</i></p>	<p>Thursday 9<sup>th</sup> November 2023</p>
<p>Differentiating GCSE English for low attaining students (Grade 1-4) Jo Pagliuca, Lead of English Elms Bank</p> <p>This course will serve to equip teachers with a range of teaching and learning strategies to assist in their teaching of GCSE English. This course aims to ensure that learners that are predicted grade 1-4 are engaged with subject content through effective questioning and learning activities. Effective differentiation activities will work to assist your planning and curriculum design to support all learners.</p> <p><i>Suitable for: KS4 Teachers/Subject Leaders of English</i></p>	<p>Thursday 1<sup>st</sup> February 2024</p>
<b>Quality First Teaching Series</b>	
<p>Inclusive Classroom Nicola Pemberton and Laura Baker, OakLP Outreach</p> <p>How do we make sure our classrooms are as inclusive as possible? How can we support those early interventions with simple organisational systems within our classroom space? Join this session to discuss some practical steps on how to bring the first step of the graduated approach to life in your classroom space. We will look at how to incorporate strategies that will help those learners who have a range of needs at the first early stage</p> <p><i>Suitable for: teachers, HLTAs and teaching assistants</i></p>	<p>Thursday 14<sup>th</sup> September 2023</p>
<p>Engaging Classroom Nicola Pemberton and Laura Baker, OakLP Outreach</p> <p>How do we ensure children are challenged and progress through engaging and stimulating classroom practice? Through examining the engagement model, elements of attention autism, sensory stories delegates will develop a greater understanding of how to bring the curriculum alive.</p> <p><i>Suitable for: teachers, subject leaders, HLTAs and teaching assistants</i></p>	<p>Thursday 12<sup>th</sup> October 2023</p>
<b>Neuro-friendly Series</b>	
<p>Supporting the ASC learner Nicola Pemberton and Laura Baker, OakLP Outreach</p>	

<p>This course will give you the opportunity to gain a deeper understanding of how someone with autism learns. Delegates will gain an understanding of effective strategies to support learning including elements of TEACCH methodology, sensory diets, structuring of a lesson, visual support and clear communication.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p>Thursday 19<sup>th</sup> October 2023</p>
<p>Structuring learning to support students with ADHD Lucy Kildunne, SEMH Teacher and Wellbeing Lead, Elms Bank School</p> <p>This course will give you the opportunity to gain a deeper understanding of how someone with ADHD learns and can successfully access the classroom environment. Delegates will gain an understanding of effective strategies to support learning including elements of TEACCH methodology, zones of regulation, sensory diets, structuring of a lesson, visual support including behavioural expectations.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p>Thursday 30<sup>th</sup> November 2023</p>
<p>The Dyslexia friendly learning environment Harriet Lyno, Specialist Teacher, Elms Bank School</p> <p>This course will give you the opportunity to gain a deeper understanding of a neurodiverse friendly environment, with specific focus on dyslexia. This course will support delegates to understand what it means to be neurodiverse, and how this impact upon a students learning. Furthermore this course will enable delegates to attend to up to date research to inform best practice.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p>Thursday 2<sup>nd</sup> November 2023</p>
<p><b>Dyslexia friendly learning – a multisensory approach</b> <b>Harriet Lyno, Specialist Teacher, Elms Bank School</b></p> <p><b>This course will enable delegates to take away some practical strategies to use within the classroom to support learners to engage in their learning and breakdown potential barriers. There will be a focus on phonological awareness, memory training and the importance of using the senses to engage learners with dyslexia and to support them with retention.</b></p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p><b>Thursday 29<sup>th</sup> February 2024</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£90 per delegate</b></p> <p><b>1-3:30pm</b></p>
<p><b>Dyslexia Support for Secondary Schools</b> <b>Harriet Lyno, Specialist Teacher, Elms Bank School</b></p> <p><b>This course will enable delegates to help develop strategies to support secondary school learners in a multisensory learning style. This course will give secondary teachers an insight into</b></p>	<p><b>Thursday 14<sup>th</sup> March 2024</b></p> <p><b>Venue – Elms Bank School</b></p>

<p>how best to support learners struggling with literacy acquisition.</p> <p><b>Suitable for: secondary teachers, SENCOs, teaching assistants and HLTAs</b></p>	<p><b>£90 per delegate</b></p> <p><b>1-3:30pm</b></p>
<p><b>What does outstanding SEMH provision look like?</b>  <b>Lucy Kildunne, SEMH Teacher and Wellbeing Lead, Elms Bank School</b></p> <p><b>How do you ensure the 6 principles of nurture are embedded within your curriculum and classroom practice? In attending this course, delegates will develop a understanding of success based curriculum to engage the most disengaged of students. Through developing knowledge of effective teaching and learning strategies you will be equipped to support and nurture students on their positive educational journey. This course will draw upon TEACCH methodology to support in the structure. Finally the course will consider restorative practices and relationship focussed practices to further support a positive learning experience for the young person.</b></p> <p><b><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></b></p>	<p><b>Thursday 7<sup>th</sup> March</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£90 per delegate</b></p> <p><b>1-3:30pm</b></p>
<p><b>AET Good Autism Practice – Schools</b></p> <p><b>Nicola Pemberton, Rebecca Wood, Dave Herbert and Laura Baker, OakLP</b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <b>Develop your knowledge and understanding of good autism practice</b></li> <li>• <b>Reflect on and improve your practice in working with autistic pupils</b></li> <li>• <b>Understand strategies and approaches you can draw upon for autistic pupils you work with</b></li> <li>• <b>Reflect on the kind of information you need to collect for creating a person-centered education plan</b></li> <li>• <b>Consider how to involve the autistic pupil and their family in setting learning goals</b></li> </ul>	<p><b>16<sup>th</sup> April or 23<sup>rd</sup> April 2024</b></p> <p><b>Venue – Elms Bank College</b></p> <p><b>£50 per delegate</b></p> <p><b>10-14:30pm</b></p>

<p><b>AET – Anxiety and Autism – Early Years</b></p> <p>This module will provide delegates with an understanding of what we mean by anxiety, how it appears in autistic children and what the key triggers are. delegates can also discuss and learn how to support autistic children and reduce anxiety.</p> <ul style="list-style-type: none"> <li>• Develop your knowledge to discuss how autistic pupils might express their anxiety</li> <li>• What can cause anxiety in autistic pupils</li> <li>• What you can do to prevent and reduce anxiety in autistic pupils</li> </ul>	<p><b>19<sup>th</sup> April 2024</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>9-12pm</b></p> <p><b>£25 per delegate</b></p>
<p><b>Neurodiversity in the Early Years</b> Geoff Morgan, Lead EP</p> <p><i>Supporting learners pre/emerging verbal in Early Years Settings</i></p> <p>The themes covered in this course are:</p> <ul style="list-style-type: none"> <li>• Using SCERTS principles to equip learners to actively engage</li> <li>• What is meaningful engagement and how do we support this?</li> <li>• How can we use objects of reference, and names to support engagement?</li> <li>• How can we encourage meaningful engagement?</li> </ul>	<p><b>Friday June 28<sup>th</sup></b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>1-3pm</b></p> <p><b>£25 per delegate</b></p>
<b>Trauma Series</b>	
<p><b>Part 1 Trauma informed practice - Understanding attachment and the adverse childhood experiences</b> Alison Morrell, Nicola Pemberton Elms Bank School</p> <p>How do we consider the impact of adverse childhood experiences and childhood trauma in the classroom? How does childhood trauma impact upon the structure of the brain and what is the impact upon the learning?</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p><b>Thursday 2nd May 2024</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£90 per delegate</b></p> <p><b>1-3:30pm</b></p>
<p><b>Part 2 Trauma informed practice - Understanding and working with attachment to support trauma informed practice</b> Alison Morrell, Nicola Pemberton Elms Bank School</p> <p>What are the effective strategies to use within a trauma informed classroom? How are you going to support learners that have experienced trauma to build their self esteem and breakdown the barriers to learning?</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p><b>Thursday 16<sup>th</sup> May 2024</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£90 per delegate</b></p> <p><b>1-3:30pm</b></p>
<p><b>Effective behaviour de-escalation</b></p>	

<p><b>Alison Morrell, Deputy Headteacher, Elms Bank School and Dawn Lowe, Advanced Behaviour Practitioner, Elms Bank School</b></p> <p><b>Examine the theory and practical strategies behind escalating behaviour and what to do if you are faced with a young person in crisis. It can feel a lonely place being involved with a young person who is in crisis, join this session to understand the physiological reasons behind ours and their reactions and how to counteract this successfully.</b></p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p><b>Thursday 14<sup>th</sup> March</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£90 per delegate</b></p> <p><b>1-3:30pm</b></p>
<p><b>Understanding Anxiety and Depression</b> <b>Gemma Johnson, SENCO, Cloughside College</b></p> <p><b>This training allows colleagues to gain a better understanding of depression and anxiety in a classroom. It will discuss ways in which you can talk to young people and give advice in a helpful way. The session concentrates on breaking down any barriers the young person may have and how these barriers can be overcome so the young person can continue with their education.</b></p> <p><b>Suitable: teachers, SENCOs, teaching assistants, HLTAs</b></p>	<p><b>23<sup>rd</sup> May 2024</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£25 per delegate</b></p> <p><b>3-5pm</b></p>
<p><b>Understanding Self Harm</b> <b>Gemma Johnson, SENCO, Cloughside College</b></p> <p><b>This training allows colleagues to gain a better understanding of self-harm, see the benefit of early intervention and provides strategies to break down barriers in discussing this with young people. It provides practical strategies that can be implemented immediately but also equips you with the knowledge and understanding of self-harm and how to respond appropriately.</b></p> <p><b>Suitable: teachers, SENCOs, teaching assistants, HLTAs</b></p>	<p><b>21<sup>st</sup> March 2024</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£25 per delegate</b></p> <p><b>3-5pm</b></p>
<p><b>Overcoming Emotional Barriers to School Attendance (EBSA): A Step-by-Step approach.</b> <b>Geoff Morgan, Lead EP</b></p> <p><b>Emotional Barriers to School Attendance (EBSA): A step-by-step approach for schools.</b></p> <p><b>The themes covered in this course are:</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding EBSA.</b></li> <li>• <b>Assessment of emotional barriers to attendance.</b></li> <li>• <b>Evidence based intervention and support.</b></li> <li>• <b>Planning and reviewing.</b></li> </ul>	<p><b>Friday April 26<sup>th</sup></b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£25 per delegate</b></p> <p><b>1-3pm</b></p>

<p><b>Suitable for: all</b></p>	
<p><b>How to embed thrive principles into a Nurture based curriculum</b>  <b>Sue Senior, Faculty Lead, Spring Lane School</b></p> <p><b>As a thrive practitioner, Sue has a wealth of experience in supporting colleagues to understand how a curriculum that encompasses the thrive approach offers a trauma informed, whole school approach to improving the mental health and wellbeing of children and young people. Sue will take delegates through the principles of Thrive and how she has used the principles to equip her in writing curriculum maps.</b></p> <p><b>Suitable for: SENCOs, class teachers, nurture teachers, TAs</b></p>	<p><b>9<sup>th</sup> May 2024</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£90 per delegate</b></p> <p><b>1-3:30pm</b></p>
<p><b>Communication Series</b></p>	
<p><b>An introduction into effective use of visuals in the classroom</b>  <b>Ben Conduit, Speech and Language Therapist</b></p> <p><b>Visual supports aid and enhance communication. They provide children and adults with speech, language and communication needs (SLCN) with an alternative mode of communication. Visuals can help to provide structure and routine, improve understanding, avoid frustration and offer opportunities to interact with others.</b></p> <p><b>Do your students require the use of visuals to support them through the structure of the day? In attending this course you will develop a working knowledge of how to use visuals in order to support communication, structure, learning and also to support behaviour in the classroom.</b></p> <p><b>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</b></p>	<p><b>Thursday 6<sup>th</sup> June 2024</b>  <b>20</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£25 per delegate</b></p> <p><b>1-3:30pm</b></p>
<p>An introduction into LEGO Therapy  Rebecca Maleedy, Senior Speech and Language Therapist with Anita Manfredi, Speech and Language TA</p> <p>Lego-based therapy is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>This is a highly flexible therapy and one that’s especially beneficial to children with SEND. It’s an ideal tool for developing children’s social, communication and language skills, cognitive skills, fine motor skills, and their emotional and behavioural responses.</p> <p>It also helps to improve and develop:</p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Self-calming strategies</li> </ul>	<p>Thursday 18<sup>th</sup> January 2024 <b>Postponed</b></p>

<ul style="list-style-type: none"> <li>Cooperative skills and ability to work in a team.</li> </ul> <p>By attending this course you will develop a working knowledge of how to structure a LEGO Therapy session, you will also develop knowledge of how to support learners through their pre-building and building skills as well as social and language skills and emotional and behavioural responses.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	
<p>An introduction to Signalong – Part one Rebecca Maleedy, Speech and Language Therapist Elms Bank School</p> <p>We cover a brief history, philosophy, and methodology of Signalong before teaching approximately 100 key words, but you will learn the necessary skills to read and produce any sign in our range of over 70 manuals. You will develop knowledge of hand shapes, position and direction. We will also provide activities to put the vocabulary into context i.e. sentence practice, plays etc.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p>Thursday 5<sup>th</sup> October 2023</p>
<p><b>Developing an Understanding of Selective Mutism</b> <b>Dr Jamie Barsky, Clinical Psychiatrist Bury CAMHS</b></p> <p><b>This course gives an overview of what selective mutism means and the impact of selective mutism in the classroom. You will cover both informal and formal treatment approaches and you will also be given some strategies to build your confidence in supporting young people with selective mutism.</b></p> <p><b>Section 1: Understanding selective mutism</b> <b>Section 2: Reducing anxiety and helping the child</b> <b>Section 3 – Implementing a small steps programme</b> <b>Section 4 – Generalisations and transitions</b> <b>Section 5 - Debates and consideration</b> <b>Section 6 - Adapting to complexity and neurodiversity</b></p>	<p><b>Monday March 18<sup>th</sup> 2024</b></p> <p><b>Venue – Elms Bank College</b></p> <p><b>£25 per delegate</b></p> <p><b>9-12pm</b></p>
<p>An introduction to Singalong – Part two Anita Manfredi, Speech and Language Therapy Assistant, Elms Bank School</p> <p>This course will build upon the learning made in the first session, recap the use of the hands shapes, position and direction. Recapping basic signs and reflecting upon how the basic signs have been used within the workplace.</p> <p>This session will move towards considering specific curriculum content and appropriate signs and symbols that can be used to support this.</p>	<p>Thursday 18<sup>th</sup> January 2024</p>

<p>Furthermore the course will look at classroom songs, including the signs to use such as hello and goodbye songs to support transition and engagement. Lots of hands on opportunity to develop our practices.</p>	
<p><b>Developing Interaction</b>  <b>Ben Conduit, Speech and Language Therapist</b></p> <p><b>This training will develop delegates understanding of early communication and interaction. It is a training that looks at initiating, developing and continuing interactions for people with social communication difficulties, ASD, or delayed interaction.</b></p> <p><b>For people who struggle to involve other people in their play or who struggle to send purposeful messages. The training Includes strategies to develop interaction skills, with reference to the Intensive Interaction approach and other interaction and communication approaches</b></p>	<p><b>Thursday 18<sup>th</sup> April 2024</b></p> <p><b>Venue – Elms Bank School</b></p> <p><b>£25 per delegate</b></p> <p><b>1-3:30pm</b></p>