Evelina London

Guy's and St Thomas' **NHS**
NHS Foundation Trust
Community Health Services

Children & Young People's Community
Speech and Language Therapy Service

Training
2016 -2017

Training is available to professionals

working with children and young people in

Lambeth, Southwark and surrounding areas

New Mainstream courses available

New Parent training brochure

All training will be delivered across Lambeth and Southwark
You can view the brochure on the link below:
www.evelinalondon.nhs.uk/communityspeechandlanguage

Identifying and supporting speech, language and communication needs (SLCN) in Early Years Foundation Stage (under 5 years) FREE

A two day course **9.30 am - 4 pm** and a ½ day Tutorial **9.30 am - 12 pm**

Running Monthly (excluding August and September 2016)

Course Outline:

- To have an understanding of Speech and Language development in children of 0-5 years.
- A better understanding of how to identify children with possible difficulties in understanding and using language.
- An understanding of the wider impact of Speech and Language difficulties.
- Explore strategies and activities that can be used in pre-school settings to influence language development.
- Exploration of English as an additional language and communication.

Recommended for:

- Early Years foundation staff
- Class teachers, SENCos, Support Staff, Social workers and Parents
- Health Visitors and Child Development Assistants
- Other professionals working with children and young people

Entry Requirements: None

Course Materials:

- Hand-outs
- Certificate - issued following attendance at tutorial.

Course Objectives:

By the end of the course you will be able to:

- Identify what is involved in communication
- Understand the typical patterns of speech and language development
- Identify a child's level of speech and language development
- Identify which strategies will help a child to move to the next level

Identifying and supporting speech, language and communication needs (SLCN)
in Key Stage 1 (KS1) £60

Free for Lambeth schools.

Southwark schools please speak to your SLT if you would like to access this course.

A two day course **9.30am - 3.30pm**

Thursday 6th - Friday 7th October 2016

OR

Monday 23rd January - Tuesday 24th January 2017

Course Outline

- To equip staff to be more effective in supporting children with speech, language and communication needs (SLCN)
- To enable participants to identify the needs of the child and give practical strategies to support the child more effectively

Recommended for

- Class teachers, SENCos, Support staff .

Course Materials

- Hand-outs
- Certificate

Course Objectives

At the end of the course participants should be able to:

- Identify typical developmental milestones for speech, language and communication in KS1
- Recognise behaviours that indicate possible SLCN
- Practise strategies for supporting children with SLCN in KS1 classrooms

**Identifying and supporting speech, language and communication needs (SLCN)
in Key Stage 2 (KS2) £60**

Free for Lambeth schools.
Southwark schools please speak to your SLT if you would like to access this course.
A two day course **9.30am - 3.30pm**
Tuesday 11th - Wednesday 12th October 2016
OR
Thursday 2nd- Friday 3rd February 2017

Course Outline

- To equip staff to be more effective in supporting children with speech, language and communication needs (SLCN)
- To enable participants to identify the needs of the child and give practical strategies to support the child more effectively

Recommended for

- Class teachers, SENCos, Support staff.

Course Materials

- Hand-outs
- Certificate

Course Objectives

At the end of the course participants should be able to:

- Identify typical developmental milestones for speech, language and communication in KS2
- Recognise behaviours that indicate possible SLCN
- Practise strategies for supporting children with SLCN in KS2 classrooms

**Identifying and supporting speech, language and communication needs (SLCN)
in Secondary School £60**

Free for Lambeth schools.

Southwark schools please speak to your SLT if you would like to access this course.

One full day **9.30am - 3.30pm** and 2 half day workshops **1.30pm - 4pm**
Wednesday 2nd November 2016 and
Wednesday 9th & 23rd November 2016
OR
One full day **9.30am - 3.30pm** and 2 half day workshops **9.30am - 12pm**
Tuesday 28th February 2017 and
Tuesday 7th & 21st March 2017

<u>Course Outline</u>

- To equip staff to be more effective in supporting children with speech, language and communication needs (SLCN)
- To enable participants to identify the needs of the child and give practical strategies to support the child more effectively

<u>Recommended for</u>

- Class teachers, SENCos, Support staff .

<u>Course Materials</u>

- Hand-outs
- Certificate

<u>Course Objectives</u>

At the end of the course participants should be able to:

- Identify typical developmental milestones for speech, language and communication in secondary school
- Recognise behaviours that indicate possible SLCN
- Practise strategies for supporting children with SLCN in secondary school

An Introduction to working with children who present with Communication, Social, Emotional and Mental Health Difficulties £60

A two day course **9.30am - 4pm** and a ½ day Tutorial **9.30am - 12pm**

Wednesday 10th May 2017 AND **Wednesday 17th May 2017**

Tutorial: **Wednesday 14th June 2017**

This course has been developed with the support of the Education Psychology Team

Course Aims/Outline

- To develop an understanding of the links between communication difficulties and SEMH
- To develop the skills to identify communication, social, emotional and mental health difficulties in children
- To explore a range of communication strategies and behaviour strategies

Recommended for

- Class teachers, SENCos and Support Staff, Parents/Carers

Entry Requirements

- Attendance at any of the 'Identifying and Supporting speech, language and communication needs (SLCN)' courses

Course Materials

- Hand-outs
- Certificate - issued following attendance at tutorial.

Course Objectives

By the end of the course you will be able to:

- Understand the relationship between communication difficulties and SEMH
- Identify a range of practical communication strategies
- Identify a range of practical behavioural strategies
- Problem-solve and apply communication and behavioural strategies to your work setting

An Introduction to working with children with Autism Spectrum Disorders within the Early Years Foundation Stage (under 5 years) £60

A two day course **9.30am - 3.30pm** and a ½ day Tutorial **9.30am - 12pm**

Tuesday 21st February 2017 and **Friday 24th February 2017**

Tutorial: **Wednesday 22nd March 2017**

Course Aims/Outline

- To gain an understanding of "Autism Spectrum Disorders" (ASDs)
- To understand the range of communication, interaction and behaviour difficulties associated with ASD
- To explore a range of strategies that are beneficial for children with ASD under 5
- This course is intended as an introduction to working with children with ASD under 5

Recommended for

- Class teachers, SENCos, Support Staff and other professionals

Entry Requirements

- We recommend participants attend any of the 'Identifying and Supporting speech, language and communication needs (SLCN)' courses

Course Materials

- Hand-outs
- Certificate - issued following attendance at tutorial.

Course Objectives

By the end of the course, you will be able to:

- Understand recent definitions of ASD
- Understand the range of communication, interaction and behavioural difficulties associated with ASD
- Identify the sensory impairments that can be associated with ASD
- Identify strategies for supporting children with ASD under 5, such as environmental modifications and interaction strategies.

An Introduction to working with children over 5 years with Autism Spectrum Disorders in schools £60

A two day course **9.30am - 3.30pm** and a ½ day Tutorial **1.30pm - 4pm**

Tuesday 21st February 2017 and **Wednesday 22nd February 2017**

Tutorial: **Wednesday 22nd March 2017**

Course Aims/Outline

- To gain an understanding of "Autism Spectrum Disorders" (ASDs)
- To understand the range of communication, interaction and behaviour difficulties associated with ASD
- To explore a range of strategies that are beneficial for children with ASD over 5 years of age
- This course is intended as an introduction to working with children with ASD over 5 years of age

Recommended for

- Class teachers, SENCos, Support Staff and other professionals

Entry Requirements

- We recommend participants attend any of the 'Identifying and Supporting speech, language and communication needs (SLCN)' courses

Course Materials

- Hand-outs
- Certificate - issued following attendance at tutorial.

Course Objectives

By the end of the course, you will be able to:

- Understand recent definitions of ASD
- Understand the range of communication, interaction and behavioural difficulties associated with ASD
- Identify the sensory impairments that can be associated with ASD
- Identify strategies for supporting children with ASD over 5 years of age, such as TEACCH, social stories etc.

Total Communication: A Practical Approach £40

A one day course **9.30am - 3.30pm** and a half day Tutorial **9.30am - 12pm**

Thursday 19th January 2017 Tutorial: **Thursday 9th March 2017**

Course Aims/Outline

- Develop basic knowledge of a range of visual support systems including Makaton signing, PECS, Schedules and Communication Books
- Consider their use in routines and class environments
- Learn about adapting your communication style to support children's learning and communication
- Practise and discuss practical strategies in the above areas
- Develop action plan of ideas to implement in own setting

Recommended for

- Teachers, Support staff, Early Years Practitioners and Parents/Carers

Entry Requirements

- None

Course Materials

- Hand-outs
- Certificate - issued following attendance at tutorial.

Course Objectives

By the end of this course you will be able to:

- Understand the purpose of a range of visual support systems and their use to support children's communication at different levels
- Identify how to use visual support systems in a child's learning environment
- Identify communication strategies that support the communication and physical environment
- Apply strategies to specific case examples
- Produce a plan to implement specific strategies appropriate to own setting

Lego Therapy Workshop £20

Twilight session **3.30 - 5pm**
Wednesday 19th October 2016
OR
Tuesday 2nd May 2017

"**Lego Therapy**" is a simple, effective approach that uses Lego to help children and young people develop their attention & listening, turn taking, communication and interaction skills. It is relevant for use with children with a wide range of needs and across a range of settings.

Course Aims/Outline
- To introduce participants to the background and principles of Lego Therapy
- To identify the skills needed to carry out Lego Therapy
- To think creatively about how to use Lego Therapy in your own setting

Recommended for
- Class teachers, SENCos, Support Staff and Parents/Carers
- Other professionals working with children and young people with Social Communication and language difficulties.

Entry Requirements
- None

Course Materials
- Hand-outs
- Certificate

Course Objectives

By the end of the course you will be able to:
- Facilitate a Lego Therapy session
- Evaluate a Lego Therapy session

This is a practical introduction to the Picture Exchange Communication System (PECS). This awareness day aims to enable you to help children in the use of this system with support from your Speech & Language Therapist or other professionals. These professionals are fully trained in the implementation of PECS by Pyramid Education Consultants. Information on the full training provided by Pyramid Education Consultants will be provided on the day. We will discuss all 6 Phases of PECS.

Talking Mats Training £40

Half day course **9.30am - 1.00pm**
Thursday 20th October 2016
OR
Thursday 16th March 2017

"**Talking Mats**" is a simple, effective approach that uses picture symbols to help children and young people express their views about topics such as school, home life, hobbies and friends. It is relevant for use with children with a wide range of needs and across a range of settings, for example in schools, nurseries and home.

Course Aims/Outline
- To introduce participants to the background and principles of Talking Mats
- To identify the skills needed to carry out a Talking Mat
- To think creatively about how to use Talking Mats in your own setting

Recommended for
- Parents/ carers, teachers, support staff, SENCos, and any other professionals who would like a framework for consulting children and young people

Entry Requirements
- Participants need to have a basic understanding of communication skills

Course Materials
- Hand-outs
- Certificate

Course Objectives
By the end of the course you will be able to:
- Identify and explore relevant topics for a Talking Mat
- Understand and use the Talking Mats framework

Makaton is a signing system used to support the development of language in those with communication difficulties.

The Makaton Foundation Workshop for Professionals £125

(Cost is inclusive of course materials)
A two day course **9.30am – 4.00pm**
Wednesday 2nd - Thursday 3rd November 2016

Course Aims/Outline
- To introduce participants to the signs and symbols from stages of the Makaton core vocabulary
- To introduce participants to ways of using Makaton signs and symbols in educational settings
- To provide information on the use and purpose of Makaton, and to give an overview of an alternative system of communication

Recommended for
- Professionals who need to use Makaton in their work

Entry Requirements
- Participants need to have an understanding of early communication skills

Course Materials
- Workshop manuals
- Pocket book of signs 1
- Pocket book of symbols 1
- Certificate

Course Objectives
At the end of the Foundation workshop participants should be able to:
- Use stages 1-4 of the Makaton core vocabulary (signs and symbols) in their workplace.

This is a fun and interactive session for all interested in learning about Makaton.

Course Aims/Outline
- To give participants a general insight into Makaton: What it is and the children for whom it is beneficial
- To learn approximately 30 signs and symbols
- To begin to discuss ideas on how Makaton can be used at home, school, nursery or other settings

Recommended for /Entry requirements
- People who are interested in finding out about Makaton
- People with a view to attending a Beginners or Foundation Workshop in the future

Course Materials
- Hand-outs covering the vocabulary learnt during the session
- General information regarding further Makaton training and Makaton resources

For more information about Makaton please go to:
www.makaton.org or call **01276 606 760**

Course Outline:

- To learn strategies and techniques for setting up and delivering effective small groups in schools, including engaging with parents.

- To identify potential difficulties in delivering groups and possible solutions for these

- To consolidate knowledge of targeted activities that support speech, language and communication development in school-aged pupils

Recommended for:

- Early Years Foundation Staff, class teachers, SENCos,

  Teaching assistants, Learning mentors

Entry Requirements:

- Attendance at any of the 'Identifying and Supporting speech, language and communication needs (SLCN)' courses

Course Materials:

- Hand-outs
- Certificates

Course Objectives

By the end of the course you will:

- feel confident in using strategies to manage attention and behaviour within a small group

- practise strategies for supporting children with SLCN in schools

- understand factors impacting on outcomes of groups

- identify potential barriers and possible solutions and sources of help to run

Course Outline:

- To discuss actions identified from the Communication Commitment review

- To identify potential barriers to implementing these actions and possible solutions for overcoming them.

- To share good practice in creating a whole school approach to communication between schools

Recommended for:

- SENCos, Inclusion Managers, School senior leadership team

Entry Requirements:

   completed the Communication Commitment review and identified actions
   https://www.thecommunicationtrust.org.uk/media/300499/
   handbook_updated_december_2014.pdf

Course Materials: none

Course Objectives

By the end of the course, you will be able to:

- Feel confident in implementing identified actions to support communication across the school

- Identify other schools who can be allies in the implementation of actions

- Understand how Speech and Language Therapists can support the development of the school workforce

How to maximise children's learning through questions in the classroom £20

Free to Lambeth Core Schools
Time: **4 - 5.30pm**
Friday 9th December 2016
OR
Monday 13th February 2017

Course Outline:

- To review question frameworks used in schools

- To identify potential barriers to children answering questions.

- To practise strategies for supporting children to successfully answer questions

Recommended for:

- Class teachers (particularly NQTs in mainstream schools), Higher level TAs, SENCOs/ Inclusion Managers/ Senior Leadership Team

Entry Requirements: none (you might want to see our courses on Identifying and Supporting Children with SLCN)

Course Materials:

- Hand-outs

- Certificate

Course Objectives

By the end of the course, you will be able to:

- Briefly outline different question frameworks

- Identify reasons children sometimes struggle to respond to questions

- Select and use strategies to support children to successfully answer questions

Additional Training on Request

ELKLAN Speech and Language Support for under 5s
(Accredited Course through Open College Network South West) (OCNSW)

£74.50 Children's Centre Staff
(To cover cost of Accreditation and course manual)
£400 non Children's Centre Staff

Ten 2½ hour sessions
(participants must attend all sessions)

Course Outline
- To equip staff to be more effective in supporting children with speech, language and communication needs (SLCN)
- To enable participants to identify the needs of the child and give practical strategies to support the child more effectively

Recommended for
- Early Years Practitioners

Course Materials
- Accreditation certificate and course manual

Course Objectives
At the end of the course participants should be able to:
- Identify and effectively meet the needs of children with (SLCN)
- Make more accurate observations to share with parents and other agencies
- Promote collaborative working amongst practitioners
- Make appropriate referrals to Speech and Language Therapy

NB: Participants are expected to complete a portfolio (independently not during course sessions) to gain accreditation.

1 hour sessions

Speech and Language Development in Early Years (Introduction)
Staff will be familiar with the different skills involved in speech and language development.
Staff will be aware of speech and language 'ages & stages'.
Staff will know what support is available to children with speech and language difficulties.

Adult Child Interaction (Introduction)
Staff will be aware that an adult's interaction style impacts on a child's speech and language development.
Staff will reflect on their current practice and identify areas to develop.

Using Visuals to Support Language Development
Staff will understand the term 'visuals'.
Staff will know about different types/levels of visual supports.
Staff will have an awareness of how visual supports can be used in early years settings.
Staff will plan one type of visual support to use within their setting.

Developing Group Time
Staff will be aware of the importance of circle time.
Staff will be able to use visual timetables.
Staff will be more confident in group time and better able to select the appropriate book for each circle time.
Staff will be able to plan for successful group times.

Key Word Assessment
Staff will be aware of how children's understanding of language develops.
Staff will know what Key Words/Information Carrying Words are.
Staff will know how to administer the Key Word Level Assessment to determine how much children understand.

Strategies to Support Expressive Language Development
Staff will be aware of how children's expressive language develops.
Staff will develop skills and confidence in supporting children's expressive language development.

"Talk and Play Every Day"
Staff/Parents will know the key messages about language development and how adults can support it.
Staff will feel confident sharing these messages with parents.

"Talk and Play Every Day: Keep your Language Alive"
Staff/Parents will know the key messages about bilingualism and language learning.
Staff will feel confident sharing these messages with parents.

"Talk and Play Every Day: Switch it off and Talk Together"
Staff/Parents will know the key messages about TV watching or use of screens
and how these can negatively impact on communication and language development
Staff will feel confident sharing these messages with parents

"Talk and Play Every Day: Read and Rhyme Any Time"
Staff/Parents will know the key messages about how reading, rhyming and singing songs
supports early language development.
Staff will feel confident sharing these messages with parents

Training for Children's Centres

Half-day sessions

Speech and Language Development in Early Years (Enhanced)
Staff will be familiar with the different skills involved in speech and language development.
Staff will be aware of speech and language 'ages & stages'.
Staff will know when and how to refer to Speech and Language Therapy.
Staff will be aware of strategies that support speech and language development.
Staff will have practised some activities that support speech and language development.
Staff will make an 'action plan' of how they can use their learning from this session in their every day practice.

Adult Child Interaction (Enhanced)
Staff will know HOW & WHY young children communicate
Staff will have an understanding of the principles of Adult-Child interaction (ACI) and it's research basis
Staff will be aware of children's interaction styles and the roles adults play
Staff will know key strategies to support ACI
Staff will know how to use the ACI Tally count to support practice

Interactive Circle Times – **Staff wishing to attend this course must have previously attended the 'Adult Child Interaction (Enhanced)' course**
Staff will understand the importance of structured activities for learning language (i.e. circle times).
Staff will feel confident and creative in planning circle times.
Staff will base circle time planning on the unique skills and interests of children within the setting.
Staff will have opportunities to share ideas with colleagues about quality circle time practice.
Staff will take away at least 3 new activities (non- book based) and plans to implement these within their setting.

Training for Children's Centres

Longer Training Packages

Speech and Language Development in the Early Years (Parent and Practitioner Package)
A key member of staff will work with the SLT to develop a bespoke training package for those linked with your setting. Training could include parents, practitioners from within your setting (as well as linked settings) and childminders.
Those trained will:
Be familiar with the different skills involved in speech and language development.
Be aware of speech and language 'ages & stages'.
Know what support is available to children with speech and language difficulties.
Know what strategies they can use to support children's speech and language development.
Typically a 5 week programme, consisting of:
1 x planning session
3 x 2 hour training sessions
1 x follow up 'stay and play' session

Talking Tables
Staff will be familiar with the 'Talking Tables' approach and how it can be used to support children's speech and language development.
'Talking Tables' will be set up in the setting by a designated member of staff with support from the Speech and Language Therapist.
The designated member of staff will be supported to reflect on current practice and create a plan for development.
The effect of 'Talking Tables' within the setting will be evaluated with support from the Speech and Language Therapist.

1 x whole staff information session (1 hour)
4 x follow up sessions in your setting with the children
1 x follow up meeting with the designated member of staff and setting manager

Chatterbox

Please note, it is expected that the setting will take responsibility for the ongoing running of this group and that it will continue after the initial block of SLT support.

Staff will set up and run a weekly 'stay and play' session (for children and their parents) with a speech and language development focus.
The setting can advertise this session as being set up with support from the Speech and Language Therapy Service.

1 x planning session with the Speech and Language Therapist (SLT).
4 x jointly run 'Chatterbox' stay and play sessions.
Ongoing contact and support from the SLT to continue this group.

If you are interested in any of these courses, but are not based in a Children's Centre, please contact us to discuss options for training for you and your staff.

Please note we are unable to provide crèche facilities, so please make alternative arrangements for childcare. Crèche facilities may be available through your local Children's Centre. Please contact
Lambeth Families information service on 0845 601 5317   Southwark Families information on 0800 013 0639
All applicants need to make an individual application. You may wish to photocopy the form in order that other staff and parents in your setting can continue to access the training information. Please send your completed application form to the address below.
If you have any queries regarding any of the courses or the application process, please contact the Course Administration on
Tel: 020 3049 6010 or email: gst-tr.contactslt@nhs.net

Application Form
Please write clearly and use block capitals

Name:

Job Title:

School/Nursery/Setting name:

Telephone:

Email:

To be filled in by Lambeth and Southwark staff only
I agree to release:

to attend these Courses.
Signature of Manager/ Head Teacher/ Play leader

Please write the name and the date of the courses you wish to attend:

Name of course	Date

Where did you see this brochure?
Online ☐ Notice board ☐ Email ☐ Other :

Your organisation will be charged once your place has been booked. Unfortunately no refund can be given if the attendee is no longer available, however another member of staff can be sent.

FOR ORGANISATIONS REQUIRING AN INVOICE - PAYMENT DETAILS:

Please make cheques payable to **'Guys and St Thomas NHS Foundation Trust'**
Invoice Details:

Organisation Address:	
Contact person & tel no.	
Authorising Signature:	
Cost Code:	**558116**

We only invoice statutory bodies Schools or Charities.
NB: Certificates will not be issued until full payment for the course is received.
Send Application Forms to**:**
Email: **gst-tr.contactslt@nhs.net**
or post to:
SLT Course Administration
Mary Sheridan Centre for Child Health,
5 Dugard Way, Kennington, London SE11 4TH