

**GRAVESHAM SPECIALIST TEACHING
AND LEARNING SERVICE
SUPPORT
FOR
MAINSTREAM SCHOOLS
&
EARLY YEARS SETTINGS
INCLUDING TRAINING
2024-2025**

SPECIALIST TEACHING AND LEARNING SERVICE

The Specialist Teaching and Learning Service advise and support early years settings and schools to build the capacity and confidence to deliver high quality provision for children and young people with special educational needs and disabilities (SEND).

We provide a wide range of support including training sessions and workshops for professionals, parents and carers of children and young people with special educational needs.

Our offer is also advertised on the Ifield School Website.

Mrs Mandy Braisted, Assistant Head and Director of Inclusion, Ifield School

Mr Jason Owen, Specialist Teacher, Social, Emotional & Mental Health

Ms Ruth Cubitt, Specialist Teacher in Cognition & Learning

Mrs Helen Cottage, Specialist Teacher for Communication & Interaction

Mrs Claire Noordally, Specialist Teacher for Communication & Interaction

Mrs Julie Hawkins, Specialist Teacher for Inclusion

Mrs Janice Gibson, Specialist Teacher for SEND in Early Years

Ms Gabriella Hicks, Specialist Teacher for SEND in Early Years

Mrs Catherine Hall, Smile Administrator

Mrs Emma Clisby, Smile Administrator



Mrs Maddie Arnold-Jones Headteacher, The Cedar Federation, Ifield School

SMILE CENTRE TRAINING

The following training will be delivered at Ifield Smile. More information about each course, including the cost of the training is advertised in the brochure and on the Ifield School website [Ifield School - SMILE](#)

Booking forms are also available on the website.

Alternatively please telephone 01474 536924 to request a booking form or email Smile@ifield.kent.sch.uk

Communication & Interaction – Autism

Autism and Girls – 22nd October 2024 - 9.30am - 2.30pm
Lego Intervention - 14th November 2024 - 9.30am - 2.30pm
Demand Avoidance Profile - 13th May 2025 - 9.30am - 12.30pm
Communication – Early Communicators 17th January 2025 – 9.30am-12.30pm

Communication & Interaction – Speech, Language & Communication Needs (SLCN)

Colourful Semantics – 28th November 2024 – 1.30pm -3.30pm
SLCN in Mainstream Schools 11th February 2025 - 9.30am – 2.30pm
Makaton Workshop – Level 1 Training- 14th October, 2024, 20th January 2025 & 12th May 2025

Cognition & Learning

Practical Strategies to Support Literacy Development – 28th January 2025 – 09.00am – 2.00pm

Social Emotional Mental Health

Core - De-escalation Positive Behaviour Approaches - 23rd September 2024 – 10.00am-12.30pm
ADHD – 3rd October 2024 – 10.00am - 3.00pm

More training at Smile will be added throughout the year and advertised on the Ifield School website.

Ideas for new training will be gratefully received.

Please email Smile@ifield.kent.sch.uk to share any ideas.

AUTISM EDUCATION TRUST TRAINING

MAKING SENSE OF AUTISM

Schools

This training is fully funded and will be delivered to all staff at individual schools. Please find the link below for the booking form or this can be found on the Ifield School website under Smile.

[Making Sense of Autism Booking Form \(from June 23\)](#)

Early Years

This training is fully funded and can be delivered to all staff in individual settings or at Ifield Smile by prior arrangement.

Please find the link below for the booking form or this can be found on the Ifield School website under Smile.

[Early Years Making Sense of Autism Booking Form - \(from June 2023\)](#)

Making Sense of Autism training will also be delivered centrally and any SENCo/Manager that has not arranged training at their own setting can send a delegate.

The training will also be beneficial for any new staff who have joined a setting after MSA training has been delivered.

The dates for these training sessions are:

Term 1 – Monday 7th October – 09.30am – 12.30pm

Term 2 – Monday 9th December – 09.30am – 12.30pm



Autism Education Trust

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

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



Request a booking form from your STLS admin



Email us at smile@ifield.kent.sch.uk

Call us on 01474 536924





Autism
Education
Trust

Early Years



Making Sense of Autism

Gain a better understanding and awareness of autism and the way that it affects children in schools. This module is part of the AET Early Years' Development programme and links to the Early Years Standards and Competency Framework documents. These should be referred to and used to as a setting evaluation tool.

<https://www.autismeducationtrust.org.uk/resources/early-years-standards-framework>

<https://www.autismeducationtrust.org.uk/resources/early-years-competency-framework>

Who is this training for?

This is an awareness raising module for anyone working in your setting. This includes teaching and support staff, office and ancillary staff, caterers, caretakers, 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 Early Year's Settings
- 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

Book your training now:

Email us at Smile@ifield.kent.sch.uk

Call us on 01474 536924



AUTISM EDUCATION TRUST TRAINING GOOD AUTISM PRACTICE IN SCHOOLS

This training is available for staff who have completed Making Sense of Autism or a similar training.

It will be part of a whole day's training covering:

- . Revisiting key themes from MSA.
- . Enhancing knowledge and understanding about autistic learners' profiles of difference.
- . Developing practical strategies and processes to meet the needs of autistic students within an inclusive school environment.

Please see dates below:

DATE	TIME
2 nd December 2024	9:30am – 3:30pm
3 rd April 2025	9.30am – 3.30pm

Presented by:
Helen Cottage & Claire Noordally
Specialist Teaching & Learning Service

The sessions will be delivered at Ifield Smile.

The cost will be: £60 per day for schools.

AUTISM EDUCATION TRUST TRAINING GOOD AUTISM PRACTICE IN EARLY YEARS

This training is available for staff who have completed Making Sense of Autism or a similar training will be part of a whole day's training covering:

Please see dates below:

DATE	TIME
12 th February 2025	09.30am – 12.30pm
29 th April 2025	09.30am -12.30pm

Presented by:

Janice Gibson & Gaby Hicks
Specialist Teaching & Learning Service

The sessions will be delivered at Ifield Smile.

The cost will be: £20 per day for Early Years.

Please register your interest at Smile@ifield.kent.sch.uk



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

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



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Enhances your CPD



Free resources and frameworks linked to Ofsted



Optional certification



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Call us on 01474 536924





**Autism
Education
Trust**

Early Years



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 Early Years Development programme and links to the Early Years' Standards and Competency Framework documents. These should be referred to and used to as a school and self evaluation tool.

<https://www.autismeducationtrust.org.uk/resources/early-years-standards-framework>
<https://www.autismeducationtrust.org.uk/resources/early-years-competency-framework>

Who is this training for?

This is a module for practitioners who work directly with autistic children in early years settings, 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

Book your training now:

Email us at Smile@ifield.kent.sch.uk

Call us on 0174 536924



CORE - DE-ESCALATION & POSITIVE BEHAVIOUR APPROACHES

Date: 23rd September 2024

Time: 10.00am – 12:30pm

Workshop Objectives:

This session will enable participants to reflect on how their behaviour can influence the behaviour of others with the intention of reducing escalations of conflicts. The session will also look at the current law in relation to restraint.

Workshop Content:

Participants will:

- Reflect on their own classroom practice in relation to proactive classroom management
- Gain an overview of strategies to influence behaviour
- Extend their ability to effectively use verbal and non-verbal strategies to de-escalate, divert and distract
- Extend their range of other positive strategies for immediate use in the classroom
- Examine how language can affect behaviour
- Develop awareness of using a staged approach

Target Audience: The session is aimed at teachers, senior leaders and sencos / inclusion managers – but all staff involved in teaching and learning including teaching assistants and learning mentors / HLTA's may benefit; focus is on mainstream primary and secondary.

Please note that the session replicates some of the ADHD course on 4th March 2025.

Presented by:

Jason Owen, Gravesham Specialist Teaching & Learning Service

£40.00 per delegate.

Self-service refreshments are provided.

ADHD

“He’s/She’s only got ADHD!”

Turning the unpredictable into a predictable need type

Date: 3rd October 2024

Time: 10.00am – 3.00pm

Workshop Objectives:

A one-day training session where participants will gain an overview of general behaviour strategies to take a ‘toolbox’ back to their classrooms / schools.

Though the focus of the session is on supporting children and young people who have a diagnosis or traits of ADHD, strategies offered will of course be of use to many other students; and offer general behavioural strategies for immediate use back in the classroom.

Workshop Content:

Participants will:

- Reflect on their own classroom practice in relation to proactive classroom management
- Extend their ability to effectively use recognition, affirmation and praise as part of a linked classroom system
- Gain an overview of ADHD and consider positive strategies to manage inattention, impulsivity and hyperactivity
- Extend their ability to effectively use verbal and non-verbal strategies to de-escalate, divert and distract; and influence

Target Audience:

This event is particularly suitable for teachers, teaching assistants and SENCOs/ Inclusion Managers in mainstream primary schools but staff working in secondary and special schools may also find the content relevant and helpful. Please note that the session replicates some of the De-escalation course on 29th April 2025.

Presented by: Jason Owen

Gravesham Specialist Teaching & Learning Service

£60.00 Self-service refreshments provided

MAKATON WORKSHOP

Level 1 Training

Date: 14th October 2024

Time: 9am -3.30pm

Arrival from 8.45am

Workshop Objectives:

The Level 1 Workshop provides a practical introduction to the Makaton Language Programme.

Workshop Content:

1. Know about the history, design and structure of Makaton and the Makaton Core Vocabulary
2. Be able to use signs and symbols from Stages 1, 2 and half of the Additional Vocabulary in their daily environment, and use techniques for placement, directionality and movement.
3. Know how the signed used with the Makaton Vocabulary are derived.
4. Have a knowledge of the different approaches to develop the communication skills of a wide range of Makaton users.
5. Be informed about the other Makaton Training Courses and Workshops.

You will receive a Participant's Manual. This manual is designed to be used as a workbook and supports participants when you are putting your learning into practice after the Workshop, which includes the Makaton symbols and signs that you learn in the workshop.

You will receive a certificate of attendance. Please remember to keep your Level 1 training certificate in case you want to attend further Makaton training.

Target Audience:

Level 1 is for those interested in learning about the first steps of Makaton and those who wish to continue onto Level 2. Level 2 booking information to follow.

Presented by:

Kirsty Jewell – Director of Therapy, Lead Speech and Language Therapist, Ifield School

£85.00

Self-service refreshments provided

AUTISM & GIRLS

Date: 22nd October 2024

Time: 9.30am – 2.30pm

Objectives:

- This course will explore how autistic girls and women can present differently to autistic boys.
- It will help staff improve their understanding on how to recognise issues relevant to autistic females that may need additional support.
- It will help staff become confident in using strategies that support girls to thrive in school environments.

Content:

Recent research tells us that there are marked differences in the ways that autism presents in females. The course will explore why autism has been under represented in female populations and how this is changing.

It will also draw on the lived experience of autistic females whose experiences can challenge what we currently think and help us to shape more inclusive spaces in schools.

Target Audience:

Any school staff particularly SENCOs, Inclusion leads and Pastoral Base leads.

It will be helpful for attendees to have a sound understanding of autism prior to attending this course

Presented by:

**Claire Noordally, Specialist Teacher Communication & Interaction
Gravesham Specialist Teaching & Learning Service**

£60.00 per person

Self service refreshments are provided

LEGO® GROUP INTERVENTIONS

Social skills interventions following a Lego therapy model

Date: 14th November 2024

Time: 9:30am – 2.30pm

This training provides:

- An outline of the history and theory behind Lego Therapy
- An understanding of how Lego Therapy can be adapted for use as a small group intervention in schools
- Practical experience of using Lego as a resource to teach and practise a variety of social interaction and communication skills
- An understanding of which students will be most likely to benefit from Lego group interventions
- An opportunity for exploring the wider use of Lego with early communicators and as a resource for embedding basic concepts for learning
- Suggested resources for measuring the impact of Lego group interventions

By the end of the session, participants should have all the required information to enable them to run Lego Group Interventions in their own schools.

Target Audience

Teachers, SENCOs, Teaching Assistants and HLTAs in Key Stages 1, 2 and 3; especially those working with students who have language and communication difficulties and autism.

Presented by:

Helen Cottage

Gravesham Specialist Teaching & Learning Service

£60 per delegate

Self-service refreshments are provided

COLOURFUL SEMANTICS

Date: 28th November 2024

Time: 1:30pm - 3:30pm

Workshop Objectives:

- To develop an understanding of Colourful Semantics as an approach to support learning.
- To be confident in implementing Colourful Semantics in 1:1 sessions, small groups and the classroom environment.
- To increase awareness of how Colourful Semantics can support all children, particularly those with speech, language and communication needs.

Workshop Content:

- An introduction to the Colourful Semantics framework.
- We will explore the use of Colourful Semantics to support comprehension and sentence construction in interventions.
- We will consider the wider use of Colourful Semantics to enhance children's expressive and narrative language in the classroom.

Target Audience:

This workshop is suitable for teachers and teaching assistants working in Reception to Year 6, and those working with older students with Speech, Language and Communication Needs such as DLD.

Presented by:

Ruth Cubitt and Helen Cottage
Gravesham Specialist Teaching & Learning Service

Cost: £40.00

Self-service refreshments are provided.



Kent Community Health
NHS Foundation Trust

DLD Awareness Training

Thursday 5th December 9am-11am

Education Specialists, Shelley Collard and Stacy Appleby are offering an informative training session on DLD Awareness. The training will focus on what DLD is, how it often presents in school aged children, and the strategies that schools can implement to support children with either suspected language difficulties or diagnosed DLD.

As the number of children being identified with DLD is increasing, we are offering this as an opportunity for your schools to access this valuable FREE training.



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SENSORY PROCESSING

Date: 12th December 2024

Time : 9.30am - 12.30pm

Objectives:

This half day workshop will focus on sensory differences and how these can affect pupils in a mainstream environment. Attendees will develop an understanding of sensory seeking behaviours and/or sensory sensitivities and ways in which these can be supported.

Workshop Content:

- What is sensory processing?
- Understand all the senses and the impact they can have on everyday life.
- Gain some understanding of sensory sensitivities and sensory seeking behaviours.
- To explore practical strategies that could support the child in a mainstream school environment.

Target Audience:

This course is suitable for SENDCos, teachers and support staff working with pupils who have sensory processing differences across early years and primary school.

Presented by: Julie Hawkins/Helen Cottage
Gravesham Specialist Teaching & Learning Service

£40 per delegate

Self-service refreshments are provided

COMMUNICATION STRATEGIES FOR EARLY COMMUNICATORS

Date: 17th January 2025

Time: 09.30am – 12.30pm

This will focus on the needs of children who are pre-verbal or have minimal functional language.

Course will cover:

- Who are early communicators?
- The Fundamentals of Communication
- Different forms of communication
- Intensive Interaction
- The use of visual supports
- Curiosity Programme and Attention Autism
- Communication Boards

This will be a practical workshop with lots of opportunities to share good practice, feel more confident using communication strategies and share ideas for resources.

This training is fully funded for Gravesham Primary Schools & EY Settings

Presented by:

Kirsty Jewell, Director of Therapy, Lead Speech and Language Therapist, Ifield School



MAKATON WORKSHOP

Level 2 Training

Date: 20th January 2025

Time: 9am -3.30pm

Arrival from 8.45am

Workshop Objectives:

The Level 2 Workshop provides a practical introduction to the Makaton Language Programme.

Workshop Content:

6. Know about the history, design and structure of Makaton and the Makaton Core Vocabulary
7. Be able to use signs and symbols from Stages 1, 2 and half of the Additional Vocabulary in their daily environment, and use techniques for placement, directionality and movement.
8. Know how the signed used with the Makaton Vocabulary are derived.
9. Have a knowledge of the different approaches to develop the communication skills of a wide range of Makaton users.
10. Be informed about the other Makaton Training Courses and Workshops.

You will receive a Participant's Manual. This manual is designed to be used as a workbook and supports participants when you are putting your learning into practice after the Workshop, which includes the Makaton symbols and signs that you learn in the workshop.

You will receive a certificate of attendance. Please remember to keep your Level 1 training certificate in case you want to attend further Makaton training.

Target Audience:

Level 1 is for those interested in learning about the first steps of Makaton and those who wish to continue onto Level 2. Level 2 booking information to follow

Presented by:

Kirsty Jewell – Director of Therapy, Lead Speech and Language Therapist, Ifield School

£85.00

Self-service refreshments provided

PRACTICAL STRATEGIES TO SUPPORT LITERACY DEVELOPMENT

Date: 28th January 2025

Time: 9.00am – 2.00pm

Workshop Objectives:

- To become familiar with some practical strategies and approaches that can be used to support the development of literacy skills within a mainstream primary classroom environment.
- To revise some of the content within Kent's Mainstream Core Standards document and some key messages from 'Kent's Approach to Supporting Children and Young People Experiencing difficulties with Literacy Development'

Workshop Content:

We shall be considering the following:

- developing phonological awareness
- precision teaching
- paired reading
- practical strategies for reading, writing, spelling, visual discomfort, memory and organisation

Target Audience:

This workshop is suitable for teachers and teaching assistants working with primary aged pupils in mainstream schools.

Presented by:

Ruth Cubitt & Helen Cottage
Gravesham Specialist Teaching and Learning Service

£60 per delegate

Self-service refreshments are provided

SENSORY PROCESSING

Date: Monday 3rd February 2025

Time : 9.30am - 12.30pm

Objectives:

This half day workshop will focus on sensory differences and how these can affect pupils in a mainstream environment. Attendees will develop an understanding of sensory seeking behaviours and/or sensory sensitivities and ways in which these can be supported.

Workshop Content:

- What is sensory processing?
- Understand all the senses and the impact they can have on everyday life.
- Gain some understanding of sensory sensitivities and sensory seeking behaviours.
- To explore practical strategies that could support the child in a mainstream school environment.

Target Audience:

This course is suitable for SENDCos, teachers and support staff working with pupils who have sensory processing differences across early years and primary school.

Presented by: Julie Hawkins/Helen Cottage
Gravesham Specialist Teaching & Learning Service

£40 per delegate

Self-service refreshments are provided

SPEECH, LANGUAGE & COMMUNICATION NEEDS IN THE MAINSTREAM CLASSROOM

Date: 11th February 2025

Time: 9.30am to 2.30pm

Workshop Objectives:

This one-day workshop will focus on speech, language and communication difficulties and how they affect performance across the curriculum and beyond. Attendees will learn about strategies for supporting students with a range of speech, language and communication needs (SLCN) – the most commonly occurring SEND need type in schools.

Workshop Content:

Participants will learn how to identify and support students with speech, language and communication difficulties in school:

- Gain some understanding of language development and how to identify delays, gaps and neurodevelopmental differences
- Learn about some specific difficulties/diagnoses eg Developmental Language Disorder
- Explore a range of strategies and resources to facilitate the development of language and communication skills in children and young people
- Consider how to embed inclusive practice for learners with SLCN as outlined in Kent's Mainstream Core Standards document
- Explore practical strategies and ideas to support learning, social and emotional needs and ongoing language development.

Target Audience:

This workshop is suitable for teachers and support staff working with primary aged pupils in mainstream schools, and students in Key Stage 3 with ongoing SLC difficulties.

Presented by:

Helen Cottage, Gravesham Specialist Teaching & Learning Service

£60.00 per delegate

Self-service refreshments are provided

MAKATON WORKSHOP

Level 1 Training

Date: 12th May 2025

Time: 9am -3.30pm

Arrival from 8.45am

Workshop Objectives:

The Level 1 Workshop provides a practical introduction to the Makaton Language Programme.

Workshop Content:

1. Know about the history, design and structure of Makaton and the Makaton Core Vocabulary
2. Be able to use signs and symbols from Stages 1, 2 and half of the Additional Vocabulary in their daily environment, and use techniques for placement, directionality and movement.
3. Know how the signs used with the Makaton Vocabulary are derived.
4. Have a knowledge of the different approaches to develop the communication skills of a wide range of Makaton users.
5. Be informed about the other Makaton Training Courses and Workshops.

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You will receive a certificate of attendance. Please remember to keep your Level 1 training certificate in case you want to attend further Makaton training.

Target Audience:

Level 1 is for those interested in learning about the first steps of Makaton and those who wish to continue onto Level 2. Level 2 booking information to follow

Presented by:

Kirsty Jewell – Director of Therapy, Lead Speech and Language Therapist, Ifield School

£85.00

Self-service refreshments provided

DEMAND AVOIDANT PROFILES

Date: 13th May 2025

Time: 9.30am - 12.30pm

Objectives:

- This course will explain why some children with an autism profile refuse and resist everyday activities.
- It aims to help staff improve their understanding of this group of autistic learners.
- It aims to support staff in gaining confidence in the use of strategies and resources to support pupils with a demand avoidant profile.

Content:

Demand Avoidance is a term now frequently used in the autism field. It has become a phrase that the media have latched onto and promoted yet it is still infrequent for a diagnosis to be issued. This course will explore the term demand avoidance and explain how different professional bodies may use it. Further it will explore what is going on for the child who avoids demands and propose some ways that can be helpful in helping children to say yes to what previously they said no to.

Target Audience:

Any school staff particularly SENCOs, Inclusion leads and Pastoral Base leads.

Presented by:

**Claire Noordally, Specialist Teacher Communication & Interaction
Gravesham Specialist Teaching & Learning Service**

£40.00 per delegate

Self-service refreshments are provided

SHORT COURSES

Specialist Teachers can offer training at schools and Early Years settings for all staff to attend which can include:

- Precision Teaching
- Comic Strip Conversations
- Social Stories
- Emotional Regulation
- Teaching Vocabulary
- Using visual support to improve engagement and understanding.
- A range of classroom and whole school behaviour management support to suit your school
- Colourful Semantics

Additional specific training can also be considered with notice. Please contact Smile@ifield.kent.sch.uk

Cost

Up to 20 delegates	Maintained schools and academies	Early Years Settings
Hourly rate	£120	£60
Twilight rate - 90 min	£170	£85
Half day rate	£280	£140
Daily rate	£480	£240
For groups of more than 20 reasonable additional charges will be made per additional person.		

We also run Parent Workshops!

(Please see our parent brochure for more information)

**We are
Beams**

**Explore & Improve
Social Communication
Skills**

**Starting the
Autism
Journey**

Basics for Behaviour

**Demand Avoidant
Profiles in Autism**

**Autism in the Early
Years**

Anxiety and Autism

Makaton Workshops

**Autistic Girls –
Exploring Difference**

GRAVESHAM CAMHS CONSULTATION SESSIONS

Dr Kiran Abbaraju, Clinical Lead and Dr Katie Watson, Child Psychotherapist, from NELFT are continuing to offer the **free** CAMHS consultation sessions again this academic year.

These sessions consist of a telephone conversation with either Dr Abbaraju or Dr Watson where advice and support is offered on possible referrals and mental health concerns on an anonymous basis.

The dates for these sessions are:

Term 1: 1st October 2024

Term 2: 17th December 2024

No dates for term 3

Term 4: 25th February 2025

Term 5: 29th April 2025

Term 6: 1st July 2025

The 20 minute slots are between 11.30am – 13.30pm and must be booked by email Catherine Hall – Chall@ifield.kent.sch.uk in advance.

LIFT DATES 2024 - 2025

School

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
GROUP 1	18.09.2024 Ifield Smile	13.11.2024 Ifield Smile	08.01.2025 Virtual	26.02.2025 Virtual	23.04.2025 Ifield Smile	11.06.2025 Ifield Smile
GROUP 2	25.09.2024 Ifield Smile	20.11.2024 Ifield Smile	15.01.2025 Virtual	05.03.2025 Virtual	30.04.2025 Ifield Smile	18.06.2025 Ifield Smile
GROUP 3	02.10.2024 Ifield Smile	27.11.2024 Ifield Smile	22.01.2025 Virtual	12.03.2025 Virtual	07.05.2025 Ifield Smile	25.06.2025 Ifield Smile
GROUP 4	09.10.2024 Ifield Smile	04.12.2024 Ifield Smile	29.01.2025 Virtual	19.03.2025 Virtual	14.05.2025 Ifield Smile	02.07.2025 Ifield Smile
GROUP 5	16.10.2024 Ifield Smile	11.12.2024 Ifield Smile	05.02.2025 Virtual	26.03.2025 Virtual	21.05.2025 Ifield Smile	15.05.2025 Ifield Smile
SECONDARY (SURGERY)		14.11.2024 Ifield Smile		20.03.2025 Ifield Smile		10.07.2025 Ifield Smile

Please note:

The School LIFT meetings will be held virtually and face to face (please see above)

Early Years – please note all EY LIFT meetings are now on a Thursday

GROUP	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Group 1	Thursday 26.09.2024 (pm)	Thursday 21.11.2024 (am)	Thursday 16.01.2025 (pm)	Thursday 13.03.2025 (am)	Thursday 01.05.2025 (pm)	Thursday 12.06.2025 (am)
Group 2	Thursday 10.10.2024 (am)	Thursday 05.12.2024 (pm)	Thursday 30.01.2025 (am)	Thursday 27.03.2025 (pm)	Thursday 15.05.2025 (am)	Thursday 26.06.2025 (pm)

Please note:

The Early Years LIFT meetings are held at Ifield SMILE.

TRANSITION EVENTS – 2025

The Specialist Teaching and Learning Service facilitate transition events each year.

These events are for children with SEND who are transitioning to either primary or secondary schools.

It is an opportunity for SENCOs (or other member of school staff) to come to the Ifield Smile Centre and speak to relevant schools.

We hold two events, one for Primary to Secondary and one for Pre-School to Primary, the dates are listed below.

You will be asked to complete a Capture Sheet before the event which needs to be signed by parents or carers. This will enable a discussion to take place.

PRIMARY TO SECONDARY

28th April 2025



PRE-SCHOOL TO PRIMARY

19th May 2025 – 9am – 12.30pm



Gravesham Team Around The School (TAtS)

*The Gravesham Specialist Teaching and Learning Service (STLS) and SEND Inclusion Advisor (SIA) offer a Team Around The School to promote Inclusive Practice, alongside the **school leadership team**.*

The support will be for a finite period, generally over two terms.

The first meeting will be held with the school's leadership team, including the SENCO, to review practice and challenges using a Forcefield Analysis model.

Subsequent actions can then include.

- *Training delivered by STLS around an identified area of development.*
- *A school-based LIFT meeting or surgery facilitated by the STLS which may lead to bespoke training.*
- *Subsequent Meetings using the Forcefield Analysis held with teachers and then TAs and a pupil questionnaire.*
- *An Action Plan developed using all information received, with support from the SIA.*

Team Around The Schools has been well received by schools but the leadership teams have recognised that the school needs to have the capacity to invest time into participating into the process to see impact and develop inclusive practice further.

SURGERIES

The Specialist Teachers are available to support school staff, including teachers and teaching assistants, with specific areas of concern and generic classroom strategies. Surgeries can be used by SENCOs who would like advice about an unnamed pupil instead of making a LIFT referral. Surgeries may also be offered as an outcome of a LIFT meeting.

Virtual or Face to Face SEND Surgery:

- All discussions regarding individual pupils must be anonymous.
- Solution focused approach.

To arrange a virtual or face to face appointment please make direct contact with the relevant Specialist Teacher.

Dimension	Specialist Teacher
SEMH	Jason Owen jowen@ifield.kent.sch.uk
Cognition & Learning	Ruth Cubitt/Helen Cottage rcubitt@ifield.kent.sch.uk hcottage@ifield.kent.sch.uk
Communication & Interaction	Claire Noordally/Helen Cottage cnoordally@ifield.kent.sch.uk hcottage@ifield.kent.sch.uk
Higher level of needs	Julie Hawkins jhawkins@ifield.kent.sch.uk

SENCo SUPPORT

Early Years

To provide an additional service to Early Years SENCos a triage system for LIFT will be offered through virtual meetings with Early Years Specialist Teachers, giving SENCos an opportunity to seek advice about children who will be discussed anonymously. Settings will need to pre-book the sessions termly. Recommendations will then need to be implemented before a child can be referred to LIFT. Some cases with higher level need may result in an immediate referral to LIFT, following the established LIFT processes. The Early Years LIFT paperwork and process will remain unchanged and a child who has been discussed at a triage meeting may then not need to be discussed at the LIFT meeting if there is evidence of recommendations being implemented.

Visits from the Specialist Teacher will be carefully planned to include observations of the children, meeting with practitioners and parents and setting and reviewing targets. After the first 2 visits the setting will need to request a visit from the Specialist Teacher identifying a specific focus. Some children may need to have more visits if an application for a statutory assessment is being considered. Virtual meetings, phone calls and email correspondence can be accessed by the setting SENCo as needed.

Schools

To further support SENCos in Gravesham each school will have a Link Specialist Teacher who will visit the school 3 times a year and meet with the SENCo at the beginning of term. This will be an opportunity to ask questions and talk about SEND pupils anonymously. A record of the meeting will be completed and shared with the SENCo. The SENCo will be encouraged to email and telephone the Link Specialist Teacher with any queries that are not specifically linked to a pupil/student allocated to a Specialist Teacher.

In order that SENCos can evidence a graduated approach the LIFT process has been adapted and meetings will usually focus solely on advice and signposting to outside agencies. Once recommendations made at the LIFT meeting have been implemented by the school and discussed with the Link Specialist Teacher, the SENCo can raise the case at a subsequent LIFT meeting to seek further advice which may include support from a dimension Specialist Teacher. Original LIFT outcome sheets will need to be annotated by the school and submitted to be discussed at a LIFT meeting within 6 months of the initial referral. The original parental consent will be used for returning referrals.

ATTENTION ALL SENCOS!

Gravesham SENDCo Forums

The aim of the forums is to provide an opportunity for SENCOs to come together to discuss relevant matters and share practical advice. It is a means of networking and providing support for each other and to receive guidance and training/presentations in significant local issues.

The SENDCo Forum has a commitment to SEND and inclusion, and to offering a solution-focussed, collaborative and mutually supportive resource.

Countywide SENCo Forums

These are run and delivered by The Education People (TEP). There are separate forums for primary and secondary. They describe them as a termly opportunity for professionals to receive updates from the Local Authority and other key professionals on ongoing projects, key information and sharing good practise. Please see their website for more information. Dates and times for the next academic year will be published soon.

[Kent CPD Online | Home Page \(theeducationpeople.org\)](https://www.theeducationpeople.org)

School SENCO FORUM DATES 2024 - 2025

1st October 2024 - 1.00pm to 4.00pm

18th November 2024 - 1.00pm to 4.00pm

23rd January 2025 – 1pm to 4.00pm

11th March 2025 – 1pm to 4.00pm

6th May 2025 – 1pm to 4.00pm

3rd July 2025 – 1pm to 4.00pm

Early Years SENCO FORUM DATES – 2023 – 2024

4th December 2024 - 1pm to 4pm

2nd April 2025 – 1pm to 4pm

18th June 2025 – 1pm to 4pm

AREA TRAINING

Gravesham, Dartford, and Sevenoaks districts make up the North Area.

Training offered by Sevenoaks and Dartford districts is often available to Gravesham schools and settings.

Please see the Ifield School website for the training offered in 2024-2025

www.iffieldschool.com

SENSORY SPECIALIST TEACHING AND LEARNING SERVICE

Training for Visual Impairment (VI), Hearing Impairment (HI) and Physical Development (PD) is available on the Kelsi website.

[Specialist Teaching and Learning Services - Kent County Council](#)

IFIELD SCHOOL INREACH OPPORTUNITIES FOR PROFESSIONALS IN MAINSTREAM SCHOOLS AND SETTINGS

Ifield School is a Foundation co-educational school for pupils aged 4 to 19 years of age with Profound, Severe and Complex learning needs, including Communication and Interaction difficulties.

The majority of pupils have learning difficulties associated with Autism, Speech, Language and Communication and, in addition, some pupils have complex medical conditions.

Staff at Ifield School are highly experienced practitioners in the field of Special Educational Needs and Disabilities (SEND) and some members of staff have achieved Master's Degrees in specialisms including, ASD and SLD. All staff understand that the successful inclusion of pupils in learning activities is of the utmost importance. Ifield staff create an environment that is calm, well-organised and conducive to learning not only within the classroom but in every part of the school.

We have a growing and dynamic therapy team, including Speech and Language Therapists, Occupational Therapists, visiting NHS Physiotherapists and Therapy Assistants.

If you would like to learn more about how Ifield School supports the needs of our pupils, please contact the school office office@ifield.kent.sch.uk to speak to Mandy Braisted, STLS District Lead for Gravesham, who will be able to arrange a visit.

We look forward to working with you.

The Inreach support that we can offer includes observations and discussions about the following interventions and strategies.

Attention Autism is a Speech and Language Therapy intervention aimed at developing natural and spontaneous communication through the use of visually based and highly motivating activities. There are 4 stages to develop developmental attention skills from gaining attention, to shifting, and transitioning between activities.

Augmentative and Alternative Communication are available to support pupils' spoken language, they can be low tech, light tech or high tech. Low tech AAC includes photos and symbols. Light tech devices include battery operated equipment such as a Big Mack or Go-talk. High-tech devices include computer-based software packages such as Grid for iPad.

Chatterbugs, is a small group intervention to support the development of attention and listening, turn taking and early vocabulary. As the programme progresses, language games and storytelling activities are introduced.

Colourful Semantics is a system for colour coding sentences to support understanding and expressive language. Each word type has an associated colour, for example all 'who?' words are orange and all 'doing?' words are yellow. It supports grammar and the semantics of words and sentences.

Clever Fingers is a fun and highly motivating Occupational Therapy intervention designed to help pupils develop fine motor skills.

Communication Boards and Books are visual supports which support spoken communication. A communication book is categorised into topics for easy navigation and includes photos and symbols. They act as a shared method of communication between the pupil and communication partner and provide structure to spoken language.

Cued Articulation is a set of hand cues for teaching the individual sounds in a word. Each hand movement represents one sound and the cue gives clues as to how and where in the mouth the sound is produced.

Curiosity Programme is an approach designed to create curiosity about the world, nurturing communication and fostering interaction through shared, joyful, meaningful time spent with a communication partner.

Dough Disco is a fun activity which combines the use of playdough with a series of finger exercises designed to develop fine motor control.

Eye-gaze is a highly specialised technology that allows our pupils to access computer software using their eye-gaze. The pupils are able to practice a range of skills to support their communication including image tracking, cause and effect and choice making.

Fun with Food desensitises the child to food smells and textures, to help prepare the pupil for eating and to assist in developing a positive attitude to food.

Gong Therapy is a form of sound therapy in which a gong is played softly to promote relaxation, regulation, engagement and interaction.

Intensive Interaction is an approach for pupils who are at the early stages of communication development. It is child-led and helps pupils to develop the Fundamentals of Communication, this includes learning how to connect and engage with another person.

Lego Therapy is an intervention aims to develop social skills including; turn taking, sharing, problem solving, team work and conflict resolution. It also helps to support language development including; attention and listening, asking questions, seeking clarification, developing language concepts including prepositions and vocabulary including colour/ size/ shape.

Makaton is a language programme which is used alongside spoken language. Key words are signed to support communication needs in a range of learners. Makaton signs can be used to support understanding and expressive communication difficulties. Key signs are used alongside speech throughout the school day, during lessons and other activities. Many pupils will join in with signs during daily songs and greeting activities.

The MOVE programme is an integrated, multi-agency approach for children and adults with physical disabilities and/or complex needs. Education, Health and Social Care practitioners work together, using this highly effective programme, to provide a framework which enables people to develop physical, cognitive and communication skills that are designed to improve their independence, social inclusion and quality of life.

Objects of Reference are objects which are used to help pupils anticipate and prepare for different activities throughout the day. For example, allowing the pupil to explore a pre-recorded sound of children playing outside to represent playtime.

On Body Signing is a set of touch cues designed to support understanding by helping the pupil anticipate a transition between locations, activities or movement.

PECS is a **P**icture **E**xchange **C**ommunication **S**ystem designed to help learners understand the need to initiate communication with others. Initially, pupils learn to give a symbol card to a communication partner in order to receive a motivating object. At later stages, they learn to form simple sentences and develop other types of sentences in addition to requests including 'I see' or 'I hear'.

PELICAN aims to **P**romote **E**motional Literacy in **C**hildren with **A**dditional **N**eeds by using a short, visual story demonstrating the PELICAN framework and running a 12 week intervention with activities and resources to develop awareness and understanding of pupils' emotions and feelings.

PROACT-SCIPr promotes the ability for pupils and students to communicate their emotions and manage their own behaviour / feelings. The approach starts by understanding the pupil's behaviour, identifying indicators of distress early. Staff supporting pupils are prompted to respond positively, in a non-restrictive way. We only ever use supportive physical interventions when there really is no alternative.

Rebound Therapy is the use of the trampoline to develop confidence in movement, motor skills, body awareness, balance and co-ordination. It promotes positive relationships and builds self-esteem, confidence and independence and opportunities for communication.

SCERTS is a framework which supports pupils with ASD to develop their skills in **S**ocial **C**ommunication and **E**motional **R**egulation through the use of **T**ransactional **S**upports. Transactional supports include how the classroom environment is set up and how adults can provide visuals to enhance opportunities for communication.

Sensory Circuits are a form of sensory integration intervention. It involves a sequence of physical activities that are designed to **alert, organise and calm** the pupil.

Sensory Diet is a personalised plan of physical activities and strategies to help a pupil meet their sensory needs. This plan provides the sensory input needed to stay focused and organised throughout the day.

Sensory Stories are a combination of spoken words and sensory stimuli. They are a fun and engaging way of telling a narrative that meets the needs of all learners. Sensory stories bring the words to life through a multi-sensory approach ensuring the learners are active participants. It also promotes turn taking and anticipation.

Social Stories are individualised short stories that provide information on a specific social situation. They are used to teach communication skills through the use of precise and sequential information about everyday events that the pupil may find difficult or confusing. They can be used to provide information and reduce anxiety.

Speech Sounds During speech sound interventions, specific sounds or groups of sounds are targeted. Pupils listen to the difference between their production of the sound and the correct way it should sound. The pupil's ability to produce sounds correctly is gradually developed through a small-steps approach working on sounds in isolation, in words and in sentences.

TACPAC draws together touch and music to create a structured sensory communication between two people to support sensory alignment.

Toileting individual personal care and toileting plans supports pupils to maintain healthy bladder and bowels and develop their independence and toileting skills. General information sheets are available.

Visual Supports are created to promote engagement and provide structure and predictability. Visual timetables are used in class to support transitions. Micro-schedules can promote independence with daily living skills such as dressing and personal care.



GRAVESHAM SPECIALIST TEACHING AND LEARNING SERVICE

Zones of Regulation develops an awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

North Kent Services for children with disabilities and their families

[Local Offer - Search Results | Local Kent Directory](#)

- [SEND information hub updates - Kent County Council](#) : This is an online tool to help families explore what are the right options for them if they think their child may have SEND.
 - [Home | IASK](#) : IASK supports families of children and young people with SEND. They help empower children/young people and their parents to make informed choices about their children's, education.
 - [SEND Information Hub \(Kent County Council's Local Offer\) | IASK](#)
 - [Home - Kent PACT \(kentpactnew2022.co.uk\)](#) : This is for parents and Carers of children and young people with SEND wishing to have their choices heard.
- [Equality and Inclusion - KELS!](#)

IASK—Information, Advice and Support Kent

We give free, impartial and confidential information, advice and support about special educational needs and disabilities (SEND) for children, young people up to age 25, parents and carers.

[Home | IASK](#)

[03000 41 3000](#)

iask@kent.gov.uk

Kent Parents and Carers Together

Kent PACT is a parent carer forum set up for parents of children and young adults with disabilities and additional needs.

They offer a way for you to have your say and influence us, local health services and other organisations in improving local services. Some of the parents on the forum are also key members of the joint KCC/NHS SEND Improvement Board.

[Kent Parents and Carers Together \(PACT\) - Kent County Council](#)

Family Hubs

Each Family Hub offers different services, please see link below for further information:

[Your local family hub - Kent County Council](#)



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