

# Somerset's Educational Psychology Service

Directory of Traded Training and Support Services from January 2021

THE RIGHT SUPPORT  
IN THE RIGHT PLACE  
AT THE RIGHT TIME





## Introduction

Change is possible with Somerset and North Somerset Educational Psychology Service. We work at the individual, group, and organisational level, and this document aims to provide an overview of our traded services to schools and settings.

Our 'key services' are presented in section one, outlining the targeted support that is available, including specialist assessment, consultation and psychological supervision for staff. Section two then outlines a wide range of training topics, categorised according to areas within the SEND Code of Practice. Educational Psychologists (EPs) have a wide range of specialisms related to SEND and a track record of delivering high quality CPD. The training courses are a guide and most can be adapted to meet your individual requirements.

If you have any questions, or would like to discuss how we can support you, please contact your named Educational Psychologist or you can reach our service via any of the following:

- **Tel:** [01823 357000](tel:01823357000)
- **Email:** [educationalpsychology@somerset.gov.uk](mailto:educationalpsychology@somerset.gov.uk)
- **Web:** [www.supportservicesforeducation.co.uk/Services/3242](http://www.supportservicesforeducation.co.uk/Services/3242)
- **Twitter:** [@EPSomerset](https://twitter.com/EPSomerset)

### **New e-learning now available**

We are pleased to announce a new virtual learning area where courses can be accessed flexibly. We have several courses currently available and this is growing all the time. The Wellbeing for Education Return Training is available free of charge and for others, prices start from £25. Please visit our e-learning site for more information and to access the training courses:

[www.supportservicesforeducation.co.uk/Page/18955](http://www.supportservicesforeducation.co.uk/Page/18955)



# Contents

## Section 1: Key Services and Targeted Support

### 1.1 Educational Psychology Key Services

- Psychological Supervision for Staff – *page 5*
- Specialist Assessment, Consultation and Individual Support (Assess-Plan-Do-Review) – *page 5*
- Joint Problem-solving Consultation – *page 6*
- Creative Problem-solving Models (PATH, Solution Circles, Circle of Adults) – *page 6*
- Preparing for a Critical Incident and Developing a Critical Incident Contingency Plan: Building Resilient and Strong Systems – *page 7*
- Assistant Educational Psychology Support: Weekly Visits – *page 7*


### 1.2 Targeted support

- Re-engage Intervention: Therapeutic support for anxious students struggling to attend school. – *page 8*
- Bespoke Assistant EP Intervention Package – *page 8*
- Cognitive-behavioural Support for Anxiety Management – *page 9*

## Section 2: CPD

### 2.1 Social, Emotional and Mental Health (SEMH) Support

- Prioritising emotional wellbeing and mental health through a whole-school relational and trauma-informed approach – *page 9*
- A whole-school approach to supporting students and staff wellbeing on return to school: Key principles – *page 10*
- Understanding and Responding to Anxiety – *page 10*
  - Use of Cognitive-behavioural approaches to support students experiencing anxiety and/or low mood
  - An Introduction to Understanding Anxiety in Children and Young People
  - Understanding Anxiety – A Parent Workshop
- Loss and bereavement – *page 11*

- 
- ✎ Using Art Therapy Approaches – *page 12*
  - ✎ Attachment, Trauma and Adverse Childhood Experiences (ACES) – *page 12*
    - Understanding Attachment Theory (Level 1: Foundation)
    - Developing Attachments and Building Resilience (Level 2: Advanced)
    - Supporting those who have experienced Trauma and Adverse Childhood Experiences (ACEs)
    - Working with the Traumatized Child (3-part training)
  - ✎ The use of Emotion Coaching in de-escalation – *page 14*
  - ✎ Body Image – *page 14*
  - ✎ Supporting young people who are experiencing suicidal feelings - *Page 15*
  - ✎ Raising Awareness and Understanding of self-harming Behaviour in Young People – *page 15*
  - ✎ Supporting Children and Young people who demonstrate Harmful Sexual Behaviour – *page 16*
  - ✎ Hearing voices and seeing visions – *page 16*
  - ✎ Using Mindfulness approaches: an introduction – *page 16*

## Section 2.2: Cognition and Learning Support

- ✎ Universal provision and the Core Standards: What Does Inclusion Look like in Your Classroom? (also available as e-learning) – *page 17*
- ✎ Using Creative Approaches with Children and Young People – *page 17*
- ✎ Precision Teaching – *page 18*
- ✎ Working memory – *page 18*
- ✎ Executive Functioning – *page 18*
- ✎ Supporting young people identified as having ADHD – *page 19*
- ✎ Promoting Independent learning (For TAs) – *page 19*

## Section 2.3: Communication and Interaction Support

- ✎ Lego Therapy – *page 20*
- ✎ The psychology of communication – supporting young people with language and interaction needs – *page*
- ✎ Girls on the Autism Spectrum – *page 21*

## Section 2.4: Sensory and/or Physical Support

- ✎ An introduction to sensory processing – *page 21*
- ✎ Tourette Syndrome – *page 22*



Section 2.5: Gender and Identity

- ✎ Supporting School in relation to LGBTQ+ inclusivity – *page 23*
- ✎ Supporting School in relation to Young people who identify as transgender – *page 23*

Section 2.6: Staff Support

- ✎ Staff wellbeing workshop – *page 23*
- ✎ Supporting Children and Young People with life-limiting conditions in school – *page 24*

Section 2.7: Support for Early Years

- ✎ Little People, Big Feelings – *page 25*



# Section 1.1

## Educational Psychology Key Services

### Psychological Supervision for Staff

The Health and Safety Executive has identified teaching as one of the top five occupations affected by work-related stress. A comprehensive review of supervision in education by Barnardo’s (2020) suggested that supervision has an essential role to play in schools, not only for improved learning and reflection, but for stress management and emotional containment.

The Educational Psychology Service can provide psychological supervision to support colleagues find new ways of working; build resilience and confidence; process challenging experiences; and enhance personal effectiveness. Those who may benefit most from supervision may be SLT and pastoral staff (e.g. mental health leads). Supervision can be delivered 1:1, or in a small group. Frequency can be based on need.

### Specialist Assessment, Consultation and Individual Support (Assess-Plan-Do-Review)

Educational Psychologists can support accurate identification of needs and are skilled in a wide range of assessment approaches, to ensure that support and provision meets the specific needs of the pupil. EPs are skilled at carrying out specific assessments to explore areas such as cognition (e.g. working memory, non-verbal problem solving, or processing skills), social thinking skills, or emotional wellbeing / mental health. Individual assessment should contribute to wider consultation about a young person’s needs. Individual work will be recorded in a format agreed during the consultation and should lead into a consultation review held 6-8 weeks following the initial consultation.

*Suggested time needed: 9hrs* (to include two visits, assessment, and comprehensive reports)



## Joint Problem-Solving Consultation

Joint consultation is an evidence-based problem-solving model which aims for all participants to gain a shared understanding of a child's needs. A clear 'action plan' of strategies is co-constructed to implement immediately.

Consultation usually includes the EP, SENCO, Parent, Class Teacher / TA / Form Tutor / Head of House. It often also includes an EP observation of the young person in class. The EP will make notes throughout the meeting and provide a short record of consultation that can be used as part of the graduated assess-plan-do-review approach. A further consultation review should be arranged for 6-8 weeks following the initial consultation.

*Suggested time needed: 5hrs* (to include two visits and reports)

## Creative Problem-Solving Models

PATH (60-90 minutes)

Planning Alternative Tomorrows with Hope (PATH) is an evidence-based model of joint problem solving for complex situations. It involves the young person and a group of adults coming together to plan support. It is facilitated by two Educational Psychologists.


Solution Circles (30 minutes)

This is a short and powerful framework that is effective in getting "unstuck". It can be used either to jointly problem-solve strategies for a young person or as a model of group supervision.

Circle of Adults (60-90 minutes)

Building upon similar principles as PATH and Solution Circles, Circle of Adults is co-facilitated and designed to reach a deeper understanding of a young person. All participants leave with a shared range of strategies to support a young person.

*Suggested time needed: 30 mins prep* to be added to the above



## Preparing for a Critical Incident and Developing a Critical Incident Contingency Plan: Building Resilient and Strong Systems

This session is for senior leaders and can be personalised to the needs of individual schools/ group of schools to consider preparing for potential future critical incidents (both Covid-19 and non-Covid-19 related). Educational Psychologists can support with the consideration of systems and processes (contingency planning, communication systems, support systems) as well as exploring how critical events impact those in the school and wider community. The aim of this support is to ensure that there are clear and robust response systems in place so that school leaders can be prepared and confident about how to best manage potential critical incidents.


## Assistant Educational Psychology Support: Weekly Visits

Our Assistant Educational Psychologists (AEPs) are Psychology Graduates and qualified teachers with additional experience and knowledge in the application of psychology in education settings. The work AEPs carry out in schools will be supervised and supported by an Educational Psychologist. The AEPs can provide a range of support to schools and settings in Somerset and are available to do weekly visits for either half day or a whole day per week. This would also include a termly planning meeting with the AEP and EP and this support could be shared across school networks and federations.

As an example, AEPs can have impact in your setting through the following:

- Carrying out evidence-based interventions with students and providing impact reports
- Training and supporting Teaching Assistants to carry out interventions.
- Writing bespoke training and/or intervention packages for your school.
- Carrying out small-scale action research projects such as assessing the impact of a new reading scheme or a new programme.
- Advising and carrying out background research on new interventions or resources prior to school purchases.
- Running parent/family sessions on agreed topics, e.g. supporting children with homework, understanding how children learn, supporting a child's emotional wellbeing at home, etc.
- Carrying out class or individual student observations and providing feedback about child voice.



- 
- Individual support for high-need students, including modelling best practice to support staff, contributing to individual education plans.
  - Professional support to SENCOs, e.g. interpreting reports from other agencies, researching conditions and providing an educational perspective on how best to support students

Please contact us for more information or a bespoke price

## 1.2 Targeted Support

### **Re-engage Intervention: Therapeutic support for anxious students struggling to attend school**

The Educational Psychology Service can offer a comprehensive and targeted package of support around those who are struggling to return due to anxiety. The package of support includes assessment and individual therapeutic support to the student, with the aim of helping them to manage their anxiety in relation to school attendance. The support can be tailored to the situation and can also include training/support to staff and involvement in the development of collaborative re-engage plans

### **Bespoke Assistant EP Intervention Package**

Our team of Assistant Educational Psychologists are able to offer bespoke packages of support and intervention for individual children and young people who need additional support. The format of these sessions is typically six sessions of one hour each. This will also include an initial one-hour set up meeting with an Educational Psychologist, a baseline assessment and a brief impact report.

We are currently able to develop a bespoke package that supports students to understand and manage their emotions and/or develop a greater understanding of how their social and emotional wellbeing impacts on their motivation to persevere during learning. The focus is on developing increased self-awareness and supporting the student to develop strategies and approaches that help them to manage challenging feelings and have a greater belief in their ability to succeed with learning tasks.



## Cognitive-behavioural Support for Anxiety Management

The application of cognitive-behavioural approaches to support young people in managing anxiety has a strong evidence base. Our team of Educational Psychologists and Assistant Educational Psychologists are able to offer several package options that focus on supporting students to understand and manage anxiety through a cognitive-behavioural approach. This includes individual sessions with a young person and also structured group programmes with several students.

Our Assistant Educational Psychologists are able to run weekly intervention groups for up to five students on a 10-week basis. The sessions are facilitated by an Assistant EP with the support of a school-based member of staff, e.g. a Learning Mentor or a Teaching Assistant. Please be aware that the delivery of this is dependent on national and local health and safety guidance at the time.

## Section 2: CPD

### 2.1 Social, Emotional and Mental Health Support

Educational Psychologists (EPs) have a range of expertise in the areas of emotional wellbeing and mental health of children and young people. As well as supporting at the individual level, EPs regularly support schools and settings with 'whole-school' practices and policies linked to mental health and behaviour, as well as having a comprehensive training offer. This section outlines the EPS training offer alongside our targeted and specialist support.

### Prioritising emotional wellbeing and mental health through a whole-school relational and trauma-informed approach

This training can be personalised to the needs of individual schools/ group of schools and adapted for various lengths and delivery methods. This training is for schools and settings that are looking to further develop and embed trauma-informed and relational approaches to support emotional health and wellbeing.

The training will include:

- An overview of the impact of developmental trauma, adversity and/or relational loss on child development
- An introduction to the evidence-base surrounding the power of relational approaches at whole-school and targeted levels, with a focus on how these approaches are implemented practically



## A whole-school approach to supporting students and staff wellbeing on return to school: Key principles

This training can be personalised to the needs of individual schools/ group of schools and adapted for various lengths and delivery methods. This training is a bespoke version of the DfE training on 'Wellbeing for Education Return' and is ideal for schools who want to train all staff on this topic.

The aims of the training are to:

- Increase knowledge of the potential mental health and wellbeing impact of Covid-19 on staff, children and young people, and parents and carers.
- Build understanding of evidence-based and key principles to support recovery and emotional wellbeing

In addition to training, the Educational Psychology Service can support with the strategic direction of whole-school approaches to mental health and wellbeing, including auditing and review of current systems, supporting the implementation of evidence-based approaches and the development of universal and targeted provision for emotional health and wellbeing.

## Understanding and Responding to Anxiety

The EP Service offers a range of training and CPD opportunities in relation to understanding and responding to Anxiety. We can adapt training to meet various lengths and purposes, but the following sessions give an example of our training in this area.

### **Use of Cognitive-behavioural approaches to support students experiencing anxiety and/or low mood**

This training will explore what we mean by anxiety and how this can manifest in children and young people, with a focus on practical ideas and resources that can be used with students. This training is ideal for those working individually with young people, e.g. ELSAs or non-teaching staff. The session will include:

- How anxiety can present in students at different ages
- An introduction to a Cognitive Behavioural model of anxiety
- Sharing of practical ideas and resources
- When and where to contact other support services



### **An Introduction to Understanding Anxiety in Children and Young People**

**Aims**

- Reflect on Anxiety in the general population of children and young people.
- Understand why some Children and Young People are prone to Anxiety.
- To understand anxiety and how to recognise signs of anxiety.
- To explore practical strategies to support children and young people.

This training can be adapted to a wide range of audiences, including whole staff teams or smaller groups and is suitable for mainstream and specialist educational settings and for other professional groups and agencies.

### **Understanding Anxiety – A Parent Workshop**

**Aims**

- To provide information on anxiety to raise understanding of what anxiety is and how this presents in children and young people
- To share ideas and practical strategies about managing anxiety

This is a parent workshop and focuses solely on the information that parents would find useful to know about anxiety.

## **Loss and bereavement**


This training is for schools and settings that are looking to improve their understanding of loss and bereavement. The session will include

- The aspects of the bereavement process
- How a child’s age impacts on their understanding and needs
- How a school can support children to cope, both at an individual, and whole school level
- An overview of some of the resources available to support schools, families and individuals

### **Loss and Bereavement – For ELSAs**

**Aims**

- Raise awareness of the extent of loss and bereavement in children’s lives.
- Consider the grieving process.
- Understand the developmental nature of children’s responses to death.
- Increasing confidence in supporting bereaved youngsters.
- Providing strategies to support children



This training is aimed at ELSAs and builds on their initial training to support them to work alongside CYP who have experienced huge loss of bereavement

### Using Art Therapy Approaches

This training will be useful for members of staff working with students on an individual or small group basis, e.g. non-teaching support staff or Emotional Literacy Support Assistants (ELSAs). The training is delivered virtually and requires approximately one hour. The training will teach attendees how to use and incorporate art therapy approaches in their work with children. The use of these approaches can offer a safe space for children and young people to explore and process how they are feeling without the need for language. It aims to support emotional wellbeing, communication, boost self-esteem/self-awareness, aid concentration and create a calm, relaxed environment that will promote concentration and problem-solving

### Attachment, Trauma and Adverse Childhood Experiences (ACES)

The EP Service provides a range of training on attachment theory, trauma and ACES. There is growing recognition of the impact of early experiences on children's development alongside an increasing awareness of how best to understand and support children and young people, through both whole-school approaches and more targeted intervention.

#### **Understanding Attachment Theory (Level 1: Foundation)**

##### Aims

- To introduce Attachment Theory in relation to early development
- To look at the impact of when early attachment is disrupted
- To begin to think about how we can help children with insecure attachment styles to achieve the best they can.
- To introduce the PACE model

This course can be completed independently as a foundation course, or it can be combined with the Advanced course outline below. This training can be adapted to a wide range of audiences, including whole staff teams or smaller groups and is suitable for mainstream and specialist educational settings and for other professional groups and agencies.



### **Developing Attachments and Building Resilience (Level 2: Advanced)**

The training is the second part of **Understanding Attachment Theory (Level 1: Advanced)** and is only available to those who have completed level one. This training builds on the first session by using case studies to explore the developmental impacts of early attachment experiences on children and young people.

#### **Aims**

- To further look at the impact of early attachment on development and how young people might present, including a consideration of the different patterns of insecure attachment.
- To explore strategies and ideas in more depth that staff can use to support children and young people.
- To explore the PACE model and its implications
- To support participants to consider reflective practices in supporting pupils.

### **Supporting those who have experienced Trauma and Adverse Childhood Experiences (ACEs)**

This training can be adapted for multiple lengths and audiences. The training builds on the latest evidence from trauma and ACES research to develop participants understanding of the impact of adversity on development, mental health and behaviour. There is a practical focus, ensuring that participants feel equipped to know how to best support children and young people experiencing difficulties in this area.

#### **Aim**

- To understand what ACEs are and what the research tells us.
- To look at trauma and the impact of this on development.
- To explore the neurology and current scientific understanding.
- To explore best practice in supporting children and young people

### **Working with the Traumatised Child (3-part training)**

This is a comprehensive package of training for anyone caring, educating or supporting children and young people with developmental trauma. This training programme can be adapted for carers, adoptive parents, children's social care and schools.



**Aims**

- This training is usually delivered as a three-part package that offers a comprehensive view of trauma and the impact it has on all of us with an emphasis on CLA.
- The training looks at Adverse Childhood Experiences and this impact on neurological development.
- The training explores the key practical implications of supporting those with developmental trauma.

**The use of Emotion Coaching in de-escalation**

This training uses emotion coaching to support a reframing of behaviours and provides guidance on how to manage acting out behaviours. This would suit a twilight session or workshop and can be tailored to various audiences.

**Aims**

- To introduce the psychology of the emotion coaching approach
- To introduce the escalation curve
- To discuss and plan de-escalation strategies
- To explore how to develop a positive behaviour plan

**Body Image**

This training explores the topic of body image and its importance for young people. It can be tailored for multiple audiences.

**Aims**

- To understand what body image is, how it develops and why it is important
- To understand the factors that impact on body image for pupils.
- To recognise the signs of unhealthy body image.
- To explore what we can do to support positive body image and how to help those with negative body image.



## Supporting young people who are experiencing suicidal feelings

This training is aimed at any professional that support CYP that may have thought or talked of suicide. Key support staff in schools, social workers, youth workers and care workers would all find this training helpful.

### Aim

- To provide you with the Facts and figures
- Understanding suicidal feelings and why they might occur
- Increase knowledge about the warning signs and risk factors
- Dispelling the myths about suicide
- Considering the importance of using the correct language about suicide
- Supporting someone who is feeling suicidal
- Safety planning and helping someone to keep "safe for now"

## Raising awareness and understanding of self-harming behaviour in Young People

### Aims

- To have a better understanding of why people self-harm
- To have time to explore your own attitudes, values and feelings about self-harm
- To understand if self-harm is about suicide
- To explore the issues self-harming behaviour raises for schools and others
- To have a framework for working with young people
- To be aware of resources that can help

This training is for anyone that supports CYP across roles from Childrens Social Care, Education and youth workers. The training will support you to create your own framework to reduce self-harming behaviours and develop your confidence in this area.





## Supporting Children and Young people who demonstrate Harmful Sexual Behaviour

### Aims

- To understand typical and healthy sexual development and behaviour for children and young people.
- To recognise concerning sexual behaviour in CYP.
- To understand the law with regards to sexual behaviours
- To understand why CYP might present with Harmful Sexual Behaviour.
- To understand levels of risk and proportional response.
- To be able to support schools to draw up an appropriate risk management plan.

This training would support any school that has children that may or have displayed HSB. Specialist providers may find this training very useful, in addition to other professionals including children social care.

## Hearing voices and seeing visions

### Aim

- To raise awareness about the experience of hearing voices and seeing visions that other people are not hearing or seeing.
- To gain an understanding of the social model in relation to hearing voices and seeing visions.
- To find out what Mind in Somerset's Hearing Voices groups offer.

This training is for any staff working with young people with these difficulties and specialist providers.

## Using Mindfulness approaches: an introduction

### Aim

- To introduce mindfulness
- To think about the reasons why this approach can be useful in schools
- To let you consider if it would work well for you

This training introduces the idea of using mindfulness in school to promote wellbeing as a whole school approach, to support staff, at class level, small groups or of individuals.



## Section 2.2: Cognition and Learning

The Educational Psychology Service offers a range of services to support learning across all levels. EPs are able to use and apply the latest research on cognitive science and have expertise in translating evidence-based theories into practical applications.

### **Universal provision and the Core Standards: What Does Inclusion Look like in Your Classroom? (e-learning, [link here](#))**

This training will look at the SEN code of practice and the Somerset Core Standards, to support all teachers to create an inclusive classroom. There is a brief overview of a number of SEN needs that teachers may come across in their classroom.

**Aims**


- Reflect on your role as an educator of children with SEN, drawing on the Somerset Core Standards and key ideas from the SEN code of practice, including the graduated response and Assess-plan-do-review cycle.
- Consider the needs of children in your classroom.
- Consider the experiences of children with certain types of SEN in your classroom.
- Hear about some classroom strategies that might support these children.
- Plan some changes to make your classroom(s) more inclusive.

### **Using creative approaches to gather the views and perceptions of CYP**

**Aim**

- Introduction to Personal Construct Psychology (PCP)
- Techniques we can use to work with children and young people creatively
- How we can make the most of these techniques
- To have a practice

This training is aimed at staff that are able to offer individual support to CYP to explore their core constructs and help build a picture of their needs. The training



explores a number of sound psychological theories based in PCP. This would be very good training for ELSAs, specialist providers and staff in pastoral roles.

### **Precision Teaching** (also available as e-learning, please see website for further information)

Precision teaching is a highly structured and systematic intervention that supports children and young people to learn skills to a mastery level. It is based on and incorporates the psychological principles of fluency, distribution, interleaving, cognitive load and mastery learning. It is also a personalised approach that is well suited to supporting students who have specific gaps in their learning. This training takes approximately 1.5 hours and is for those who are able to deliver the intervention, often non-teaching support staff. Training provides all resources and materials needed to deliver this intervention.

### **Working memory**


This training can be adapted for a range of audiences. It offers a full understanding of working memory and provides a number of strategies and techniques to enhance learning that can be incorporated easily into the classroom to support the learning of all and targeted support for individuals.

Aims:

- Consider the different types of memory
- Look at the psychology of working memory and associated difficulties for children in education
- Think about strategies to support identified children

### **Supporting Children and Young People with Executive Functioning Difficulties**

This training can be adapted for multiple lengths and audiences. It introduces what is meant by the term executive functioning and focuses on how important



executive functioning skills are on a daily basis in education. A 'classroom based' model of executive functioning is outlined with exploration about how those with difficulties in this area may be identified. Considerations for practical strategies include both universal approaches as well as targeted intervention for those who require more support.

Aims:

- To introduce the concept of executive functioning and explore its importance in learning
- To explore practical ideas and approaches that support students who may have executive functioning difficulties

## Supporting young people identified as having ADHD

Aims

- Raise awareness of ADHD and explore differences with ODD and Conduct Disorder.
- Consider relevant findings from neuroscience and research
- Reflect upon the use of labels
- Reflect upon the use of medication
- Consider the impact on individuals and families
- Think about the different approaches
- Consider helpful strategies and interventions


This training would be most useful for whole school CPD or for key staff working with CYP with ADHD.

## Promoting Independent learning (For TAs)

This training is aimed at TAs/LSAs to support them to become the best TA they can be by allowing the CYP to have a sense of achievement and only supporting when necessary. This will improve the productivity of the CYP and the TA while building confidence in both of them.

Aims

- To promote and understand the importance of independence
- To explore the psychology behind independence and how it links to wellbeing and mindset

- 
- To look at the concepts of scaffolding, cueing, modelling and mediation as ways of supporting students with tasks.

## Section 2.3 Communication and Interaction

### Lego Therapy

#### Aim

- To have a greater awareness of LEGO® therapy and its role in supporting the social development of children and young people with social and communication needs.
- To be equipped with resources and information to start using LEGO® therapy in your school.

This training is primarily for ELSAs who already have an understanding of supporting children with communication difficulties. However, TA's with an interest in support CYP with communication needs may also find this training most useful.

### The psychology of communication – supporting young people with language and interaction needs

#### Aim

- To understand what communication is, and what type of communication we use?
- Unpick what we mean by Speech Language and Communication Needs (SLCN)
- What can we do to support?

This training is aimed at whole school staff teams. It will improve their understanding of SLCN and provide them with strategies and support to use with the CYP they work with.



## Girls on the Autism Spectrum

**Aim**

- To explore what you already know about autism and girls on the autism spectrum
- To inform about the differences between boys and girls on the autism spectrum and why diagnoses can be challenging.
- Offer general strategies for CYP on the autism spectrum.
- Consider some of the issues specific to girls on the autism spectrum.

This training would be useful to any school working with girls that may be on the autism spectrum. Often ASD is not identified in Girls until puberty so this training would be most useful in primary to support early identification and in secondary schools to support understanding of often sudden difficulties presented by some girls.

### Section 2.4 Sensory and/or Physical

## An Introduction to Sensory Processing

**Aims**

- To understand what sensory processing is.
- Current standpoints in the UK
- The 7 sensory systems
- Possible reasons for sensory difficulties
- Early attachment & sensory integration
- Sensory processing difficulties & support
- OT referrals

This training is aimed at a range of different professionals not just those in education. It would be most helpful if you have several children in your school with identified or suspected sensory difficulties. The training helps you to understand how it feels to have sensory difficulties and how small changes in the classroom can make the world of difference to CYP with sensory needs.



## Tourette Syndrome

### Aim

- To review our knowledge about Tourette Syndrome.
- What is Tourette Syndrome.
- Symptoms
- Possible Courses
- To consider the implications of Tourette Syndrome from the young person's perspective
- To discuss next steps

This training is for whole staff teams or key staff supporting an individual or group of CYP with Tourette's. The aim is to unpick the facts about Tourette's and dispel myths.



## Section 2.5 Gender and Identity

<b>Gender and Identity</b>
<p><b>Supporting School in relation to LGBTQ+ inclusivity</b></p> <p>Aims</p> <ul style="list-style-type: none"><li>• The psychological aspects of 'coming out'</li><li>• The Minority Stress Model</li><li>• Identifying the specific needs of LGBTQIA students and creating an inclusive setting</li><li>• The role of the Gender Identity Development Service (GIDS)</li><li>• Themes emerging from 2 focus groups of young people who identify as transgender</li></ul> <p>Whole school approach to inclusive practice with a focus on the needs and support for LGBTQ+.</p> <p><b>Supporting School is relation to Young people who identify at transgender.</b></p> <p>Aim</p> <ul style="list-style-type: none"><li>• Explore the definition of Transgender</li><li>• Look at the legislation and the relevant statistics.</li><li>• The role of the Gender Identity Development Service (GIDS).</li><li>• Themes identified from focus groups of CYP who identify as transgender.</li><li>• The essential role of schools.</li></ul> <p>This training can be adapted for whole school, smaller groups or for senior leadership teams.</p>

## Section 2.6 Staff Support

<b>Supporting Staff</b>
<p><b>Staff wellbeing workshop</b></p> <p>Aim</p> <ul style="list-style-type: none"><li>• To understand what is well-being and what impacts upon it?</li><li>• Validation – how is your own well-being right now?</li></ul>



- Planning how to prioritise your own well-being, getting the balance right – drawing on psychology research/models
- Completing a PATH to start planning how we can improve whole-school well-being

This training is aimed at whole school staff teams. It will explore your wellbeing and what negatively impacts on this, followed by offering a wide range of supportive strategies to help you as individuals and as a staff team. The PATH will allow you to collectively plan for a more positive, low stress working environment.

## Supporting Children and Young People with Life-limiting conditions in School

### Aims

- Main focus is promoting the life experiences of children and young people
- This section is about situations in which it is necessary to anticipate the possibility a child dying.
- This session is not intended as a replacement for individualised support for you and your school
- In Somerset, the death of a child is defined as a critical incident.

The key themes of this training are to support staff to work with the family, plan affectively enhance communication and understand grief. This training would be for staff supporting a child with a life-limiting diagnosis.



### Section 2.7 Support for Early Years

The Educational Psychology Service has a long-standing record of working with Early Years Providers, Services and Panels. EPs work at the individual, group, and organisational level, to offer targeted support and training. There is a long list of

training we can run in this area; whilst we offer an example below, we encourage settings to contact us to discuss individual needs.

### Early Years: 'Little people big feelings'

#### Aims

- To explore what is good enough parenting.
- Introduction to Maslow's hierarchy of needs
- Attachment Theory and why it is important.
- Introducing Cognitive Behavioural Theory

This training would suit early years setting and staff as a good introduction to learning and the barriers children may face, along with some strategies to support building relationships.

