

To sign up for Inspire JCT trainings please visit our webpage
<https://lbhfinspirehub.com/>
To sign up for CLCH Learning workshops please register through
[service2schools](https://service2schools.com/)

Identification	<p><u>Early Identification, Early Intervention (EIEI)</u> <i>Primary</i></p> <p><i>*To request a bespoke training please email inspire@lbhf.gov.uk</i></p>	<p><u>Early Identification, Early Intervention (EIEI)</u> <i>Secondary</i></p> <p><i>28th Nov 4pm</i></p> <p><i>*to request a bespoke training please email inspire@lbhf.gov.uk</i></p>	<p><u>Using progression tools to identify SLCN in Primary</u></p> <p><i>16th Sep 3.45</i></p> <p><i>23rd Sep 1.30</i></p>	<p><u>Using progression tools to identify SLCN in Secondary</u></p> <p><i>23rd Sep 3.45</i></p>
	<p><i>JCT * 1 hour</i></p>	<p><i>JCT * 1 hour</i></p>	<p><i>CLCH * 1 hour</i></p>	<p><i>CLCH * 1 hour</i></p>

Universal ordinarily available provision: Creating a communication supportive classroom	<u>Enabling Learning Environments</u> <i>Primary</i> 26 th Sep 3.30 15 th Oct 8.30 12 th Nov 8.30 4 th Dec 3.30	<u>Enabling Learning Environments</u> <i>Secondary</i> 17 th Sep 3.30 2 nd Oct 3.30 11 th Nov 8.30 5 th Dec 8.30	<u>Understanding Spoken Language</u> <i>Primary</i> 25 th Sep 3.30 9 th Dec 3.30 11 th Dec 3.30	<u>Understanding Spoken Language</u> <i>Secondary</i> 26 th Sep 8.30 1 st Oct 3.30 19 th Nov 3.30 27 th Nov 8.30	<u>Communication 4 all</u> <i>Primary</i> 24 th Sep 3.30 19 th Nov 8.30 25 th Nov 3.30	<u>Oracy for Better Reading and Writing</u> <i>Reception & KS1</i> 18 th Sep 3.30 1 st Oct 8.30 21 st Nov 3.30 12 th Dec 8.30	<u>Strategies to Support SLCN in the classroom</u> <i>Secondary</i> 2 nd Oct 8.30 10 th Oct 8.30 13 th Nov 3.45 12 th Dec 3.30	<u>Inclusive EAL and Progress Tracking</u> <i>Primary</i> 7 th Oct 11am 7 th Oct 3.30 3 rd Dec 11am 3 rd Dec 3.30
	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 60mins</i>
<u>How to Create a Communication Supportive Playground to Encourage Social Skills</u> 5 th Nov 1.30	<u>Using Shapes to Support Talking</u> 25 th Nov 1.30	<u>Augmentative and Alternative Communication (AAC)</u> 4 th Oct 3.45	<u>The Role of Phonological Awareness in Learning to Read</u> 25 th Nov 3.45	<u>How to use the communication supportive environment checklist to effect change – For primary part 1</u> 30 th Sep 3.45 <u>Part 2 – group coaching using CSE – Coaching</u> 21 st Oct 3.45	<u>Understanding Echolalia and How to Support Language Development</u> 4 th Oct 1.30	<u>How to Create a Communication Supportive Environment to Effect Change</u> 30 th Sep 3.45	<u>Understanding Stammering and How to Support in the Classroom</u> 13 th Nov 3.45	

	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>
	<u>Using Progression Tool Results in Classroom Practice - For Primary</u> 14 th Oct, 3.45	<u>Using Progression Tool results in Classroom Practice - For Secondary</u> 14 th Oct 1.30	<u>Supporting Pupils to Understand Questions (Blanks questions)</u> 9 th Oct 1.30	<u>Identifying SLCN in pupils with EAL</u> 9 th Oct 3.45	<u>Understanding DLD – The hidden disorder</u> 5 th Nov 3.45	<u>Understanding Autistic Communication Differences and how to Support in the Classroom</u> 8 th Nov 3.45	<u>Understanding Communication Differences in ADHD and how to Support in the Classroom</u> 8 th Nov 3.45	<u>Understanding Childhood Apraxia of Speech and Speech Sound Disorders</u> 11 th Oct 1.30
	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>
Targeted Groups	<u>Story telling and Narrative</u> <i>Primary</i> 18 th Sep 8.30 11 th Nov 3.45 27 th Nov 3.45	<u>Running a targeted group: Storytelling and Narrative</u> <i>Year 5-8</i> 8 th Oct 8.30 17 th Oct 3.30 5 th Nov 8.30 13 th Nov 3.30	<u>Word Aware and Vocabulary Teaching Strategies</u> <i>Primary</i> 5 th Nov 3.30 14 th Nov 3.30	<u>Word Aware and Vocabulary Teaching Strategies</u> <i>Secondary</i> 12 th Nov 3.30	<u>Sentence Building and Teaching Strategies</u> <i>Primary</i> 7 th Nov 3.30 20 th Nov 3.30 4 th Dec 8.30	<u>Barrier Games</u> <i>Primary</i> 18 th Nov 3.30	<u>Understanding Echolalia</u> <i>PVIs, EYFS & Primary</i> 16 th Sep 3.30 9 th Oct 3.30 18 th Nov 8.30 2 nd Dec 3.30	<u>Understanding Echolalia</u> <i>Parents, carers, and childminders</i> 23 rd Sep 10.00 14 th Oct 10.00 2 nd Dec 10.00

	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 45mins</i>	<i>JCT 1.5 hours</i>	<i>JCT 45 mins</i>
	<u>Stories and Rhymes for childminders and parents</u>	<u>How to Run a Targeted Group</u>	<u>Sentence Building</u>	<u>Narrative Building</u>	<u>Lego Therapy</u>	<u>Language for Thinking</u>	<u>Vocabulary building (Word aware)</u>	<u>Stories to Support Social Understanding</u>
	1 st Oct 10.00 19 th Nov 10.00 10 th Dec 6.00	30 th Sep 1.30	3 rd Dec 1.30	3 rd Dec 3.45	25 th Sep 1.30	25 th Sep 3.45	9 th Oct 3.45pm	12 th Nov 3.45
	<i>JCT 45 mins</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>
	<u>Comprehension building (EYS and primary LSAs)</u>	<u>Comprehension Monitoring</u>	<u>Attention Building</u>	<u>Emotional Language Building in KS1</u>	<u>Language for Behaviour and Emotions</u>	<u>Vocabulary Building and Word Aware</u>	<u>Problem-solving through comic strips</u>	<u>Box Clever</u>
	29 th Nov 3.45	29 th Nov 3.45	29 th Nov 1.30	2 nd Oct 1.30	4 th Nov 1.30	4 th Nov 3.45	12 th Nov 1.30	8 th Nov 1.30
	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>	<i>CLCH 1.5 hours</i>

To book onto JCT workshops please visiting the Inspire hub webpage <https://lbhfinspirehub.com/> to book a place.

To book onto CLCH trainings please visit <https://services2schools.org.uk/Event/214271>. Please note: The service to schools' website, although hosted by the Biborough, is open to Hammersmith and Fulham settings. If your setting does not already have a log-in please selected 'sign up to a new account'.

Guide to planning your learning

Identification		
<p>Identification workshops will support you to identify children/ young people with Speech, Language and Communication Needs using the Speech and Language UK progression tools. It is useful to attend either the JCT training or the CLCH workshops, prior to attending other workshops. All new starters to your school team are encouraged to attend during the Autumn term. *On completion of both parts 1 & 2 of the JCT EIEI training, you will receive brand new copies of the progression tools for your setting.</p>		
Early Identification Early Intervention	An overview of SLCN and an introduction into the use of the Speech and Language UK Screening Tools to assess for speech, language and communication needs in primary aged children.	Primary/ Secondary JCT
Using progression tools to identify SLCN in Primary	For primary teachers and support staff to gain the knowledge and the skills to identify children with possible SLCN, analyse and set SMART targets with knowledge of the progression tool.	Primary CLCH
Using progression tools to identify SLCN in Secondary	For secondary teachers and support staff to gain the knowledge and the skills to identify children with possible SLCN, analyse and set SMART targets with knowledge of the progression tool.	Secondary CLCH

Universal		
<p>Universal workshops will support you to create a communication supportive environment, which will benefit all pupils. It is useful for <u>all</u> teachers to attend either the 'Enabling Learning Environments' JCT training or the 'Communication Supportive Environment' workshop.</p>		
Creating a communication supportive classroom		
Enabling Learning Environments	This training provides ideas for practitioners to create a more enabling learning environment and specifically supports with the physical and social-emotional environments, the meaningful use of visuals and enabling adult-child interactions.	Primary/ Secondary
Understanding Spoken Language	This training provides in class strategies to make instructions and questions more accessible for all children and young people.	Primary/ Secondary
Communication 4 All	This training supports practitioners to recognise the different ways we can communicate and provides strategies to enable communication in all of its forms within our settings.	Primary/ Secondary

Strategies to support SLCN in the classroom.	This training provides ideas and strategies to support secondary school teachers to create an inclusive and supportive classroom environment.	Secondary Teachers
Oracy for better reading and writing	This course will discuss the importance of teaching active listening skills, how storytelling can promote better reading skills. Additionally, it shows you how to model writing promoting the oracy skills that are embedded in emergent writing	Reception & KS1
Strategies to support SLCN in the classroom	This workshop will provide Secondary educators with a brief introduction to speech, language and communication needs in the Secondary age-range and 10 Top Tips for making the classroom inclusive and enabling for young people with speech, language and communication needs.	Secondary Teachers
Inclusive EAL and progress tracking	This training will support educators to adapt their teaching to support EAL learners and how to monitor progress effectively.	Primary
How to create a communication supportive environment to effect change – For Teachers	This is a two-part course. Delegates must attend both sessions. Part 1 – Theory. For teachers to learn how to complete a communication supportive environment checklist and the essential principles of creating a communication supportive environment. Part 2 – Discussion and coaching. For teachers to reflect on the findings of their checklist and create a plan to make a communication supportive environment to effect change.	Primary/ Secondary
Using progression tool results in classroom practice – For Primary ** ‘Using progression tools to <i>identify</i> SLCN in Primary is a prerequisite course.	Once areas of need have been identified using the progression tool, learn how to adapt the curriculum to develop children’s skills within the areas of: Understanding Spoken Language, Understanding and Using Vocabulary, Sentences, Storytelling and Narrative, Speech Skills and Social Interaction.	Primary
Using progression tool results in classroom practice – For Secondary ** ‘Using progression tools to <i>identify</i> SLCN in Secondary is a prerequisite course.	Once areas of need have been identified using the progression tool, learn how to adapt the curriculum to develop young people’s skills within the areas of: Understanding Spoken Language, Understanding and Using Vocabulary, Sentences, Storytelling and Narrative, Speech Skills and Social Interaction.	Secondary
Introduction to Makaton	Makaton Signing is keyword signing to support children's understanding and their ability to communicate. Learn approximately 40 signs to use in the classroom.	Primary

Enhanced Makaton ** 'Introduction to Makaton' is a prerequisite course	Build upon your prior knowledge of Makaton and learn 40 additional signs to use in the classroom.	Primary
Understanding echolalia and how to support language development	Learn two different ways which children in your class may be learning language, learn what echolalia is and identify strategies to support a child who is an intonational language learner.	Nursery/ Primary
Identifying SLCN in pupils with EAL	Gain an understanding of the differences between bilingualism and SLCN and how you can support children within the classroom.	Nursery/ Primary/ Secondary
Promoting independent learning in the classroom	Increase your knowledge of the strategies which students can use to support themselves and how you can support them to learn these strategies, including use of vocabulary strategies.	KS2/ Secondary
Supporting pupils to understand questions (Blank's questions)	Learn how to use different types of questions to support students with SLCN. Strategies learned will support you to differentiate questions in the classroom.	Primary
Language for maths	Find out what children with SLCN find difficult in maths and strategies to help them to solve word problems and to learn relevant vocabulary.	Primary/ Secondary
Using shapes to support talking	Learn how to support students to code their sentences using shapes to support their expressive language skills and how to implement the strategy within classroom practice.	Primary/ Secondary
Augmentative and Alternative Communication (AAC)	Learn how we can incorporate a total communication approach into the classroom, including use of Makaton signs, visuals, written words, objects, photographs, pictures and body language to support students understanding and their ability to express themselves.	Primary
The role of phonological awareness in learning to read	Learn how phonological awareness skills develop, the importance of phonological awareness, how it enhances phonics learning as part of learning to read and strategies to support phonological awareness within the classroom.	Primary
Revision and study skills	Develop your understanding of how SLCN difficulties may impact study skills and revision, consider skills required for academic achievement, consider ways of supporting children's mental health & general wellbeing. Learn strategies to support students to read to understand, remember and to answer exam questions.	Year 6/ Secondary
Supporting conversation skills throughout the day in primary	Learn how to support conversation skills within an everyday context within a primary setting.	Primary

Supporting conversation skills throughout the day in secondary	Learn how to support conversation skills within an everyday context within a secondary setting.	Secondary
How to create a communication supportive playground to encourage social skills	Develop awareness of why playtimes can be challenging for children with SLCN. Learn how to complete a communication supportive environment playground checklist, know how to structure the playground, how to use a range of visuals to support playtimes and gain ideas for playground games/ activities.	Primary
Understanding conditions related to SLCN		
Developmental Language Disorder – Hidden disorder	Understand the features of the common, but often hidden condition Developmental Language Disorder and how support students access the curriculum.	Nursery/ Primary/ Secondary
Understanding Autistic communication differences and how to support in the classroom	Understand the communication differences associated with Autistic Spectrum Disorder and how to support students within the classroom.	Nursery/ Primary/ Secondary
Understanding communication differences in Downs Syndrome and how to support in the school environment	Understand communication differences associated with Downs Syndrome and how to support students within the classroom.	Nursery/ Primary/ Secondary
Understanding communication differences in Attention Deficit Hyperactivity Disorder	Understand the communication differences associated with Attention Deficit Hyperactivity Disorder and how to support students within the classroom.	Nursery/ Primary/ Secondary
Understanding Childhood Apraxia of Speech (CAS) and speech sound disorders	Learn about typical speech development, the features of speech sound disorders and strategies to support students.	Nursery/ Primary/ Secondary
Understanding stammering and how to support in the classroom.	Learn about the features of stammering and strategies to support students.	Nursery/ Primary/ Secondary
Understanding Selective Mutism and how to support in the classroom	Learn how to recognise features of Selective Mutism and how to support students within the classroom.	Nursery/ Primary/ Secondary
Understanding communication differences in Dyslexia	Understand communication differences associated with Dyslexia and how to support students within the classroom.	Nursery/

		Primary/ Secondary
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Targeted		
Targeted workshops will support you to facilitate interventions for children with SLCN. Staff should attend 'How to run a targeted group' in addition to another workshop in the targeted group series, if planning to run a targeted group.		
How to run a targeted group	Learn how to set targets, facilitate a targeted group and measure student progress.	Primary/ Secondary
Attention building	Support the development of joint attention skills in young autistic children within a small group.	Primary
Comprehension building	Learn how to facilitate a targeted group to support students to develop their understanding of simple keyword instructions.	Primary
Comprehension monitoring	Learn how to support students to identify when they have not understood an instruction and ask for help within the classroom and within a small group. Learn how barrier games can be used to support student to listen, ask for clarification if they are unsure and then follow instructions.	Primary
Sentence building	Learn and practice how to use colours to support expressive and receptive language skills of primary students with SLCN within the classroom setting and within a small group.	Primary
Narrative building	Develop strategies to support the narrative skills of students with SLCN within the classroom setting and within a small group.	Primary
Emotional language building	Learn how to support students to label and express their feelings by linking what they feel inside their body to the emotion vocabulary.	Primary
Lego therapy	Learn how to set up and run Lego therapy groups to support the communication skills of students with SLCN.	Primary/ Secondary
Language for Thinking ***Delegates will be required to purchase the book prior to attending the course.	Learn how to facilitate the 'Language for Thinking' intervention to support the verbal reasoning skills of students with SLCN.	Primary
Vocabulary building (Word aware)	Learn how to use the 'Word aware' approach within the classroom and within a small group to promote the vocabulary development of primary students.	Primary

***Delegates are encouraged to purchase the book prior to attending the course.		
Language for behaviour and emotions ***Delegates will be required to purchase the book prior to attending the course.	Learn how to facilitate the ‘Language for Behaviour and Emotions’ intervention to support students to use their words to solve social interaction difficulties.	Yr 5/ Yr 6/ Secondary
Problem-solving through drawing	Learn how to support students to problem-solve through drawing. This approach enables students to reflect on real life social situations and better understand why a series of events occurred.	Primary/ Secondary
Stories to support social understanding	Learn how to write stories to support social understanding. Writing these stories supports students to know what to expect within a social situation.	Primary/ Secondary
Barrier Games	This workshop will enable you to learn how to use Barrier Games as a Targeted Intervention. Barrier Games can support children to develop their understanding of spoken language (information and instructions) as well as vocabulary, sentence building and social interaction with peers.	Primary
Understanding echolalia	This workshop is for parents and carers. Learn two different ways which your child may be learning language, learn what echolalia is and identify ways you can support your child.	Parents /carers
Stories and rhymes	Join us for a workshop all about using stories and rhymes to support your child’s speech, language and communication development at home. Suitable for childminders and parents / caregivers of children aged 3 to 5.	Parents /carers