

Robson House Outreach and Camden Language and Communication Service

Name of Training	Details of Training	Who is it for?	Time commitment
 <p>ACT! Training Adult Child Interaction Tally</p>	<p>This course covers interaction strategies proven to help a child develop their language skills. <i>ACT!</i> stands for ‘Adult Child Interaction Tally’ count. The training is split over 1½ days. Using video, the practitioners will reflect on their communication and identify an interaction target towards which to work.</p>	<p>SENCOs, LSAs, teachers</p>	<p>One and a half days</p>
	<p><i>Early Talk Boost</i> is a targeted intervention aimed at 3-4 year old children with delayed language development helping to boost their language skills to help narrow the gap between them and their peers. The <i>Early Talk Boost</i> intervention is designed for children aged 3-4 with language delay, typically those who have difficulty listening/paying attention, poor vocabulary, difficulty understanding language, difficulty organising and using language, immature sentences, difficulty explaining or describing, or difficulty taking turns.</p>	<p>SENCOs, LSAs, teachers</p>	<p>1 day training</p>
	<p>This course is a practical training course for staff working in primary schools to enable them to develop the speech and language skills of all children but especially those with speech and language difficulties. This course consists of 10 sessions, website resources, plus on-site visit and accreditation via online portfolio. It is designed to provide opportunities to develop knowledge practical ideas to promote communication skills of all pupils, but particularly those with speech and language difficulties. The course is delivered by trained <i>Elklan</i> tutors.</p>	<p>SENCOs, LSAs, teachers</p>	<p>10 ½ day sessions</p>
 <p>ASD</p>	<p>This practical training course is specifically designed for staff working in primary and secondary schools to enable them to develop the communication skills of pupils with autism and so enhance their learning, social interaction and diminish behaviour. It provides a great overview into good communication practice with those with ASD and has plenty of ‘hands on’ activities which help to apply the learning and makes the course very interactive</p>	<p>SENCOs, LSAs, teachers</p>	<p>10 ½ day sessions</p>

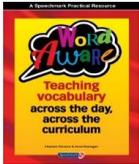
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<p>LEGO Therapy</p> 	<p><i>Lego Therapy</i> is a practical workshop that will provide learners all they need to know in order to set up and run a LEGO® group for children with autism spectrum disorders or related social communication difficulties. By providing a joint interest and goal, LEGO® building can become a medium for social development such as sharing, turn-taking, making eye-contact, and following social rules.</p>	All staff	Half a day course
<p>Restorative Approaches</p>	<p>This training aims to support schools in implementing and embedding restorative practice. Restorative approaches can offer a powerful solution to the goal of promoting harmonious relationships in schools and can lead to the successful resolution of conflict and harm. A restorative approach offers schools an alternative way of thinking about addressing discipline and behavioural issues and provides a consistent framework for responding to these issues. Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to ‘manage’ behaviour.</p>	All staff	Half a day course
	<p>Robson House is one of only two satellite centres in the country providing training accredited by Carol Gray, Consultant to Individuals with Autism and Founder of Team Social Stories™ and Social Stories Satellite Schools and Services. The Social Stories approach is one of the most popular evidence-based instructional strategies for learners with autism in the world. This workshop is for any parent, professional, family member, or friend who is working on behalf of one or more children, adolescents, or adults with autism. During the day participants will learn about the philosophy and history of Social Stories and how to plan, develop and implement genuine Social Stories.</p>	All staff	1 day training
<p>The SPELL Framework</p>	<p>The <i>SPELL</i> framework was developed by the National Autistic Society in conjunction with people with autism, their families and professionals. It is a socially valid framework that supports the understanding of autism and the development of autism friendly environments and approaches. It is an individualised and person-centred approach that centres around 5 key elements: structure, positive approaches and expectations, empathy, low arousal, and links. The first day has a focus on understanding autism and how it affects people with autism and their families. The second day focuses on supporting people on the autism spectrum, giving detailed information on how to use the SPELL framework.</p>	SENCOs, LSAs, teachers	2 whole days

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	<p><i>Talk Boost</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in primary schools by classroom teachers and assistants and provides a structured programme that accelerates children's progress in language and communication by an average of 18 months after a ten week intervention. Talk Boost training is for reception, year one and year two teachers and teaching assistants, training in pairs. It is important that staff attend in teacher and teaching assistant training pairs, as this is the structure that the intervention is based around. The training will give participants the skills and knowledge to understand the rationale behind Talk Boost, identify appropriate children, measure their progress and deliver the intervention successfully.</p>	SENCOs, LSAs, Teachers	1 day training
	<p><i>Talking Partners</i> is a programme designed to improve the way children communicate across the curriculum, enabling them to be independent and skilful speakers and listeners. It's a targeted, time-limited (10 weeks) intervention that can be used with the whole class, small groups or individuals. The programme is for pupils aged from 4 to 11 who lack skills and confidence as speakers and listeners, EAL learners, pupils with emotional literacy difficulties, SLCN, SEMH needs. It is also relevant to high attaining pupils. There are strands of both group and 1:1 provision.</p>	SENCOs, LSAs, Teachers	2 day training
	<p><i>Team Teach</i> provides a holistic approach to meeting the needs of children with social, emotional and mental health needs who present with challenging behaviour. It includes training in the use of physical intervention to keep children and adults safe. <i>Team Teach</i> training promotes de-escalation strategies to reduce risk and minimise the need for restraint. It aims to support teaching, learning and caring by increasing staff confidence and competence in responding to behaviours that challenge, whilst promoting positive relationships.</p>	All staff	1 day training or ½ day refresher training

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<p>WORD AWARE</p> 	<p><i>Word Aware</i> is a structured whole school approach to promote the vocabulary development of <u>all</u> children. Focussed on whole class learning, the approach is of particular value for those who start at a disadvantage - including children with Special Educational Needs and those who speak English as an additional language. This approach is full of practical and inspiring ideas that can be easily applied by busy classroom practitioners to develop both spoken and written vocabulary.</p>	<p>SENCOs, teachers</p>	<p>One day course</p>