



SEND Workforce Development Offer for Bristol Schools

April 2022

Introduction

The SEND Workforce Development Offer for Bristol Schools sets out the training and development opportunities currently available to build skills, understanding and confidence in Bristol schools to meet the needs of children and young people (CYP) with Special Educational Needs and Disabilities (SEND).

The offer has been developed as part of a focus on SEND workforce development following the Ofsted and CQC inspection of Bristol's approach to SEND in 2019 as part of the Written Statement of Action. Specifically, the Workforce Development Offer contributes to activity designed to establish:

- A robust, evidence-based performance culture across SEND services to reflect the principles of the SEND Code of Practice by active leadership, visible across the partnership and engaged with by all stakeholders, including school leaders.
- A support system for education, training and skills settings (0-25) to understand their responsibilities in relation to the SEND Code of Practice.
- A support system for education settings to understand their responsibilities of early identification and assessment using a graduated response

Although some parent carers in the city are positive about their child's education setting, too many continue to report that their children's needs are not always being met¹. Most recently a meeting of parent advocacy and support groups identified that more needs to be done to ensure that 'SENDCos and LSAs have the right knowledge' to meet the needs of CYP with SEND.

The 2022 offer sets out the current workforce development offer for schools. Work is in progress to identify the gaps in, engagement with and effectiveness of this offer to inform a forward plan addressing the needs of Bristol schools over the next two years. It is evident that there are a variety of providers offering training and development opportunities

¹ [Bristol SEND Annual Parent Survey 2021](#)

focused on SEND across the local area. However there has not previously been an attempt to make this offer coherent and navigable for the SEND workforce. This document seeks to address these issues.

Using the SEND Workforce Development Offer to build skills and understanding

The training and development opportunities set out in the SEND Workforce Development Offer are organised by level and audience. Schools are encouraged to consider the skills and effectiveness of their current workforce when deciding what activities would be helpful by reviewing their SEND Information Reports.

SEND information reports should include information about the expertise and training of staff to support children and young people with SEND. This information should be easily accessible by young people and parents and set out in clear, straightforward language. Providing information about staff training and expertise provides parent carers with confidence that their children's needs can be met and that they will be supported by staff who understand their needs. Keeping this information up to date can also provide an opportunity for schools to reflect on any new training and development needed in response to staff turnover and the changing needs of children over time.

Good practice guidance for Bristol schools about including information about staff training and development in SEND Information Reports has recently been published as part of the focus on SEND workforce development.

Although the Workforce Development Offer describes the training which specifically relates to SEND, schools should consider how other related training and development opportunities can also build the skills, confidence and understanding of staff in relation to CYP. Schools will want to consider how expertise in safeguarding practices, exclusions, attendance and emotional health and wellbeing impacts on outcomes achieved for CYP with SEND. It will also be helpful to think about specific SEND training needed for leaders in these areas, where they are not also the SENDCo in the school. For example, the Designated Safeguarding Lead will need to have a good understanding of the higher risk of abuse faced by CYP with disabilities and Behaviour Leads will need to have a good understanding of effective support for CYP with social emotional and mental health difficulties as well as knowing about exclusions and Alternative Learning Provision. The three priorities in [Bristol's Belonging Strategy for Children and Young People](#) may provide prompts for schools when considering how to address the needs of CYP with multiple vulnerabilities when planning continuing professional development for staff:

- Build trusting relationships
- Learn from one another
- Create an effective structure

Levels of learning

Level 1: Awareness raising: introducing skills, concepts and approaches

Training and development opportunities in the SEND Workforce Development Offer which are categorised as 'Level 1' are designed to raise awareness of staff by introducing new skills, concepts and approaches. These activities will often be useful to *all* staff working in schools and may also be helpful to parent carers of CYP with SEND.

Level 2: Enhancing skills and understanding

Level 2 training and development opportunities are designed to enhance the skills and understanding of staff who need or wish to develop their expertise further in a specific area. Staff may be in or aspiring to take on a leadership role or may be working directly with CYP with particular needs.

Level 3: Developing expertise: including delivery of specific interventions

Level 3 training and development opportunities are designed to build on earlier levels of training for staff who already have a good level of understanding and/or who want to develop expertise in specific areas because of their leadership or support roles. These activities include accredited intervention training.

Training for different groups

When identifying the SEND training and development needed within a school, it can be helpful to map out the knowledge skills and understanding of different groups within the school community. The SEND Workforce Development Offer includes information about the audience for whom each activity is suitable. Professional standards and frameworks are available for support staff, teachers, SENDCos, Head Teachers and governors to enable schools to self-evaluate existing expertise and identify professional development needed.

Teaching assistants (TAs)

There are no statutory standards for TAs in England, however [Professional standards for teaching assistants](#) were published in 2016 by a group of unions and educational experts.

These standards include the need for TAs to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.

Higher Level Teaching Assistants (HLTAs)

Similar [Professional standards for higher level teaching assistants](#) are available and include the need for HLTAs to

- Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation

Assessment of practice against the professional standards for HLTAs is available from the [HLTA National Assessment Partnership](#) .

Teachers and SENDCos

The responsibilities of schools to secure teaching and SENDCo expertise in relation to CYP with SEND are described below:

	SEND code of practice (2015)	Governance handbook (2015)	Teachers' standards
Teachers	The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.	Governors must make sure that the teachers in the school are aware of the importance of identifying pupils who have SEN and of providing appropriate teaching	-Adapt teaching to respond to the strengths and needs of all pupils -Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively -Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these -Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development -Have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

SENDCos	A newly appointed SENDCO must be a qualified teacher and, where they have not previously been the SENDCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. A National Award must be a postgraduate course accredited by a recognised higher education provider.	Governors must ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENDCO) for the school.	
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Head Teachers

Non-statutory [Headteachers' standards](#) have been produced by the DfE, intended as guidance to be interpreted in the context of each individual headteacher and school. With respect to SEND, Head Teachers need to:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special Educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

Governors

The DfE [Competency framework for governance](#) is non statutory guidance to support schools to ensure that their governors and/or trustees have the personal attributes, skills

and knowledge needed for effective governance. With regards to SEND, the framework suggests that *everyone* on the board:

- Questions leaders on how the in-school assessment system in use effectively supports the attainment and progress of all pupils, including those with a Special Educational Need or Disability (SEND) and
- Understands the duties relating to special education needs and disabilities (SEND)

and that *someone* on the board (often known as the SEND governor or SEND link trustee) understands:

- The requirements relating to the education of children with Special Educational Needs and Disabilities (SEND)

Outcomes of training and development

The SEND Workforce Development Offer contributes to a number of specific outcomes in the [Children and young people's outcomes framework](#) as follows:

- I have developed the right skills to be as independent as possible
- I have the skills to manage my own life as far as possible
- People around me are ambitious for me; stepping in and out to support me when I need it
- I am able to play, have friends and socialise
- I have the right knowledge and support at the right time to help with my own physical and mental health
- I am able to continue to learn new skills and gain knowledge

Future developments

This SEND Workforce Development Offer reflects the current SEND training and development available in Bristol and will be updated regularly in response to needs analysis, This needs analysis will consider feedback from stakeholders (schools, parent carers and professionals), uptake of training by schools and impact evaluation. It is intended that future versions of the SEND Workforce Development Offer will identify more opportunities where parent carers can access training and development alongside schools. This will ensure that key messages are shared and there is a consistent understanding of local approaches and effective practice across the city.

2022 SEND training and development offer

General approach to SEND

Local opportunities

Title	Provider	Focus	Level	Audience					Link
				LSAs	Teachers	SENDCos	Leaders	Governors	
Improving relationships with SEND parents	Murmuration	A short video sharing parents' perspectives about SEND in Bristol. The resource can be used to prompt discussion about current practices in schools and how to communicate effectively with parents.	1						Improving Relationships with SEND Parents
In-class SEND support for the four broad areas of need	School Improvement	One of twelve sessions for recently qualified teachers.	1						RQT Training
SENDCo briefings	Educational Psychology	Updates on local developments.	1						SENDCo comms
SENDCo conference	Educational Psychology	Local and national developments plus CPD workshops.	1						Bristol SENDCo Conference
Attendance for special schools: Understanding school attendance issues	Governor Development Service	Understanding statutory duties and good practice for promoting attendance of vulnerable CYP.	1						GovernorHub
Ordinarily Available Provision	Governor Development Service	Provision to be made ordinarily available for CYP with SEND in mainstream schools.	1						GovernorHub

									Improving Relationships with SEND Parents
Understanding the SEND system	Governor Development Service	Key responsibilities of governing board and role of SEND governor. Bristol approach to SEND.	1						GovernorHub
New SENDCo training	Educational Psychology	Key information for SENDCos new to role.	2						Educational Psychology Service
SENDCo clusters	SENDCo Clusters	Peer support and local SEND updates.	2						SENDCO Clusters
SEND governor network	Governor Development Service	Updates on local developments. Good practice sharing with other SEND governors.	2						GovernorHub

National resources

Title	Provider	Focus	Link
A practical guide to supporting young people with special educational needs and disabilities to make their own decisions and to be engaged in the best interests decision making process	Council for Disabled Children	A guide to supporting young people (16+) to make their own decisions based on the Mental Capacity Act (2005) and Children and Families Act (2014)	Decision Making Toolkit

Cognition and Learning

Local opportunities

Title	Provider	Focus	Level	Audience					Link
				LSAs	Teachers	SENDCos	Leaders	Governors	
MeLSA (mediated learning support assistant) training	Educational Psychology	Supporting the learning needs and independence of CYP with additional learning needs.	3						MeLSA
Inference training	School Improvement	Reading comprehension intervention for CYP who have age appropriate decoding skills but have difficulty acquiring meaning and enjoyment from reading.	3						School Improvement
Every child a reader (reading recovery)	School Improvement	Initial training to become a Reading Recovery Teacher	3						Every Child a Reader (ECaR)
Reading recovery CPD	School Improvement	Continuing professional development for trained Reading Recovery teachers	3						School Improvement
Boosting reading @ Primary (BRP)	School Improvement	1:1 reading intervention which can be delivered by parents and volunteers for struggling readers.	3						School Improvement

National resources

Title	Provider	Focus	Link
Dyslexia-SpLD and literacy professional development framework	The Dyslexia-SPLD Trust	CPD materials focusing on: structure and development of language, literacy and learning; theories of dyslexia/SpLD and theories of specialist teaching; identification and assessing;	The Dyslexia-SPLD Trust

		teaching and support strategies; communicating with others.	
Interventions for literacy	The Dyslexia-SPLD Trust	Resources designed to provide information to support schools in identifying suitable interventions for children with literacy difficulties.	Interventions For Literacy
Teaching and learning toolkit	Education Endowment Fund (EEF)	A summary of research to help schools make decisions about teaching practice to help close the attainment gap between children:	Teaching and Learning Toolkit

Speech Language and Communication Needs

Local opportunities

Title	Provider	Focus	Level	Audience					Link
				LSAs	Teachers	SENDCos	Leaders	Governors	
Introduction to speech, language and communication needs at primary	Speech and Language Therapy	An overview of the different areas of speech, language and communication; how to identify and support children with SLCN (2 places per setting).	1						Sirona Training email
Introduction to speech, language and communication needs at secondary	Speech and Language Therapy	An overview of the different areas of SLCN; how to identify and support CYP at secondary school (2 places per setting).	1						Sirona Training email

Means, reasons and opportunities model	Speech and Language Therapy	Narrated PowerPoint providing a model of how to ensure that CYP have reasons and opportunities to communicate throughout the day.	1						Sirona Training email
Supporting children's language development	Speech and Language Therapy	Narrated PowerPoint providing an introduction to language development and how professionals and parents can help children when they have difficulties understanding and using language.	1						Sirona Training email
Supporting language and communication: Bristol Every Child a Talker (BECAT)	Bristol Early Years Teaching Hub	How to use the BECAT communication and language assessment tool to identify language support needs and suggested strategies as part of everyday practice. For early years practitioners in schools and settings only.	1						Bristol Early Years Teaching Hub
The communication pyramid	Speech and Language Therapy	Narrated PowerPoint providing a model of typical communication development from birth to competent communicators. Also suitable for parents.	1						Sirona Training email
Using symbols to support early social communication skills	Speech and Language Therapy	An introduction to Autism and how to create communication opportunities for communication	1						Sirona Training email

		throughout the day; symbol communication systems, (2 places per setting).							
Autism Education Trust (AET) Level 1 (making sense of autism)	Bristol Autism Team	An introductory module about autism for all school staff.	1						Bristol Autism Team
Autism and anxiety	Bristol Autism Team	Focusing on how anxiety appears in autistic pupils, what are the key triggers and what you can do to help.	2						Bristol Autism Team
Autism and exclusions	Bristol Autism Team	Focusing on what the key causes are of autistic pupils being excluded from school.	2						Bristol Autism Team
Autistic girls	Bristol Autism Team	Exploring the female presentation of autism.							Bristol Autism Team
Developing speech sounds	Speech and Language Therapy	An introduction to speech sound development and difficulties (unclear speech) and how to these CYP, (2 places per setting).	2						Sirona Training email
Supporting higher level language	Speech and Language Therapy	Focusing on understanding and asking questions including a summary of the 4 levels of Blanks Questioning; ideas, activities and resources to support CYP to develop their understanding of question words, (2 places per setting).	2						Sirona Training email

Supporting narrative development	Speech and Language Therapy	An introduction to the development of narrative skills such as: understanding wh-questions; sequencing; using descriptive language; problem solving and inference, (2 places per setting).	2						Sirona Training email
Supporting speech sound development	Speech and Language Therapy	Narrated PowerPoint providing an overview of speech sound difficulties (unclear speech) and how to support CYP. Also suitable for parents.	2						Sirona Training email
Supporting spoken language	Speech and Language Therapy	An overview of how to support spoken language using Colourful Semantics, (2 places per setting).	2						Sirona Training email
Supporting vocabulary development	Speech and Language Therapy	An introduction to vocabulary development; how to select vocabulary to teach and an overview of visual teaching strategies, (2 places per setting).	2						Sirona Training email
Understanding and answering questions (mountains of questions)	Speech and Language Therapy	Narrated PowerPoint providing a model which explains the typical developmental sequence in which children develop their understanding of questions.	2						Sirona Training email

Understanding language	Speech and Language Therapy	An overview of Information Carrying Words and how to adapt communication and activities to a child's level of understanding. (2 places per setting).	2						Sirona Training email
Level 2 AET training 'leading good autism practice'	Bristol Autism Team	For school staff working directly with autistic pupils, looking at practical skills to implement good autism practice.	2						Bristol Autism Team
Talkboost KS1 (ICAN)	Speech and Language Therapy	Talk Boost KS1 is a targeted intervention aimed at children in Reception to Y2 who have delayed language skills. Participants need to have access to the resource pack (approx. £500).	3						Sirona Training email
Talk for work (ICAN)	Speech and Language Therapy	Targeted intervention for students aged 14 to 18 with poor communication skills to be ready for the workplace. Participants need to have access to the resource pack (approx. £250).	3						Sirona Training email

National resources

Title	Provider	Focus	Link
AET competency framework	Autism Education Trust	Self-evaluation tool to rate staff understanding and knowledge of Good Autism Practice.	AET Schools Competency Framework
AET progression framework	Autism Education Trust	Interactive assessment tool that helps identify learning priorities, set key learning intentions, and track progress for autistic CYP.	AET Progression Framework
AET standards framework	Autism Education Trust	Used by leaders to support the implementation of Good Autism Practice across a whole organisation.	AET Schools Standards Framework
The speech, language and communication framework	The Communication Trust	Free online professional development tool which sets out the key skills and knowledge needed by the children and young people's workforce to support the speech, language and communication development of all children and young people	SLCF
What works for SLCN	ICAN	Moderated online library of evidenced interventions that aim to support children's speech, language and communication.	What works database

Social Emotional and Mental Health

Local opportunities

Title	Provider	Focus	Level	Audience					Link
				LSAs	Teachers	SENDCos	Leaders	Governors	
Anxiety in 5-11s	Primary Mental Health	What is meant by the term "anxiety" including what is normal and how to identify problematic anxiety in CYP. Causes of anxiety and ways of responding and supporting CYP.	1						Trading with Schools

Emotionally based school refusal	Primary Mental Health	How to identify and respond to Emotionally Based School Avoidance; the impact on the social and emotional wellbeing of CYP as well as their broader development and educational attainment; support strategies for children, families and school settings.	1						Trading with Schools
Emotion coaching	Bristol Early Years Teaching Hub	Supporting children to understand the emotions they experience and how to handle them; using Emotion Coaching as a strategy to support behaviour using a variety of tools. For early years practitioners in schools and settings only.	1						Bristol Early Years Teaching Hub
Trauma and attachment	Primary Mental Health	Ways in which trauma impacts CYP including an exploration of risk and resilience; how schools can respond in a trauma informed way in order to best support CYP.	1						Trading with Schools
ACEs trauma and resilience	Educational Psychology	Whole school training to increase understanding and awareness of ACEs, trauma and resilience.	1						Wellbeing catalogue

Behaviour as communication	North Star 82 Outreach	Delivered as part of outreach program for individual pupils.	1						North Star 82
Practical perspectives on SEMH: attachment styles, effective strategies and interventions, regulation and attunement.	Lansdown Park Academy	Practical approaches to managing interactions with CYP from an attachment-aware perspective as part of 12-week pupil focused outreach.	1						Early Intervention Base
Supporting anxiety for students and parents	Educational Psychology	Introduction to anxiety and its impact on CYP; strategies to support CYP and their parents.	1						Supporting anxiety
Team Teach - positive behaviour management Level 1	Bristol Primary Training and Support Alliance	De-escalation, techniques, strategies and environmental considerations for reducing the impact and frequency of challenging behaviour. For settings with few occurrences of challenging behaviour.	1						BPTSA
Theoretical perspectives on SEMH: the impact of ACEs and trauma	Lansdown Park Academy	The theory behind managing interactions with CYP from an attachment-aware perspective as part of 12-week pupil focused outreach	1						Early Intervention Base
Working with CYP with SEMH: key considerations	North Star 82 Outreach	Delivered as part of an outreach program for individual pupils	1						North Star 82
Trauma and adversity training	KCA	Trauma and adversity and the impact on brain development and	1						Keeping Bristol Safe Partnership

		relationships; vulnerability to and recovery from trauma; managing the impact of working with CYP who have experienced trauma							
Tackling peer on peer harm in education	Safeguarding in Education Team	Managing peer on peer abuse incidents in schools	1						Safeguarding Training
Universal and whole school approach to wellbeing	Educational Psychology	Focus on evidence based and informed practices to promote CYP wellbeing and resilience	1						Universal and whole school approach to wellbeing
Behaviour policy and practice	Governor Development Service	Behaviour policy development; preventing exclusions; links between behaviour and emotional health and wellbeing	1						GovernorHub
Team Teach - positive behaviour management Level 2	Bristol Primary Training and Support Alliance	Managing behaviour of CYP who pose a risk to themselves or others: understanding behaviour, de-escalation and crisis intervention.	2						BPTSA
Working effectively with specialist CAMHS	Primary Mental Health	Covering the CAMHS iThrive model and CAMHS thresholds. Roles of and referrals to the specialist CAMHS services including what to do in urgent and emergency situations.	2						Trading with Schools
Restorative approaches in schools	Educational Psychology	Whole school training and supervision for schools in	2						Wellbeing catalogue

		using Restorative Approaches.							
Secondary designated teacher training: Practical ways to support children who have experienced trauma	Hope Virtual School	Relationships, emotions, regulation and transitions at the child, class and whole school level.	2						Hope Virtual School
SEMH champions training	Inclusive City	Planning support for CYP with SEMH needs and how to develop staff in schools.	2						SEMH Champions
Emotional Literacy Support Assistant Training (ELSA)	Educational Psychology	Developing and delivering individualised support programmes to meet the emotional needs of CYP.	3						Emotional Literacy Support Assistants (ELSA)
DNA-v wellbeing intervention	Educational Psychology	Intervention training and supervision for DNA-v (designed to help CYP cope with challenges, stress, and change).	3						Wellbeing catalogue
Emotion coaching	Educational Psychology	Training to use Emotion Coaching at moments of heightened emotion and behaviour to guide CYP about more effective responses.	3						Wellbeing catalogue
Mind aid	Off The Record	How to deliver the MindAid program, focused on managing better in a stressful world.	3						Wellbeing catalogue
Resilience lab	Off The Record	How to deliver the Resilience Lab Programme, teaching CYP about self-care and how to bounce back.	3						Wellbeing catalogue

Shameless	Off The Record	How to deliver the Shameless programme focusing on issues around body image and low self-esteem.	3						Wellbeing catalogue
Leading behaviour and culture (NPQLBC)	Five Counties Teaching Schools Hub Alliance	For those who have, or aspire to have, responsibility for leading behaviour and/or pupil wellbeing in school.	3						National Professional Qualifications
Bristol healthy schools awards (specialist/advanced award: mental health and wellbeing)	Healthy Schools	Builds on the essential award. Creating a whole school culture that supports positive pupil and staff mental health and helps those with mental health difficulties.	3						Bristol Healthy Schools

National resources

Title	Provider	Focus	Link
Mental health and behaviour in schools	DfE	Guidance on: how to create a whole school culture, including promoting positive mental health; understanding the link between mental health and behaviour; identification of children with possible mental health problems; how to support CYP, including working with external agencies where required.	Mental health and behaviour in schools
MindEd education	MindEd	Wide range of free materials for the education workforce covering many topics on Mental Health in respect of young people:	MindEd Hub
Preventing and tackling bullying (including cyberbullying)	DfE	Advice and guidance on face-to face and cyberbullying.	Preventing bullying

Physical and/or Sensory

Local opportunities

Title	Provider	Focus	Level	Audience					Link
				LSAs	Teachers	SENDCos	Leaders	Governors	
Anaphylaxis and epilepsy	School Nursing	Awareness raising session on anaphylaxis and epilepsy.	1						School Health Nursing
An introduction to supporting children and young people with brain related vision difficulties including Cerebral Visual Impairment (CVI)	Sensory Support	Causes of brain related vision difficulties and the impact on daily activities and accessing the curriculum; practical strategies to support inclusion.	1						Sensory Support Service
Moving and handling	Physiotherapy	Health and safety legislation; risk assessment; manual handling aids; techniques for manual handling of CYP.	1						Moving and handling training email
Sensory processing difficulties	Occupational therapy	Training video for professionals and parents explaining about different kinds of sensory processing difficulties and strategies which help	1						Sensory Processing Difficulties
Sensory processing workshop film	Occupational therapy	Short video suitable for schools and parents introducing sensory processing.	1						Sensory Processing Workshop Film

Supporting the communication skills of deaf children	Speech and Language Therapy	An overview of communication difficulties sometimes experienced by deaf children and strategies and activities to support their speech, language and social development, (2 places per setting).	1						Sirona Training email
Introduction to sensory impairment	Sensory Support	Bespoke training for schools supporting a CYP with SI.	1						Sensory Support Service
Best practice for supporting deaf pupils (online training)	Sensory Support	The impact of a hearing loss (including those who have additional needs) on development; using technology; the importance of assessment; strategies for including pupils with a hearing loss.	2						Sensory Support Service
Supporting children and students with a vision impairment (online course)	Sensory Support	Understanding vision impairment, social and emotional development, technology, practical ways of accessing the curriculum.	2						Sensory Support Service
Occupational therapy training	Occupational Therapy	Child specific training including handwriting support, sensory support, functional skill development and how to run specific programmes such as SMART moves and Speed Up.	2						Occupational Therapy

Using equipment for CYP with sensory impairment	Sensory Support	Bespoke for schools supporting a CYP with SI.	2						Sensory Support Service
Working with CYP with complex medical difficulties	Lifetime	Bespoke training for staff working with CYP with complex medical conditions covering topics such as suctioning, tracheostomy care and seizure management.	3						Lifetime
Supporting children and students with a vision impairment in specialist settings (online course)	Sensory Support	Access to the curriculum, enhancing the learning environment, promoting visual skills, cerebral visual impairment and tactile learning.	3						Sensory Support Service

National resources

Title	Provider	Focus	Link
Effective practice hub	pdnet	Useful resources to help support children and young people with physical disability including information and advice leaflets, case studies, risk assessment examples and 'top tips'.	Effective Practice Hub
Working with deaf children and young people	NCDS	Range of workshops, webinars and e-learning modules to help build knowledge and skills in working with deaf children and young people.	NCDS training courses for professionals
Mainstream training pack	NATSIP	Designed to improve the confidence and basic skills of LSAs, teachers and SENDCOs in mainstream or special school staff who are new to working with CYP with a sensory impairment.	NatSIP Mainstream Training Pack

Raising awareness of physical disability	pdnet	Free online training module designed for anyone working within an educational setting who needs to develop their awareness and understanding of physical disability and the impact it can have on learning	pdnet Level 1 Training
Supporting pupils with medical conditions at school	DfE	Overview of the legislative responsibilities towards pupils with medical conditions, plus practical guidelines on topics such as keeping and storing medications in school and organising out-of-school activities.	Supporting pupils with medical conditions at school
What works database	NATSIP	The What Works Database contains listings of resources relating to supporting young people with sensory impairment.	What Works Database