

Special School Training Autumn Term 2026

Bespoke offer:

In addition to the training sessions detailed in the training brochure, we can also provide bespoke training to mainstream settings on a first come first served basis (the number of available sessions will be limited). Details of the training topics available can be found below.

If you would be interested in hosting one of these sessions, please complete the [form linked here](#).

In order to receive this training free of charge, you need to confirm that you will be able to arrange for at least 10 members of staff to attend the session. (Schools can combine staff teams to support the delivery of this)

Course Titles that could be offered	Course description	Length of session
Attention Autism	Enhance attention and engagement in autistic children	1 hour
Receptive and expressive language	Understand how to develop receptive and expressive language skills	1 hour
Speech sounds	Gain an understanding of how to support pupils with speech sound production, clearer speech and communication	1 hour
PECS	Implement Picture Exchange Communication System (PECS) Improved communication using PECS	1 hour
Colourful semantics	Use Colourful Semantics for language development and enhanced language skills	1 hour
What is Autism?	Understand core deficits/excesses and experiences. Improved understanding of autism.	1 hour
Fine motor	Improve fine motor skills, handwriting support. Enhanced fine motor skills and handwriting.	1.5 hours
Reinforcement and replacement behaviour	Understand the effective use of reinforcement and teaching replacement behaviour. Reduced amounts of non-cooperation and frequency of dysregulation/crisis.	2 hours
Independent Living skills	Develop skills for independent living. Increased independence in daily activities	1 hour
Supporting students who are care-experienced in the classroom and beyond.	This course will look at the needs that a young person who is care-experienced may present with and why. It will look at how to support them pastorally and academically including during transitions and promote a sense of self-worth and belonging.	1hr 30 minutes
Deescalation tools and strategies (not positive handling) to support communication.	This course will first explore the types of communication that you may see when a young person is stressed and / or not coping. It will offer ideas, strategies and techniques on how to support the young person to achieve a positive outcome.	1hr 30 minutes

Strategies and approaches to support students with specific learning differences.	First the course will explore the different types of specific learning differences (SPLD) that may be present in the classroom. Then it will look at supporting, scaffolding and positively promoting a sense of self-worth across all aspects of school life.	1hr 30 minutes
Sensory regulation strategies to support learners in the classroom and beyond.	Calling upon evidence that self-regulation is a stronger predictor of academic achievement than IQ and the skill that helps children focus, manage emotions, and persevere. Practical tasks will include bottom-up regulation tasks to treat traumatic stress aimed at extending a learner's topdown regulation to access learning.	1hr 30 minutes
Intensive Interaction: Information	A brief introduction into the principles, techniques and role of Intensive Interaction in supporting social inclusion and communication skills	90 mins
Zones of Regulation/Understanding Dysregulation and Behaviour	Practical use of Zones as a scaffold for emotional literacy, psychological underpinnings of behaviour and regulation	90mins
Sensory Awareness	What role sensory perception plays in neurological development, what barriers to learning may arise from this and some strategies to offset this.	90 mins
Speech, language and communication for mainstream setting	Using SpLC strategies to support complex learners in the classroom. Staff will be equipped with the knowledge and skills to support SpLC in OAP	1 hour
Creating a climate for learning for SEMH learners	Staff will know that reactions are psychological and not behavioural and develop a toolkit for supporting pupils with trauma.	3 hours
Communicating CALM with SEMH pupils	Individuals build a repertoire of strategies to support SEMH pupils to regulate	2 hours
5 to Thrive	Recognise and intervene appropriately at the right time to prevent conflict Understand five to thrive strategies and how they link to PACE	1 hour