

# Advisory Teaching Service Training Opportunities 2025

## ATS training C&L/SEMH

<b>Teacher skills</b>  To increase Teacher Skills with regard to Special Educational Needs and provide practical approaches to meeting the Special Educational Needs in your school. Staff to understand Ofsted EIF expectations with regard to pupils with SEND and have practical strategies to apply in their classrooms. The course can be adjusted for primary and secondary schools, and to meet school staff development objectives.	2 hours	C&L SEMH		On demand
<b>Supporting pupils with SEND in maths to make progress using manipulatives and interventions</b>  The course will look at how to use concrete manipulatives for children who require additional support to develop number concepts within a Mastery Curriculum. We will also explore a range of interventions to support pupils who may need additional over-learning to develop number concepts.	2.5 hours	C&L	25.06.25 or On demand	

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# ATS training - C&L/SEMH Cont.

<p><b>Strategies to improve memory skills for pupils with SEND</b> <b>KS1/2 or KS 3/4</b></p> <p>For participants to gain knowledge and understanding of how poor memory skills can impact on learning; and to be able to implement strategies and advice from the course to more effectively support the children with poor memory skills that they work with</p>	<p>2.5 hours</p>	<p>C&amp;L SEMH</p>		<p>On demand</p>
<p><b>Strategies and Approaches to develop self-regulation within school</b></p> <p>The training will provide an exploration of theories, approaches and curriculums which can be used to develop emotional literacy and regulation within the school setting (Zones of Regulation™, The Incredible 5 Point Scale® and Emotion Coaching etc)</p>	<p>1.5 hours</p>	<p>C&amp;L SEMH</p>		<p>On demand</p>
<p><b>Precision Teaching</b></p> <p>To develop an understanding of using precision teaching methods as a way of planning and monitoring the effectiveness of targeted reading and numeracy interventions.</p>	<p>2 hours</p>	<p>C&amp;L SEMH</p>		<p>On demand</p>
<p><b>Use of positive language to address SEMH needs</b></p> <p>The course will look at the types of difficulties children may experience in the setting and the behaviours that may be observed as a consequence. We will explore a range of strategies to help support children with SEMH in the classroom with a consideration of those with learning needs.</p>	<p>2.5 hours</p>	<p>C&amp;L</p>		<p>On demand</p>

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# ATS training - C&L/SEMH Cont.

<p><b>Supporting children with attention and concentration difficulties (including ADHD) in the classroom</b></p> <p>To develop an understanding of how students with attention and concentration difficulties may present in the classroom and strategies/resources to support them. This course can be adjusted for both primary or secondary schools, and to meet school staff and development objectives.</p>	<p>2.5 hours</p>	<p>C&amp;L SEMH</p>	<p>On demand</p>
<p><b>Downs Syndrome Awareness Training</b></p> <p>Delivered to mainstream settings who are new to working with pupils with Downs Syndrome. The course is delivered by both the pupil's ATS teacher (and speech and language therapist where possible) to give an overview of the typical profile of pupils with Downs Syndrome. The course also explores the individual pupil's strength and areas of need, along with strategies that are useful to support them.</p>	<p>Awareness/ INSET In person</p>	<p>C&amp;L</p>	<p>On demand – this will always be tailored to a pupil on caseload</p>
<p><b>Outcome Training: Delivering Targeted and Measurable Interventions</b></p> <ul style="list-style-type: none"> <li>• What is an outcome?</li> <li>• When are outcomes required?</li> <li>• Holistic outcome setting – involvement of all professionals</li> <li>• Setting effective outcomes</li> <li>• Measuring impact of outcomes</li> </ul>	<p>INSET</p>	<p>C&amp;L/SEMH</p>	<p>On demand</p>

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# ATS training - C&I

<p><b>Social Narratives and Comic Strip Stories</b></p> <p>When and how to use Social Narratives and Comic Strip Stories</p> <ul style="list-style-type: none"> <li>How Social Narratives and Comic Strip Stories use the strengths of children with autism and social communication difficulties to explore and change behaviours.</li> <li>Social Narratives and also Comic Strip Stories are suitable for all young people, but have been developed for CYP on the autism spectrum.</li> </ul>	<p>INSET In person half x day</p>	<p>C&amp;I ,SEMH, C&amp;L</p>	<p>£300</p>	<p>On demand</p>
<p><b>AET Early Years Making Sense of Autism</b></p> <p>Enhance your understanding and awareness of how autism can affect children in early years settings</p> <p>Know the importance of understanding the individual child and their profile of strengths and needs</p> <p>Identify potential barriers to learning for autistic children</p> <p>Begin to make reasonable adjustments in the way you support autistic children</p> <p>Reflect on the information you need to collect for creating a one page profile.</p>	<p>2 hours</p>	<p>C&amp;I</p>	<p>Free</p>	<p>5.3.25 - online</p>
<p><b>AET Schools Making Sense of Autism</b></p> <p>Enhance your understanding and awareness of how autism can affect children in schools</p> <p>Know the importance of understanding the individual child and their profile of strengths and needs</p> <p>Identify potential barriers to learning for autistic children</p> <p>Begin to make reasonable adjustments in the way you support autistic children</p> <p>Reflect on the information you need to collect for creating a one page profile.</p>	<p>2 hours</p>	<p>C&amp;I</p>	<p>Free</p>	<p>2.4.25 - online 21.5.25 - online 25.6.25 – online On demand</p>

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# ATS training - C&I cont.

<p><b>AET Post 16 Making Sense of Autism</b></p> <p>Enhance your understanding and awareness of how autism can affect children in Post 16 settings</p> <p>Know the importance of understanding the individual child and their profile of strengths and needs</p> <p>Identify potential barriers to learning for autistic children</p> <p>Begin to make reasonable adjustments in the way you support autistic children</p> <p>Reflect on the information you need to collect for creating a one page profile.</p>	<p>2 hours</p>	<p>C&amp;I</p>	<p>Free</p>	<p>7.5.25 – online On demand</p>
<p><b>AET Schools Good Autism Practice</b></p> <p>Develop your knowledge and understanding of good autism practice</p> <p>Reflect on and improve your practice in working with autistic pupils</p> <p>Understand strategies and approaches you can draw upon for autistic pupils you work with</p> <p>Reflect on the kind of information you need to collect for creating a person centred education plan</p> <p>Consider how to involve the autistic pupil and their family in setting learning goals</p>	<p>INSET In person X 1 day</p>	<p>C&amp;I</p>	<p>£600</p>	<p>On demand</p>
<p><b>AET Understanding Anxiety in Schools</b></p> <p>The training will support delegates to understand:</p> <ul style="list-style-type: none"> <li>• How autistic pupils might express anxiety</li> <li>• What can cause anxiety in autistic pupils</li> <li>• What can you do to prevent and reduce anxiety in autistic pupils</li> </ul>	<p>INSET in person x half day</p>	<p>C&amp;I</p>	<p>£300</p>	<p>On demand</p>

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# ATS training - PD

<b>Developing Fine Motor Skills in Early Years &amp; Primary Schools</b>  The course covers the development of fine motor skills and handwriting, identifying when and why additional support might be needed, signposting to resources and development programmes.	In person, Forest Base	PD	£60	13.3.25
<b>Developing Gross Motor Skills in Early Years &amp; Primary Schools</b>  The course covers the development of gross motor skills and mobility, identifying when and why additional support might be needed, signposting to resources and development programmes.	In person, Cheltenham tbc	PD	£60	19.6.25
<b>Managing Continence needs in a school setting</b>  The course covers how the bladder and bowel function, identifying when and why additional support might be needed, ensuring the safety and dignity of students and staff, writing an Intimate Care Plan, identifying what additional resources are required and how to manage school trips etc.	Online	PD	£60	6.3.25 or 12.6.25

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# ATS Training - HI

these courses are offered on demand – please access via GCC plus or speak to your AT

Sharing books with early years children who have a hearing loss	3 hours	HI	Traded	In person	Date to be agreed	On Demand
<p>Helping practitioners to understand: Understand how book sharing can help children's early perception of and attention to speech and language Understand how book sharing helps to establish joint attention Understand how to expand and extend language input by language modelling Understand the importance of asking questions that encourage thinking and conversation Understand how to share a book with a child who has a hearing impairment</p>						
<p><b>Developing language and communication skills for deaf children known to Advisory Teacher of the Deaf</b></p> <p>Develop participant's knowledge of communicating with Deaf children. It will also give support and strategies to help language development focusing particularly on vocabulary acquisition. The group is a good opportunity to meet and share information with other teaching staff working with Deaf children.</p>	3 hours	HI	Free	In Person	Date to be confirmed	On Demand
<p><b>Individualised Deaf Awareness for staff working with a deaf student supported by an Advisory Teacher of the Deaf in early years and key stage 1</b></p> <p>The aim of this training is to give an understanding of 'the ear', audiograms, hearing technology and how a hearing loss can impact on learning. Making effective provision for the student so that they make good progress and develop independent learning and life skills</p>	1 – 1.5 hour	HI	Free	In person	Date to be confirmed	On Demand
<p><b>Individualised Deaf Awareness for staff working with a deaf student supported by an Advisory Teacher of the Deaf in key stage 2, 3 &amp; 4</b></p> <p>The aim of this training is to give an understanding of 'the ear', audiograms, hearing technology and how a hearing loss can impact on learning. Making effective provision for the student so that they make good progress and develop independent learning and life skills</p>	1 – 1.5 hour	HI	Free	In person	Date to be confirmed	

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# ATS Training - HI

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Teaching Phonics to Children with a Hearing Loss	3 Hours	HI	Traded	In Person	Date to be confirmed	On Demand
Participants will: Understand the impact that a child's level of hearing impairment can have on learning phonics Understand the different strategies that can be used to teach phonics Be aware of the particular challenges that children with a hearing impairment may have in learning phonics.						
Listening for Learning	3 Hours	HI	Traded	In Person	Date to be confirmed	On Demand

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# ATSTraining - VI

**These courses are offered on demand – please access via GCCplus or speak to your AT**

<p><b>Making the curriculum and education materials accessible for visual impairment in early years.</b></p> <p>Understand how a visual impairment can impact on a child's learning and access to the curriculum.</p> <p>Understand how the curriculum and educational materials can be modified to meet the needs of children and young people with a visual impairment.</p> <p>Enable children with a visual impairment to feel fully included in lessons.</p> <p>Know where to go for advice.</p>	3 hours	VI
<p><b>Understanding visual impairment in key stage 1 &amp; 2</b></p> <p>Understand common eye conditions and how a vision loss can impact on a child's learning and access to the curriculum.</p> <p>Make sure the environment is suitable for children with a Visual impairment.</p> <p>Ensure the necessary support and learning strategies are in place so that the curriculum is fully accessible.</p> <p>Enable children with a Visual Impairment to feel fully included in their school.</p> <p>Know where to go for advice.</p> <p>Understand common eye conditions including: Hypermetropia (long sightedness); Myopia (short sightedness); Astigmatism (blurred vision); Accommodative weakness (difficulty changing focus from far to close up); Strabismus (squint, turn in the eye); Amblyopia (lazy eye); Monocular Vision (vision in one eye only); Cataracts (cloudy lens); Nystagmus (wobbly eyes).</p>	3 hours	VI

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# ATSTraining - VI

**These courses are offered on demand – please access via GCCplus or speak to your AT**

<b>Meeting the needs of children with mild visual impairment in the early years</b> Understand the different common eye conditions and how a vision loss can impact on a child's learning. Make sure the environment and activities in their early years setting are accessible for children with a visual impairment. Know how to enable the child with a visual impairment to make progress towards achieving early learning goals.	3 hours	VI
<b>Visual awareness training related to the visual needs of a named pupil in a setting</b> After the training, delegates will: Understand the visual impairment concerned and how a vision loss can impact on the child's learning. Make sure the environment and activities are suitably presented and visually accessible for the student. Make effective provision for the student so that they make good progress and develop independent learning and life skills.	2 hours	VI

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