

## Downright Special INSET Training Offer 2019/2020

We are pleased to offer the following training as INSET training for schools, pre-schools or nurseries in Hull and East Yorkshire. Depending on staff availability we may be able to offer training out-of-area. Although our training makes special reference to children with Down's syndrome many of the difficulties covered will be common to other children with special educational needs. Training is delivered on site during the school day or as a twilight session. Electronic hand-outs/resources will be provided.

### **Working Memory –Trainer Dr Nicola O’Riordan**

‘Many children with Down’s syndrome have poor working memories which affects their ability to hold, store, process, understand, manipulate and assimilate the spoken word’ (Down’s Syndrome Association and Down’s Syndrome Scotland).

This training aims to explore:

- The difference between long term, short term and working memory
- The elements of working memory
- The impact of working memory on learning across the curriculum
- The characteristics of pupils with poor working memory
- Tools for identifying working memory deficits
- Intervention and support for children with poor working memory

### **Supporting Positive Behaviour–Trainer Dr Nicola O’Riordan**

‘There are no behaviour problems unique to children with Down’s syndrome... but the nature of their learning difficulty makes them much more vulnerable to the development of such problems’ (Down’s Syndrome Association and Down’s Syndrome Scotland).

This training aims to explore:

- Consistency and the “Slot Machine” Theory of Behaviour
- Common behaviour problems
- The ABC of behaviour
- Tools and strategies to understand, prevent and replace inappropriate behaviour

### **Language for Thinking–Trainer Dr Nicola O’Riordan**

‘Where any child has a speech and language impairment, thinking and reasoning skills are inevitably affected’ (Down’s Syndrome Association and Down’s Syndrome Scotland). The Language for Thinking programme focuses on the development of verbal reasoning skills as a way of fostering comprehension skills.

This training aims to familiarise participants with the Language for Learning programme and will include exploration of:

- Prerequisites for the programme
- The ‘Blank’ Model, language levels and presentation styles
- Assessment and monitoring and target setting
- Transferring learning from one setting to another

### **Language and Communication –Trainer Dr Nicola O’Riordan**

‘Children with Down’s syndrome typically have a speech and language impairment... The language delay is caused by a combination of factors, some of which are physical and some due to more perceptual and cognitive problems’ (Down’s Syndrome Association and Down’s Syndrome Scotland).

This training aims to explore:

- Language and communication difficulties
- Assessment tools for identifying language and communication difficulties
- Strategies which can be adopted in the classroom to support the learning and progress of pupils with language and communication difficulties

### **Co-ordination Difficulties–Trainer Dr Nicola O’Riordan**

‘Research suggests that many children have difficulties processing the information they receive from their senses and then coordinating their movements’ (Down’s Syndrome Association and Down’s Syndrome Scotland). ‘If one takes the daily life of any individual, it is hard to think of any part of it that does not involve some form of movement activity. Thus a child/young person who has co-ordination difficulties enough to interfere with these activities is at an acute disadvantage (David Sugden, Professor of Special Educational Needs, University of Leeds).

This training aims to explore:

- Definitions and characteristics of children with co-ordination difficulties
- Assessment tools, target setting and interventions for the development of gross motor skills
- Assessment tools, target setting and interventions for the development of fine motor skills

### **Curriculum Access and Differentiation –Trainer Dr Nicola O’Riordan**

‘In order to ensure that pupils with Down’s syndrome can access the curriculum many activities and objectives will need to be modified and adapted to the pupil’s level of understanding’ (Down’s Syndrome Association and Down’s Syndrome Scotland).

This training aims to explore:

- Requirements of effective differentiation
- Jerome Bruner’s CPA approach and the benefits of Bar Models
- Differentiated planning in the science curriculum
- Key principles for differentiation

### **Colourful Semantics–Trainer Dr Nicola O’Riordan**

Common features of delay in language acquisition includes, among other things, difficulties in learning the rules of grammar and greater problems in understanding the meaning of words.

This training aims to explore:

- Colourful semantics as a way to teach sentence structure and understanding of word meanings
- A variety of ways in which colourful semantics can be used with individuals and small groups to support grammatical understanding and language acquisition

### **Growing, Changing and Keeping Safe–Trainer Dr Nicola O’Riordan**

‘All children and young people should be entitled to good quality sex and relationships education that will allow them to develop the qualities, attitudes, skills and knowledge to develop into healthy, happy and fulfilled adults’ (Wood, 2004).

This training aims to explore:

- What is meant by sexuality
- Common myths about sexuality and people with disabilities
- The foundational concepts of sex and relationships education (SRE)
- Resources/techniques for teaching SRE

### **An Introduction to Signing–Trainer Laura Nichols**

Communication and speech difficulties are very common in children with Down syndrome. This course is an introduction to signing for family members and educational settings.

This training aims to:

- Increase your understanding of why signing will help your child
- Develop your own understanding and use of the first 100 vocabulary signs
- Provide opportunities for practising sign and speech together
- Promote good practice on how to use these signs with your child in everyday situations

### **An Introduction to Numicon for Early Years Settings–Trainer Laura Nichols**

Numicon is a multi-sensory approach to mathematical learning, using specific number shapes and pegs to teach all children mathematical concepts. This course is suitable for parents and practitioners.

This training aims to:

- Develop an understanding of what Numicon is
- Give practical ideas and examples of ways to use Numicon at home and in a setting
- Show how Numicon can help all children achieve in maths
- Show how this approach enables you to assess mathematical knowledge and understanding accurately

## Charges

Number of Delegates	Training for Statutory Organisations e.g. schools	Training for charities, voluntary or community groups
1-20	£130 per hour	£100 per hour
21-40	£200 per hour	£130 per hour
41+	£270 per hour	£160 per hour

For out of area training, mileage may also be charged at the standard HMRC rate of 45p per mile.

### **Example charges:**

1. Twilight Session (1.5 hours) in local school for 15 delegates
  - Training costs =  $£130 \times 1.5 = £195$
  - Mileage = £0
  - Total Costs = £195
  
2. Half Day Training(3hrs) in out of area school (e.g. Scunthorpe)for 30 delegates
  - Training cost =  $£200 \times 3 = £600$
  - Mileage =  $29 \text{ miles} \times 2 \times £0.45 = £26.10$
  - Total Costs = £626.10

**To book any of our INSET training, request a bespoke training package or to find out more information then please email [office@downrightspecial.co.uk](mailto:office@downrightspecial.co.uk) or call the office on 01482 420160.**