

Telford & Wrekin Virtual School Bespoke CPD offer:

Telford & Wrekin Virtual School also offer bespoke training which can be tailored to your school. These sessions are charged at a rate of £300 for up to three hours (half day) and can also be delivered as a twilight session. We are continuing to add to our courses, so if you have a training need in mind, please contact us at virtualschool@telford.gov.uk and we will be happy to work with you to develop a training package or signpost you to existing training.

Please see below for details of our current package of training. All sessions are scheduled for a duration of approximately 2 hours as standard, however this can be flexible to suit the needs of your school.

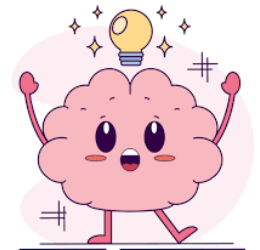
To book training, please email virtualschool@telford.gov.uk to request a booking form and to enquire further.

ADHD – What is ADHD and How Can we Best Support our Young People

Learning objectives

After completing this training delegates will be able to:

- Understand and describe the three main presentations of ADHD in young people.
- Understand the route that leads to a diagnosis of ADHD for young people.
- Understand what a lived experience of ADHD is like for a young person
- Describe strategies that can be used to meet the needs of young people who may have ADHD
- Create a comprehensive support plan for a young person with and ADHD.



Emotionally Based School Avoidance

Learning objectives

After completing this training delegates will be able to:

- Understand the definition of emotionally based school avoidance.
- Explore the use of language around school avoidance.
- Be able to identify the common push and pull factors which can lead to emotionally based school avoidance.
- Use an assess, plan, do review cycle to identifying underlying need and provide the right support to young people with EBSA
- Create a comprehensive support plan for a young person with EBSA.



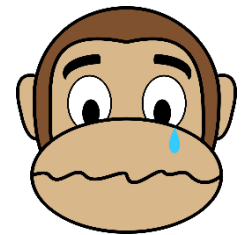
When Children Grieve:

How we can help young people deal with death, divorce, pet loss, moving and other losses

Learning objectives

After completing this training delegates will be able to:

- Understand the common losses which can lead to grief in young people.
- Understand a definition of grief and spot the signs of this in young people.
- Be able to identify the common push and pull factors which can lead to emotionally based school avoidance.
- Understand the impact of six major myths around grief.
- Use key questions to review the relationships around loss and support incomplete grief in young people.
- Understand key things to say that will support a young person who is grieving and what to avoid saying.
- Understand and describe strategies to build relationships and support families who are grieving.



Foetal Alcohol Spectrum Disorder:

The Hidden Disability

Learning objectives

After completing this training delegates will be able to:

- Identify the possible signs of FASD in a young person
- Explain how FASD differs from other diagnosis and attachment disorders
- Identify and explain the common barriers to learning for a young person with FASD.
- Understand the lived experience of a learner with FASD
- Understand the key principles behind a collaborative approach to working with learners with FASD and their families
- Describe and explain classroom strategies that support a learner with FASD



Attachment styles: What are they and how do they affect classroom management strategies?

Learning objectives

After completing this training delegates will be able to:

- Understand the identifying features of each attachment style (secure, avoidant, ambivalent, disorganised)
- Describe some of the research which supports attachment theory.
- Understand the ways in which attachment styles will affect a young person's experience of the classroom.
- Describe and be able to apply classroom management and teaching strategies that support learners with different attachment styles.



Developing bespoke wellbeing support plans to support learners with complex behavioural needs

Learning objectives

After completing this training delegates will be able to:

- Understand the different stages of emotional arousal in young people and the responses we may see at each stage..
 - Describe and explain strategies and regulation techniques which support young people to stay calm.
 - Describe and explain strategies and regulation techniques which support young people to when they are anxious or defensive.
 - Describe and explain strategies and regulation techniques which support young people to when they are in crisis.
 - Describe and explain strategies and regulation techniques which support young people to when they are in recovery.
 - Explore different co-regulation plans, both simple and more complex which can support young people.
 - Describe how a bespoke wellbeing support plan would be used in practice with young people.
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Building Resilience.

Learning objectives

After completing this training delegates will be able to:

- Understand some of the theory behind Cognitive Behaviour Therapy.
- Understand the link between thoughts, feelings and actions.
- Identify and describe common thinking errors or traps.
- Understand how to support young people to identify their feelings.
- Explore and describe ways to help young people overcome fears and anxieties.
- Describe and be able to use evidence-based interventions with young people in a structured programme to build resilience.



Attunement and Co-Regulation

Learning objectives

After completing this training delegates will be able to:

- Understand what is meant by the terms attunement and co-regulation.
- Describe and explain the key principles of being attuned.
- Explain ways that we can demonstrate each of the key attunement principles as practitioners.
- Describe how schools can build attunement into a whole school approach.
- Observe co-regulation in action.
- Explore and apply practical co-regulation games and strategies that can support a young person

