**SEND focused CPD during lockdown: all resources are currently free of charge**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AREA** | **Type of CPD** | **Who is it for?** | **Time required** | **Rating!** |
| **Leadership (for middle and senior leaders – non-SEN specialists)** | Effective SEN Provision: Highly recommended: [https://realtraining.co.uk/effective-sen-support-provision-middle-leaders](about:blank) | Curriculum and Pastoral leads/Senior Team – or aspiring middle leaders | 15 hours but once course is accessed you have a year to complete | Highly recommended by Liz |
| **Teaching & Learning** |  |  |  |  |
| **Differentiation** | **Differentiation by Optimus Education – online course**  [https://try.optimus-education.com/iht-free-resources/](about:blank) | Teachers | 3 – 4 hours | Good so far – a colleague is working her way through it. |
| **Teaching Vocabulary** | **Teaching Vocabulary: Future Learn – resource based course**. [https://www.futurelearn.com/courses/developing-vocabulary](about:blank) | Teachers and TAs | 1 -2 hours per week for four weeks | Excellent – recommended by a teacher friend. |
| **Inclusive classrooms** | [*Inclusive Education: Essential Knowledge for Success*](about:blank) from Queensland University of Technology. Discover what inclusive education really is, explore its benefits and learn to implement it at system, school and classroom level | Teachers | Approximately two hours (one hour per week for two weeks) | Highly recommended by a teacher friend. |
| **Inclusive classrooms – closing the gap** | [*Equity in Education: Supporting Active Participation in Lessons*](about:blank) from Babcock is a free course | Teachers and TAs | Approximately 10 hours (two hours per week over five weeks) | Explore how to use pre-teaching to support learners to keep up with their peers |
| **Cognition and learning** |  |  |  |  |
| **Dyslexia** | The [*See dyslexia differently*](about:blank) short video from the British Dyslexia Association is helpful. | Teachers and TAs | 3 minutes | Good brief breakdown of dyslexia – definitely worth a look |
| The Driver Youth Trust produce some excellent resources: [*Classroom strategies to support learners with literacy difficulties*](about:blank) for this area. | Teachers and TAs | 20 minutes | Excellent practical strategies |
| **Open University: Understanding Dyslexia – online course** https://www.open.edu/openlearn/education-development/education/understanding-dyslexia/content-section-0 | Teachers or TAs – 3 students in every classroom will have dyslexia whether they are diagnosed or not! | 20 hours | It’s a level 2 course and requires a bit more time but is excellent – highly recommended by Liz |
| **Working Memory** | [*Understanding Memory Difficulties*](about:blank)from the Department of Education in Northern Ireland | Teachers or TAs | 20 minutes | An extremely accessible, short guide to help all teachers improve their practice in supporting children with working memory issues. - Liz |
| **Communication and Interaction** |  |  |  |  |
| **Speech, language and communication – for the classroom teacher** | [https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/](about:blank) | Teachers and TAs | Half a day | Highly recommended by Liz. |
| **Resources to support speech, language and communication needs in the classroom** | A range of helpful resources from The Driver Youth Trust  Receptive language (aka listening)  [Fact sheet](about:blank)  [Desktop check-in for understanding](about:blank)  [Subject lessons starters](about:blank)  Expressive language (aka speaking)  [Fact sheet](about:blank)  [Developing understanding through targeted questions](about:blank)  [Marzano’s six step process to teach academic vocabulary](about:blank)    Developing oracy:  [Top tips](about:blank) | Teachers | 1 hour-ish | Highly recommended by Liz |
| **Autism** | **Supporting Children on the autistic spectrum:**  Introductory and interactive training that you can work through yourself: http://www.idponline.org.uk/psautism/launch.html | Teachers or TAs | Half a day but work at your own pace | A good introduction |
| The University of Bath runs a free online course, [*Good Practice in Autism Education*](about:blank), | Teachers and TAs | Approximately 12 hours (three hrs per week over four weeks). | Comes recommended but haven’t tried |
| **Sensory and Physical** |  |  |  |  |
| **Sensory Processing Disorder** | Watch this [3 min video from Sensory Spectacle](about:blank)explaining what SPD is. | Teachers and TAs | 3 minutes | Quick and useful |
| [Things to know about supporting sensory needs in the classroom](about:blank). | Teachers and TAs | 6 minutes | Quick and useful |
| **Joining in with sensory differences** – some reading, a video and some resources to explain the impact that sensory needs can have:  [https://www.nhsggc.org.uk/kids/life-skills/joining-in-with-sensory-differences/](about:blank) | Teachers and TAs | 10 – 60 minutes depending on interest | There’s resources on secondary age group that are worth looking at |
| **Social, Emotional and Mental Health** |  |  |  |  |
| **Mental Health problems** | **Making Sense of Mental Health Problems – Open University** [https://www.open.edu/openlearn/health-sports-psychology/making-sense-mental-health-problems/content-section-0?active-tab=description-tab](about:blank) | Teachers and TAs | 8 hours | Very informative and goes through types of mental health difficulties and signposting to support |
| **ADHD** | **ADHD How can I help the children in my classroom?**  *Teaching and managing students with ADHD: Systems, strategies solutions booklet and video* from the ADHD Foundation | Teachers and TAs  Timers (mentioned in the introductory video) can be downloaded and embedded into PowerPoints: INSERT → VIDEO → ONLINE VIDEO → paste the YouTube address into the box (I recommend Adam Eschborn timers. Just Google Adam Eschborn [X] minute timer). | 1 hour | Excellent overview and strategies |
| **ADHD: longer course:** King’s College, London runs a free online course, [*Understanding ADHD: Current Research and Practice*](about:blank) | Teachers and TAs | 8 hours – 2 hours per week |  |
| **Trauma Development** | Useful reading: [https://greatmindstogether.co.uk/send-%26-semh-resources](about:blank)  Choose: Trauma Development | Teachers and TAs | 20 minutes | A useful overview to read as an introduction to Trauma Development |
| [*Teaching Students Who Have Suffered Complex Trauma*](about:blank)from Queensland University of Technology is a free course that During this child trauma training, you’ll get an introduction to what complex trauma is and how it affects young people’s development at school. | Teachers and TAs | Takes approximately two hours (one hour per week for two weeks). | Looks very interesting – worth a go. |
| **Condition Specific** | Some excellent condition specific videos   * [Acquired brain injury](about:blank) * [Down syndrome](about:blank) * [Dyscalculia](about:blank) * [Dyspraxia](about:blank) * [Social, emotional and mental health needs](about:blank) * [Hearing impairment](about:blank) * [Physical disability](about:blank) * [Visual impairment](about:blank) | Teachers and TAs | Pick and choose – about 15 minutes per video | Useful overview |
| **Subject Specific Computing** | [*Creating an Inclusive Classroom: Approaches to Supporting Learners with SEND in Computing*](about:blank) from Raspberry Pi is a free course. Explore ways to make your computing lessons more inclusive for learners with special educational needs and disabilities | Teachers | Take approximately four hours (two hours per week over two weeks) | Comes recommended but haven’t tried it |
| **Podcasts on Inclusion and Communication** | |  | | --- | | Education Bookcast: 74c. Dealing with difficult children  [https://podcasts.apple.com/gb/podcast/74c-dealing-with-difficult-children/id1071928361?i=1000454634248](about:blank) | | Naylor's Natter: Season 3 Episode 1 - EEF's Iggy Rhodes on Improving Behaviour in Schools  [https://podcasts.apple.com/gb/podcast/season-3-episode-1-eefs-iggy-rhodes-on-improving-behaviour/id1448601060?i=1000441966976](about:blank) | | Evidence Based Education: Improving Social and Emotional Learning  [https://podcasts.apple.com/gb/podcast/improving-social-and-emotional-learning/id1269102364?i=1000454733261](about:blank) | | Evidence based Education: Working Memory  [https://podcasts.apple.com/gb/podcast/trialled-and-tested-working-memory/id1269102364?i=1000444787571](about:blank) | | Naylor's Natter: Inclusive practice with Jules Daulby  [https://podcasts.apple.com/gb/podcast/inclusive-practice-with-jules-daulby/id1448601060?i=1000457515972](about:blank) | | We are in Beta: Behaviour Is Communication. Marie Gentles & Katie L'Aimable - Head and Deputy Headteacher - Hawkswood Primary PRU  [https://weareinbeta.substack.com/p/behaviour-is-communication-marie](about:blank)   |  | | --- | | Pedagogy Non-Grata: The Dyslexia Debate, to Label or Not to Label?  [https://podcasts.apple.com/us/podcast/the-dyslexia-debate-to-label-or-not-to-label/id1440404959?i=1000451981937](about:blank) | | Pedagogy Non-Grata: Behaviour Management an Evidenced Based Approach  [https://podcasts.apple.com/us/podcast/behavior-management-an-evidenced-based-approach/id1440404959?i=1000430917064](about:blank) | | Pedagogy Non-Grata: Evidence Based Classroom Management  [https://podcasts.apple.com/us/podcast/evidence-based-classroom-management/id1440404959?i=1000431791537](about:blank) | | Pedagogy Non-Grata: Episode 6 Special Education  [https://podcasts.apple.com/us/podcast/episode-6-special-education/id1440404959?i=1000426849753](about:blank) | | TES Podcast: What every teacher needs to know about the impact of trauma | | [https://www.tes.com/news/what-every-teacher-needs-know-about-impact-trauma](about:blank) | | | | | |

With credit to Cassandra Young and Gail Hull for some of the recommendations included.