Leading on SEND

in primary schools

LPDS

After booking your first session you will receive a discount code to save 10% on any subsequent bookings. This can be used for all courses within the Leading on SEND programme. If you book a place on all 11 sessions the saving would result in THE EQUIVALENT of a free place.

This package supports schools to develop inclusive practice, remove barriers to learning and participation and ensure every child can thrive.

CPD for Headteachers, SENDCOs and Teachers

The Leading on SEND programme includes the following courses

- **Adapting Maths Mastery (any scheme) for SEND**
- **Getting Writing Right**
- **High Quality TA Interactions with Children with SEND**
- **Impact of SEND on Behaviour for Learning**
- **Provision for Neurodivergent Learners**
- **SEND in EYFS**
- **Embracing Trauma-Informed Practice Across Whole-School Systems**
- **Language and Communication**
- **Managing Complex Conversations about SEND with Parents**
- **Understanding Executive Functions in Children and Young People**
- **Developing Language, Reading and the Graduated Response**

"An inclusive school removes barriers to learning and participation."
(EEE: SEND in Mainstream Schools)

Lancashire County Council

LANCASHIRE PROFESSIONAL DEVELOPMENT SERVICE

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Leading on SEND

PTL806

Adapting Maths Mastery (any scheme) for SEND

Teaching for maths mastery is having a positive impact on the learning outcomes of many children. However, for some children, who are significantly below ARE due to attributes of SEND, the mastery approach is not always appropriately adapted to meet their learning needs and allow them to make significant progress.

This session will give guidance on how to ensure children with SEND, who are behind ARE, are receiving high quality teaching of mathematics to ensure they make good progress in mathematical understanding to help them reach their full potential.

This session will consider:

- challenges in mathematical understanding for children with SEND;
- suggestions for meeting the needs of children with SEND within maths mastery; and
- practical suggestions to ensure planning maths for children with SEND is manageable and impactful.

SESSION INFORMATION

10 February 2027

13:15-15:45

Lancashire FA, Leyland

£117

Audience: Headteachers, SENDCOs

Presenter:
Andrew Taylor, Senior Teaching and Learning Consultant

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Leading on SEND

PTL804

Getting Writing Right

Many children with SEND struggle with writing and can be easily 'switched off' due to difficulties with fine motor skills and handwriting; sentence structure; grammar and punctuation; organising ideas etc. Being able to write a sentence demands many skills. Even at its most basic level, sentence writing involves thinking a sentence, saying it, holding it in memory, applying phonics to segment words, using 'finger' spaces between words; writing along the line from left to right; re-reading to check it makes sense etc.

The list must seem endless to a child struggling with this process. This session will consider practical ideas to support children who may still be on the journey of mastering the skill of writing in sentences. A toolkit for modelling how sentences are formed allowing children to practise this skill will be demonstrated in order to support children in either key stage.

This course will address the common reasons pupils with SEND struggle with writing, including:

- motivation to write;
- development of motor skills for handwriting;
- spelling; and
- sentence structure: grammar and punctuation; organisation of ideas.

SESSION INFORMATION

21 April 2027

09:15–11:45

Lancashire FA, Leyland

£117

Audience: Headteachers, SENDCOs, EYFS Leads

Presenters:
Caroline Yabantu, Teaching and Learning Consultant

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Leading on SEND

PTL809

High Quality TA Interactions with Children with SEND

This brand new addition to the Leading on SEND suite of training will allow Headteachers and SENDcos to consider the place of TAs in supporting children with SEND and practical strategies for developing high quality interactions between adults and children.

It will be full of practical ideas which can be taken back to school.

This session will consider:

- what is meant by 'high quality interactions' and what this looks like for children of all ages;
- how to model and extend vocabulary and spoken language;
- how to encourage independent learning;
- key messages from cognitive science and how these translate into high quality interactions;
- how TAs can support effective adaptive practice for children with SEND;
- using high quality interactions to de-escalate dysregulated behaviour; and
- high quality interventions.

SESSION INFORMATION

2 February 2027

09:15–11:45

Lancashire FA, Leyland

£117

Audience: Headteachers, SENDCOs

Presenters:
Steph Johnson, Senior Teaching and Learning Consultant
Ian Richardson, Teaching and Learning Consultant

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Leading on SEND

PTL802

Impact of SEND on Behaviour for Learning

Not all children who present dysregulated behaviour have additional needs or SEN, but many do - sometimes undiagnosed.

A positive culture for learning has to be in place for ALL children to thrive and achieve their full potential. This course will consider the importance of establishing positive, trusting relationships between adults and pupils and the impact this can have on wellbeing and learning. It will also look at the importance of consistent, predictable expectations and routines throughout the school, as well as the benefits of explicitly teaching behaviours for learning.

Learning environment and quality of teaching also impact on behaviour so these will also be considered within the session, with practical examples for all of the above being given.

This session will consider how to create calm classrooms and environments for learning through:

- strong relationships between adults and pupils;
- clearly taught, predictable and consistent routines and expectations;
- classroom environments which meet the needs of all learners;
- the explicit teaching of learning behaviours; and
- practical strategies for preventing escalation of behaviour and what to do if a child becomes dysregulated.

SESSION INFORMATION

6 November 2026

09:15–11:45

Lancashire FA, Leyland

£117

Audience: Headteachers and SENDCOs

Presenters:

Jenna Parkington, Behaviour Consultant

Steph Johnson, Senior Primary Teaching and Learning Consultant

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Leading on SEND

PTL800

Provision for Neurodivergent Learners

Neurodiversity is the idea that there's natural variation in how people's brains work and how people experience, understand and interact with the world. This means there are natural differences in the way people learn and communicate.

Most children's brains develop in ways that are seen as typical for their age and stage. These children can be described as neurotypical.

About 1 in 5-6 children have variations in their brain development. These variations include those seen in attention deficit hyperactivity disorder (ADHD), autism and dyslexia. These children can be described as neurodivergent.

Understanding neurodiversity is about accepting, including, celebrating and supporting neurodivergent children. Their differences are part of natural variation and do not need to be treated or changed.

This includes: acknowledging that neurodivergent children might see and do things differently from neurotypical children ; adjusting tasks, the environment and activities so that neurodivergent children can fully participate; making the most of neurodivergent children's skills, especially the skills they're proud of ; helping neurodivergent children develop ways of managing everyday tasks and activities that feel natural to them.

Participants will leave with an understanding of the challenges neurodivergent children face and a toolkit of practical strategies to support children facing these challenges.

SESSION INFORMATION

11 November 2026

09:15–11:45

Lancashire FA, Leyland

£117

Audience: Headteachers, SENDCOs

Presenter:
Steph Johnson, Senior Primary Teaching and Learning Consultant

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Leading on SEND

PTL801

SEND in EYFS

It will address the issues most primary schools are facing regarding the increasing number of complex needs of many of our youngest children and will give practical pointers, guidelines and ideas to ensure the ordinarily available provision is in place to help all children experience a welcoming, nurturing, positive and supportive start to their primary school years and one which truly lays the foundations for them to achieve the best possible outcomes.

It is strongly advised that the Headteacher and SENDco/EYFS lead attend the session together to allow for impactful reflection, discussion and action planning. In order to facilitate this, we are offering two places for the price of one.

The session will outline good practice and models of effectiveness. It will also signpost further training opportunities should schools wish to explore particular areas further.

This course will consider:

- practical strategies for helping these children settle into school life;
- the importance of getting the learning environment right;
- early identification of need and the importance of early intervention; and
- signposts for further support.

SESSION INFORMATION

22 January 2027

13:15–15:45

Fairfield Nursery School, Accrington

£117

Audience: Headteachers, SENDCOs and EYFS leads

Presenter:
Catharine Cummins, Early Years Teaching and Learning Consultant

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Leading on SEND

PTL175

Embedding Trauma-Informed Practice Across Whole-School Systems

This session aims to develop a shared, strategic understanding of trauma-informed and relational approaches, and how these can be embedded within whole-school practice. Drawing on psychological theory and research the session explores how early adversity and ongoing stress can impact children and young people's development, behaviour, and engagement with learning. Leaders will be supported to consider how trauma-informed principles can be translated into consistent practice at all levels of the school system, including:

- creating psychologically safe environments for pupils and staff;
- aligning behaviour policies with relational and restorative approaches;
- building staff confidence in co-regulation and emotion coaching; and
- using graduated, needs-led responses rather than punitive systems.

Embedding Trauma-Informed and Relational Practice

Many schools across Lancashire have undertaken training in trauma-informed practice and relational approaches. This course offers an opportunity for headteachers and senior leaders to revisit these principles, reflect on their impact, and consider how consistently they are embedded across the school.

The session will explore how trauma-informed and relational approaches underpin positive behaviour, engagement and learning by creating safe, supportive and predictable environments. Participants will also consider common challenges to successful implementation and identify practical strategies for strengthening and sustaining these approaches across their school community.

SESSION INFORMATION

	19 January 2027
	13:15–15:45
	Lancashire FA, Leyland
	£117

Audience: Headteachers, Senior Leaders, SENDCO

Presenter:
Steph Johnson, Senior Teaching and Learning Consultant

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Leading on SEND

PTL807

Language and Communication

An increasing number of children are entering school with delayed language development and/or specific language and communication needs. This has a significant impact on their social and emotional development, their learning and their overall life outcomes. What can be done?

This half day course will address common challenges being faced in mainstream schools and give practical guidelines on what can be done.

This course will:

- explain what delayed language development and Specific Language and Communication Needs (SLCN) are, with focused information about Developmental Language Disorder (DLD);
- give a brief overview of why trauma informed should be language informed and give practical advice on supporting the pupils with a complex trauma backgrounds, in relation to their language and communication development;
- give an overview of effective 'ordinarily available provision' for language and communication development;
- give practical advice and signpost support for pupils with language and communication differences; and
- give a brief overview of the new PIVATS Language and Communication Toolkit.

SESSION INFORMATION

2 March 2027

13:15–15:45

Lancashire FA, Leyland

£117

Audience: Headteachers, SENDCOs

Presenters:
Steph Johnson, Senior Teaching and Learning Consultant
Louise Laycock, Speech Therapist

Leading on SEND

PTL173

Managing Complex Conversations about SEND with Parents

This half-day course provides practical strategies and evidence-informed techniques to help leaders manage difficult conversations with confidence. Participants will explore approaches that support positive communication, foster trust and partnership, and ensure that all parties feel listened to, respected and included.

The course will also focus on self-regulation and maintaining professional composure in emotionally demanding situations, enabling leaders to achieve more productive outcomes for children, families and schools.

By the end of this session, participants will:

- develop a greater understanding of the factors that can make conversations about SEND complex, emotive and challenging;
- explore practical approaches and communication strategies for managing difficult conversations with parents and carers effectively;
- build confidence in maintaining positive, collaborative relationships with families, even when discussions involve differing perspectives or concerns;
- enhance skills in active listening, de-escalation and solution-focused dialogue to ensure all parties feel heard, valued and included;
- reflect on personal communication styles and identify strategies for remaining calm, regulated and professional during challenging interactions;
- consider key learning points and identify practical next steps for applying approaches within their own school setting; and
- leave with increased confidence and a toolkit of strategies to support constructive, child-centred conversations about SEND

SESSION INFORMATION

11 March 2027

13:15–15:45

Lancashire FA, Leyland

£117

Audience: Headteachers, SENDCOs

Presenters:
Steph Johnson, Senior Teaching and Learning Consultant

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Leading on SEND

PTL174

Understanding Executive Functions in Children and Young People

This session will explore the concept of executive functions—the cognitive processes that support planning, organisation, emotional regulation, attention, and flexible thinking.

By the end of the session, participants will:

- understand what is meant by executive functions and the key components (e.g., inhibition, working memory, cognitive flexibility, emotional control);
- recognise how EF challenges may present in everyday school contexts—organisation issues, difficulty with transitions, impulsivity, emotional dysregulation, and challenges in planning or sequencing tasks;
- explore a range of evidence informed support strategies, including environmental adjustments, modelling, routines, scaffolding, and compensatory approaches; and
- reflect on their own practice and engage in collaborative problem solving around real cases.

Executive functions are the mental skills that help children manage their attention, behaviour, emotions and learning. They include skills such as working memory, planning, organisation, self-regulation and flexible thinking.

These skills are crucial for success in the classroom and beyond, influencing a pupil's ability to learn independently, follow routines, solve problems and build positive relationships.

For schools, understanding executive functioning is key to identifying and removing barriers to learning. By recognising and responding to executive functioning needs, leaders can develop more inclusive practices that improve engagement, wellbeing and outcomes for all pupils, particularly those with SEND

SESSION INFORMATION

24 November 2026

13:15-15:45

Lancashire FA, Leyland

£117

Audience: Headteachers, Teachers, SENDCOs

Presenters:
Steph Johnson, Senior Teaching and Learning Consultant

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Leading on SEND

PTL808

Developing Language, Reading and the Graduated Response

EAL? or SEN and EAL? - Language barrier or learning need or both? The Graduated Response - a practical example. What does this look like and how can it be embedded effectively?

Schools are facing the increasing challenge of providing inclusive education for a growing number of children with SEND. Budgets are tight and services are stretched, so how can we make sure our classrooms and learning opportunities are as inclusive as possible?

Communication, Language and Literacy is an essential part of Early Language Development. This session will also focus on supporting children to become better listeners, attentive learners and fluent speakers. It will consider how phonemic awareness, alongside quality texts and vocabulary exposure, develops children's language acquisition.

How do we know if an EAL learner has special needs? Shouldn't they be making more progress? Why don't they speak more? How can I support them? How long should I wait before I involve the SENCO?
Questions like these can be very difficult to answer. This session will be based on our 'EAL? SEN and EAL? Steps to Determine Need Toolkit' which provides a guide that will help address these questions and ensure that EAL learners in your school receive the necessary support to progress and reach their potential.

In this session participants will receive a number of strategies that will enable them to carry out the necessary checks and assessments and improve their practice concerning the initial and ongoing assessment of EAL learners.

SESSION INFORMATION

9 March 2027

9:30 –15:30

Lancashire FA, Leyland

£219

Audience: Headteachers, SENDCOs

Presenters:
Caroline Yabantu, Teaching and Learning Consultant
Izabela Zalewska-Ratajczak, EAL Consultant and Support Teacher
Helen Mansfield, Associate Primary Teaching and Learning Consultant

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