

# SEND - School Workforce Development cont.

These pilots include:

1. **Hamish and Milo** – A comprehensive emotions curriculum, alongside a range of SEMH (Social, Emotional, and Mental Health) programmes, training, and supervision. This initiative is supported by a robust digital platform and an impact reporting dashboard, designed to enable a whole-school graduated response for supporting children with Social Emotional and Mental Health (SEMH) difficulties. This is due to start in October 2024.
2. **Maximising the Impact of Teaching Assistants** (MITA) – Providing training and consultancy for school leaders, teachers, and teaching assistants (TAs) to enhance the effectiveness of TAs in their roles, thereby improving outcomes for pupils. Out of the many schools that expressed interest, eight have been selected to participate. (Due to commence in October 2024)
3. **Mediation Learning Support Assistants** (MeLSA) – Training is currently being arranged for the Dudley Educational Psychology Service (EPS) to enable the rollout of MeLSA training as part of their traded offer. MeLSA is a training and supervision programme aimed at building schools' capacity to meet the learning needs of students with additional needs. The programme is based on the premise that teaching assistants act as mediators, supporting children within their *Zone of Development*. (Launching January 2025)
4. **FUNMOVES**– In collaboration with Occupational Therapy services, we are supporting a project led by the University of Bradford. Fun Moves involves a set of gross motor movements that engage various body parts, including the feet, legs, trunk, hands, arms, and head. These movements are essential for children's participation in sports and physical activity throughout their lives. Ten primary schools have initially been selected, with a broader rollout anticipated. (Due to start in January 2025)
5. **AV1 Robots** – AV1 is a telepresence robot designed to help children and young adults with long-term illness reconnect with school and their social lives. Acting as their eyes, ears, and voice, it represents them in the classroom or during social activities when they are physically unable to attend due to illness or hospitalisation. We are currently arranging a six-month pilot programme and are seeking schools to trial this innovative technology. (Due to commence Autumn Term)