

SEND and inclusion training offer

Spring term 2026



OUR PRIORITY

HELPING CHILDREN AND
YOUNG PEOPLE **ACHIEVE**

Supporting and inspiring children to raise
their aspirations and reach their potential.



Introduction

This training offer summarises SEND and inclusion training available for setting leaders, teachers, TAs, Governors and other support staff.

This training is delivered by teams within Children's Services and wider system partners including any relevant national training to support staff in an education setting. This offer covers the academic year 2025/2026, with an updated version available termly.

It covers strategies for working with children and young people at SEN Support and across the graduated response for the four areas of SEND:

- **Cognition and Learning** (C&L)
- **Communication and Interaction** (C&I)
- **Social, Emotional and Mental Health** (SEMH)
- **Sensory and/or physical**

Click on areas of need to discover the courses

In addition, this offer also summarises the training for specialist roles within education settings:

- **SENCo** (e.g. SENCo Forums and Conference)
- **Designated Teacher** (DT)
- **Senior Mental Health Leads** (SEMH courses will also be relevant to this role)
- **Parent/carers**

Click on roles to discover the courses

The offer explains how to book a place, some of the training included will be advertised and booked on through 'Here for Schools' [hereforschools.co.uk](https://www.hereforschools.co.uk).

In addition to this training offer, we continue to offer a range of tailored bespoke training/continued professional development opportunities.

This can be delivered to individual schools, organisations or groups of schools. Packages based on key priorities for SEND development can be devised as a whole or part of a training day; a series of sessions; or a webinar.

To help inform our future training offer, please ensure you complete the training evaluation for each course following the QR code which will be provided by your trainer.

A list of all the courses coming up, in date order can be found [here](#).

| TEAM | TRAINING COURSE | AREA OF SEND | AUDIENCE | DATE(S) AND TIME | VENUE | COST PER DELEGATE |
|--------------------------------|--|--------------|---|--|------------------------------|---|
| Educational psychology service | <p>Maths difficulties</p> <p>This course aims to develop your understanding within the area of numeracy difficulties. This will include theories around the factors which can lead to children experiencing numeracy difficulties as well as outlining evidence-based approaches for assessment and support.</p> <p>Duration: 1.25 hours</p> | C&L | SENCo's, teaching staff, english co-ordinators / curriculum leads | <p>Wednesday, 11 February 2026 3.45 - 5pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | Free Costs will be applied to independent and out of authority schools |
| Educational psychology service | <p>Literacy difficulties</p> <p>This course aims to develop your understanding within the area of literacy difficulties and Dyslexia. This will include theories around the factors which can lead to children experiencing literacy difficulties as well as outlining evidence-based approaches for assessment and support.</p> <p>Duration: 1.25 hours</p> | C&L | SENCo's, teaching staff, english co-ordinators / curriculum leads | <p>Wednesday, 4 March 2026 3.45 - 5pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | Free Costs will be applied to independent and out of authority schools |
| Educational psychology service | <p>Self-Regulated Strategy Development (SRSD)</p> <p>An evidence-based instructional framework to support pupils in developing writing composition strategies. SRSD incorporates self-regulation and metacognition through developing skills in monitoring, evaluating and revising during writing activities.</p> <p>Research evidence suggests that SRSD can lead to changes and improvements in students' performance: planning, revising, substantive content, quality of writing, knowledge of writing, approach to writing, length and structure of writing, and self-efficacy (Graham and Harris 2005).</p> <p>Duration: 1.25 hours</p> | C&L | SENCo's, Teaching staff, English coordinators / curriculum leads | <p>Wednesday, 18 March 2026 3.45 - 5pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | Free Costs will be applied to independent and out of authority schools |

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| Educational psychology service | <p>Foetal Alcohol Spectrum Disorder (FASD) During this training we will explore: What is FASD? How might FASD impact on learning and development? How can we support a child or young person with FASD? Where can we seek further support? Duration: 1.25 hours</p> | C&L | All school staff | <p>Wednesday 18 March 2026 1.30 - 2.45pm To be booked via Here for Schools</p> | <p>Virtual (Microsoft Teams)</p> | <p>Free Costs will be applied to independent and out of authority schools</p> |
| Speech and language therapy – Humber NHS | <p>Developmental Language Disorder (DLD) – what is it and how can we support? Develop awareness of what is DLD, what difficulties do children and young people experience and learn about useful resources and strategies. Duration: 3 hours</p> | C&L | All teaching staff | <p>Tuesday, 9 June 2026 9am - 12 noon</p> | <p>In person Hessle Town Hall Booking essential but not yet available. An email will be sent nearer the time on how to book on this course</p> | <p>Free</p> |
| Speech and language therapy – Humber NHS and RCSLT | <p>Royal College of Speech and Language Therapists (RCSLT) – mind your words Improve your understanding of children and young people with social, emotional and mental health needs and speech, language and communication needs. 15 modules, 10- 15 minutes per module</p> | C&L | Everyone | Online training | <p>Mind your words – RCSLT CPD</p> | <p>Free</p> |

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| Speech and language therapy – Humber NHS and RCSLT | <p>Royal College of Speech and Language Therapists (RCSLT) – the box</p> <p>Understanding and supporting people with speech, language and communication needs in the justice system.</p> <p>10 modules, 10- 15 minutes per module</p> | C&L | Everyone | Online training | 📍 The box – RCSLT CPD | <p>Free</p> <p>Costs will be applied to independent and out of authority schools</p> |
| Speech and language therapy – Humber NHS and Speech and Language UK | <p>Speech and language UK</p> <p>Course to introduce how to support children and young people’s speech, language and communication skills, why this is crucial for learning and wellbeing, and how to identify children with challenges</p> <p>4 modules, approx. 1 hour per module with evaluation and certification</p> | C&L | Anyone working with children with speech, language and communication needs | Online training | 📍 An introduction to speech, language and communication – Speech and Language UK: Changing young lives | Free |

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| Educational psychology service | <p>Demystifying (pathological) demand avoidance in the context of school</p> <p>Come and join our in-person interactive training session to:</p> <ul style="list-style-type: none"> explore PDA's evidence-base and likely underpinning demystify some of the mixed messages around the label and profile of need share how we can practically and safely support pupils in school. <p>Duration: 2 hours</p> | C&I | SENCOs, teachers, TAs | <p>Thursday 12 February 2026 1 - 3pm</p> <p>To be booked via Here for Schools</p> | Cameron Room, Keldmarsh Primary School, Beverley | <p>Free</p> <p>Costs will be applied to independent and out of authority schools</p> |
| Educational psychology service and Communication and interaction specialists | <p>Introduction to autism and toolkit of strategies (for early years settings)</p> <p>This course will deepen understanding of the core areas underpinning autism and introduce a practical framework for interpreting behaviours and identifying underlying needs. Participants will gain a comprehensive toolkit of inclusive strategies, interventions, and adaptable approaches designed specifically for early years settings, enabling them to create supportive, predictable, and responsive environments for these children.</p> <p>Duration: 1.5 hours</p> | C&I | Early Years Practitioners in PVI settings, school nurseries and EYFS. | <p>Tuesday, 3 March 2026 6.30 - 8pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | <p>Free</p> <p>Costs will be applied to independent and out of authority schools</p> |

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| Communication and interaction specialists | <p>A range of autism related training courses</p> <p>This includes topics such as: emotional and behavioural regulation, sensory needs, social stories/comic strip conversations, and structured teaching approaches.</p> | C&I | SENCOs, teachers, TAs | <p>On demand</p> <p>Must be agreed through discussion with SENCO and link EP</p> | Various | Free |
| Kings Mills School as part of Delivering Better Value | <p>Engage in learning</p> <p>This e-learning course is designed to give you the knowledge, practical skills, and confidence to successfully model and deliver Engage in Learning sessions.</p> <p>You'll learn how to create meaningful opportunities that foster attention, communication, and social interaction, key areas of development for neurodiverse individuals, including children on the autism spectrum.</p> <p>Duration: 45 minutes</p> | C&I | SENCOs, class teachers, support staff | <p>On request through</p> <p>@ eryctraining.support@eastriding.gov.uk</p> | e-learning material | Free |

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| <p>Educational psychology service</p> | <p>Online youth mental health first aider® – two day (spread over four sessions)</p> <p>The Youth Mental Health First Aid (YMHFA) is a national accredited training programme which has been updated for 2025. As a MHFAider® you will be able to:</p> <ul style="list-style-type: none"> ▪ explain what mental health is and describe how to look ▪ after your own mental health and wellbeing ▪ describe the signs of poor mental health in young people ▪ explain the risk factors associated with poor mental health ▪ demonstrate how to apply the Youth MHFA action plan ▪ (ALGEE®) in a Youth Mental Health First Aid conversation ▪ describe the role of a Youth MHFAider®. This course is valued at £325 per person, but as a person working with the East Riding with children and young people, it is funded by Public Health. Non-attendance once registered may incorporate costs. <p>Duration: 14 hours</p> | <p>SEMH</p> | <p>All school staff/LA staff who work directly or indirectly with CYP/ community and voluntary sector/ ELSAs</p> | <p>Wednesday, 21 January 2026 Friday, 23 January 2026 Wednesday, 28 January 2026 Friday, 30 January 2026 9am - 12.30pm</p> <p>Bookings through Log In - Enable</p> <p>Register for an account Registration - Enable</p> <p>If you are unable to attend the scheduled training, please email: @eps@eastriding.gov.uk and we can add you to a waiting list for future courses.</p> | <p>Virtual (MHFA England Online Learning Hub)</p> | <p>Free Funded by Public Health England</p> |

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| <p>Educational psychology service</p> | <p>Online youth mental health first aid champion – one day</p> <p>Youth Mental Health First Aid Champion (YMHFA) is a national accredited training programme based on the 2 day YMHFA course. You will:</p> <ul style="list-style-type: none"> ▪ have an increased understanding of common mental health issues and how they can affect young people ▪ spot signs of poor mental health in young people and guide them to a place of support ▪ have increased knowledge and confidence to advocate for mental health awareness ▪ increase your skills to support positive wellbeing. <p>This course is valued at £200 per person, but as a person working within the East Riding with children and young people, it is funded by Public Health. Non-attendance once registered may incorporate costs.</p> <p>Duration: 7.25 hours</p> | <p>SEMH</p> | <p>All school staff/ LA staff who work directly or indirectly with CYP/ community and voluntary sector/ ELSAs</p> | <p>Monday, 23 February 2026 9.15am - 4.30pm</p> <p>Bookings through Log In - Enable</p> <p>Register for an account Registration - Enable</p> <p>If you are unable to attend the scheduled training, please email: @ eps@eastriding.gov.uk and we can add you to a waiting list for future courses.</p> | <p>Virtual (MHFA England Online Learning Hub)</p> | <p>Free</p> <p>Funded by Public Health England</p> |

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| Educational psychology service | <p>Youth mental health first aid champion - one day</p> <p>Youth Mental Health First Aid Champion (YMHFA) is a national accredited training programme based on the 2-day YMHFA course You will Have an increased understanding of common mental health issues and how they can affect young people Spot signs of poor mental health in young people and guide them to a place of support Have increased knowledge and confidence to advocate for mental health awareness Increase your skills to support positive wellbeing. This course is valued at £200 per person, but as a person working within the East Riding with children and young people, it is funded by Public Health. Non-attendance once registered may incorporate costs.</p> <p>Duration: 7.25 hours</p> | SEMH | All school staff/ LA staff who work directly or indirectly with CYP/ community and voluntary sector/ ELSAs | <p>Wednesday, 22 April 2026 9.15am - 4.30pm</p> <p>Bookings through Log In - Enable</p> <p>Register for an account Registration - Enable</p> <p>If you are unable to attend the scheduled training, please email: @ eps@ eastriding.gov.uk and we can add you to a waiting list for future courses.</p> | Worklink, Cottingham (in Person) | <p>Free</p> <p>Funded by Public Health England</p> |

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| <p>Educational psychology service</p> | <p>Youth Mental Health First Aider® (YMHFA)– two day YMHFA is a national accredited training programme which has been updated for 2025. As a MHFAider® you will be able to:</p> <ul style="list-style-type: none"> ▪ explain what mental health is and describe how to look after your own mental health and wellbeing ▪ describe the signs of poor mental health in young people ▪ explain the risk factors associated with poor mental health ▪ demonstrate how to apply the Youth MHFA action plan ▪ (ALGEE®) in a YMHFA conversation ▪ describe the role of a Youth MHFAider®. This course is valued at £325 per person, but as a person working with the East Riding with children and young people, it is funded by Public Health. Non-attendance once registered may incorporate costs. <p>Duration: 14.5 hours</p> | <p>SEMH</p> | <p>All school staff/LA staff who work directly or indirectly with CYP/ community and voluntary sector/ ELSAs</p> | <p>Monday, 29 June 2026 and Monday, 6 July 2026 9.15am - 4.30pm</p> <p>Bookings through Log In - Enable</p> <p>Register for an account Registration - Enable</p> <p>If you are unable to attend the scheduled training, please email: @ eps@eastriding.gov.uk and we can add you to a waiting list for future courses.</p> | <p>The Courtyard, Goole (In Person)</p> | <p>Free</p> <p>Funded by Public Health England</p> |

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| <p>Educational psychology service</p> | <p>Youth mental health first aid (YMHFA) champion – one day YMHFA Champion is a national accredited training programme based on the 2 day YMHFA course. You will:</p> <ul style="list-style-type: none"> ▪ have an increased understanding of common mental health issues and how they can affect young people ▪ spot signs of poor mental health in young people and guide them to a place of support ▪ have increased knowledge and confidence to advocate for mental health awareness ▪ increase your skills to support positive wellbeing. This course is valued at £200 per person, but as a person working within the East Riding with children and young people, it is funded by Public Health. Non-attendance once registered may incorporate costs. <p>Duration: 7.25 hours</p> | <p>SEMH</p> | <p>All school staff/LA staff who work directly or indirectly with CYP/ community and voluntary sector/ ELSAs</p> | <p>Wednesday, 8 July 2026 9.15am - 4.30pm</p> <p>Bookings through Log In - Enable</p> <p>Register for an account Registration - Enable</p> <p>If you are unable to attend the scheduled training, please email: @ eps@eastriding.gov.uk and we can add you to a waiting list for future courses.</p> | <p>In person Haltemprice Leisure Centre, Anlaby</p> | <p>Free Funded by Public Health England</p> |

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| Educational psychology service | Full Emotional Literacy Support Assistants (ELSA) training Six full days initial ELSA Training | SEMH | Teaching assistants in schools pastoral /support staff with capacity to deliver intervention programmes | Thursday, 5 February 2026 Thursday, 12 February 2026 Thursday, 26 February 2026 Thursday, 5 March 2026, Thursday, 12 March 2026 Thursday, 19 March 2026 Please contact ✉ eps@eastriding.gov.uk | In person Beverley Grammar School | A fee will be charged |
| Educational psychology service | ELSA supervision for secondary schools In person supervision for secondary schools Duration: 1.5 hours | SEMH | ELSAs (Emotional Literacy Support Assistants) who have already completed ELSA training | Tuesday, 24 February 2026 1.30 - 3pm To be booked via Here for Schools | In person The Market Weighton School | Free |

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| Educational psychology service | <p>ELSA supervision open to all ELSAs (spring term)</p> <p>Various sessions throughout the spring term for qualified ELSAs. New supervision groups have been arranged in clusters and the EP running the group will be in touch.</p> | SEMH | ELSA's (Emotional Literacy Support Assistants) who have already completed ELSA training | New supervision groups have been arranged in clusters, please contact eps@eastriding.gov.uk | Virtual (Microsoft Teams) and In person | Free |
| Educational psychology service | <p>An introduction to trauma informed approaches in school</p> <p>We will cover what is meant by trauma and how it affects children and young people in school.</p> <p>We will then consider what we can do to help children and young people who have experienced trauma, with a focus on strategies at the whole school, classroom and individual level.</p> <p>Duration: 3 hours</p> | SEMH | HTs, SENCOs, DTs, Designated Mental Health Lead, Pastoral Support, ELSAs, TAs, Class Teachers, Heads of Year. This is suitable for both primary and secondary staff | <p>Wednesday, 25 February 2026</p> <p>9.15am - 12.15pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | Free Costs will be applied to independent and out of authority schools |

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| Educational psychology service | <p>Supporting children and young people through loss and bereavement</p> <p>This training aims to build your confidence in supporting children and young people through experiences of loss and bereavement. We will be covering theoretical and developmental models of grief and loss, how grief may present in children and young people in education settings, how to approach the topic with children, and signposting to helpful resources and activities.</p> <p>Please note the timing of this session has been arranged to accommodate members of school staff who do not typically work outside of school hours.</p> <p>Duration: 1 hour 30 minutes</p> | SEMH | Primary and secondary school staff and local authority service staff | <p>Tuesday, 10 March 2026</p> <p>1.30 - 3pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | <p>Free</p> <p>Costs will be applied to independent and out of authority schools</p> |
| Educational psychology service | <p>An introduction to relational practice</p> <p>This session will provide you with the opportunity to:</p> <ul style="list-style-type: none"> hear about the research and theory that underpins relational practice consider what relational practice looks like in practice, drawing upon trauma sensitive approaches celebrate and share examples of relational practice that is happening in our schools begin to think about how relational practice fits within your current behaviour policy. <p>Duration: 1.5 hours</p> | SEMH | <p>Senior Leadership, SENCos, DTs, Designated Mental Health Lead, Pastoral Support, ELSAs, TAs, Class Teachers, Heads of Year.</p> <p>This is suitable for both primary and secondary staff</p> | <p>Wednesday, 20 May 2026</p> <p>9.30 - 11am</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | <p>Free</p> <p>Costs will be applied to independent and out of authority schools</p> |

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| Educational psychology service | <p>Emotionally Based School Avoidance (EBSA)</p> <p>This training aims to develop an understanding of the factors that can lead to Emotionally Based School Avoidance (EBSA) developing and what could be maintaining it. We will discuss the importance of seeking to understand the behaviour from the perspective of the child and parents/carers, strategies that can help in managing feelings of anxiety and discuss how to support a return to the classroom or school.</p> <p>Duration: 3 hours</p> | SEMH | All school staff | <p>Wednesday, 17 June 2026 9.15am - 12.15pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | <p>Free</p> <p>Costs will be applied to independent and out of authority schools</p> |
| Educational psychology service | <p>Emotion coaching</p> <p>Training is an evidence-based technique based upon the work of John Gottman. The training aims to support adults to support children to develop emotional regulation skills that will help with their engagement in life-long learning. The training includes the background, principals and impact of using emotion coaching including developing a deeper understanding behind the neuroscience that underpins it.</p> <p>Duration: sessions 1 and 2 are 1.5 hours each.</p> <p>Ideally delivered in a three 15 minutes AM or PM session (to allow for a 15 minute break) or they can be delivered in two 1.5 hour twilight sessions followed by a 45 minute workshop (staff meeting) approximately half a term later.</p> | SEMH | All school staff including ELSAs | Discussion with the schools allocated EP, which will be then discussed with the EP team | In person | Free |

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| Behaviour support team | <p>SEMH champions workshop</p> <p>To increase understanding of SEMH needs in schools and create a supportive working group of leaders in school. Attendees will receive training that they can roll out in their schools to support universal and targeted approaches to SEMH and behaviour challenges. Attendees will have access to a network group that meets regularly, offering space to discuss current needs in school and share good practice.</p> <p>During the workshop, candidates will be supported to understand key methods of support for children and young people in their settings with an emphasis on needs led approaches. This may include developing understanding of executive functioning, unstructured times, PACE approaches (Playfulness, Acceptance, Curiosity and Empathy) and other research and evidence based strategies.</p> <p>Attendees will have time to reflect on current behavioural needs within their settings which will inform the strategies they wish to develop further with appropriate support.</p> <p>Attendees will be given the opportunity to share good practice and take part in an SEMH champions network with sessions running throughout the academic year.</p> | SEMH | Senior leaders | <p>Tuesday 20 January 2026</p> <p>herefor schools.co.uk/Event/281994</p> | County Hall Room 8 | Free for maintained primary settings and those with a rolling contract SLA. £25 per person otherwise. |

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| Behaviour support team | <p>Team teach basic</p> <p>Our positive behaviour management level one – 6 hour courses are for individuals operating in low-risk service settings. This includes mainstream primary and secondary schools, children’s hospitals, adult learning and residential homes. This 6 hour, one day course equips individuals with simple de escalation strategies and basic positive handling techniques to deal with challenging behaviour and encourage positive relationships in their working environment.</p> <p>Duration: 6 hours delivered in one session</p> | SEMH | Headteachers, SENCOs, teachers, SLT, support staff | Tuesday, 27 January 2026 Tuesday, 10 March 2026 | In person Bishop Burton Village Hall | £150 per person |
| Behaviour support team | <p>Express through build (LEGO®)</p> <p>Express through build encourages participants to express their thoughts and ideas on any topic by building symbolic models with LEGO® bricks. It is a great tool for enhancing expression and communication. Led by a coach or facilitator, participants in the process – i.e. the pupils – use their imagination and creativity to reflect and to communicate – enhancing dialogue. The method ensures a secure and non-judgmental process in which every team member gets the opportunity to be active, engaged and listened to. With Express Through Build participants use LEGO® bricks to build models that represent their thoughts and reflections. They use metaphors and assign meaning to their models as a means of communicating their ideas.</p> <p>Duration: 3 hours</p> | SEMH | SENCOs, teachers, support staff | On demand Contact your allocated specialist teacher | Delivered in setting | Free for maintained primary settings and rolling SLA customers. Non SLA £75 per person. |

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| Behaviour support team | <p>Making lunchtimes work</p> <p>This series of three sessions offers a confidence building training programme designed to help midday supervisors bring together all the positives in their team, make them more aware of the skills they have. Staff have the opportunity to reflect on their own practice, develop a deeper understanding of SEMH needs and practical strategies to support pupils in their school.</p> | SEMH | Lunchtime supervisors | On demand herefor schools.co.uk/Event/99380 | Delivered in school setting | Free for maintained primary settings and rolling SLA customers. Non SLA £295 per session (maximum 24 people) |
| Behaviour support team | <p>Executive functioning; skills for success</p> <p>This training session investigates what executive functioning skills are and the important role they play in learning and development. The training is tailored to early years, primary or secondary school settings, offering age-appropriate guidance to support the development of executive functioning skills. The session will explore practical strategies and techniques that can be used in the classroom and individually to support pupils. Participants will gain a deeper understanding of executive functioning skills and be empowered to implement strategies to support their pupils' skill development.</p> | SEMH | All school staff | On demand Contact your allocated specialist teacher | School setting | Free for maintained primary settings and rolling SLA customers. Non SLA £75 per person. |

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| Behaviour support team | <p>Understanding the survival strategy behind the label-training for school staff: understanding survival strategies and emotional regulation</p> <p>By gaining understanding and empathy of the survival strategies, the window of tolerance, and the effects of developmental trauma, school staff can better support students in regulating their emotions and managing stress. Creating a trauma-informed school environment requires ongoing education, empathy, and collaboration to ensure all students can thrive.</p> | SEMH | All school staff | On demand Contact your allocated specialist teacher | School setting | Free for maintained primary settings and rolling SLA customers. Non SLA £75 per person. |
| Behaviour support team | <p>What lies beneath</p> <p>This twilight session provides an opportunity to visit some of the current understanding around the reasons behind pupil behaviours. This knowledge can help us better understand our pupils and their unmet needs. It will include:</p> <ul style="list-style-type: none"> ▪ awareness of the things in the pupil's life that we may not see ▪ theories around the aims of some dysregulated behaviours ▪ the impact of dysregulation on the pupil. | SEMH | All school staff | On demand Contact your allocated specialist teacher | School setting | Free for maintained primary settings and rolling SLA customers. Non SLA £75 per person. |

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| Behaviour support team | <p>Identifying and supporting pupils' unmet needs</p> <p>This session is a follow on from What Lies Beneath (which needs to have been attended previously) and it will provide you with the opportunity to explore what the adults can do to support pupil wellbeing. It will include:</p> <ul style="list-style-type: none"> ▪ a reflection on our communication and behaviour styles and how this can support others ▪ preventative and response strategies ▪ practical activities and resources to help us unpick and meet individual pupils needs. | SEMH | All school staff | On demand Contact your allocated specialist teacher | School setting | Free for maintained primary settings and rolling SLA customers. Non SLA £75 per person |
| Behaviour support team | <p>Planning and implementing active break sessions</p> <p>This training session introduces school staff to an active physical breaks program, designed to develop self-regulation skills and emotional awareness. This approach supports children and young people in managing their emotions and behaviour through movement, promoting the growth of social and emotional learning skills in a controlled way.</p> | SEMH | Support staff | On demand Contact your allocated specialist teacher | TBC | Free for maintained primary settings and rolling SLA customers. Non SLA £75 per person. |

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| Behaviour support team | <p>Trauma, attachment and ACEs in the classroom</p> <p>An e-learning course produced by Karen Massey, team leader of the behaviour support team.</p> <p>Attention is a critical skill within the classroom for children and young people to be able to learn and achieve. However, there are many children and young people in our classrooms that find sustaining their attention for the required amount of time difficult.</p> <p>This training aims to give an insight into the trauma or adverse childhood experiences and attachment difficulties that some children and young people may experience. It looks at how they may manifest in children and young people and how this may impact in the classroom and the wider school environment. The training will consider some strategies which are available to support you in the classroom.</p> <p>This training material is designed to be flexible and adaptable to your setting. It can be accessed as often as needed, and the estimated time to complete is approximately 45-60 minutes. Please note that delivery to a group may take longer.</p> <p>By the end of this e-learning you will be able to:</p> <ul style="list-style-type: none"> ▪ explain what trauma, attachment difficulties and adverse childhood experiences are ▪ outline and consider their impact in the classroom and the wider school environment ▪ implement the practical strategies available to support in the classroom. | SEMH | All school based staff | <p>On demand e-learning</p> <p>Free e-learning CPD – bookings only available by email</p> <p>@ eryctraining.support@eastriding.gov.uk, stating the title of the e-learning material you wish to access along with your full name.</p> | <p>Online</p> <p>Booking details on Here for Schools – hereforschools.co.uk/Event/283351</p> | Free |

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| <p>BST as part of Delivering Better Value</p> | <p>Trauma, attachment and ACEs in the classroom This training aims to give an insight into the trauma or Adverse Childhood Experiences and attachment difficulties that some children and young people may experience. It looks at how they may manifest in children and young people and how this may impact in the classroom and the wider school environment. The training will consider some strategies which are available to support you in the classroom. Duration: 45-60 minutes</p> | <p>SEMH</p> | <p>SENCOs, class teachers, support staff</p> | <p>On request through @ eryctraining.support@eastriding.gov.uk</p> | <p>e-learning material</p> | <p>Free</p> |
| <p>Vulnerable children's education team</p> | <p>An introduction to supporting the needs of children and young people who have experienced trauma This session is designed to be delivered to whole school staff groups or groups within schools to introduce trauma, loss and attachment, with an emphasis on the impact this has on vulnerable learners. The session is 60-90 minutes long. The date and time will be arranged with VCET. The session is ideally suited to a twilight session or as part of a staff development day. Duration: 1.5 hours</p> | <p>SEMH</p> | <p>Whole school settings, groups within settings supporting vulnerable learners</p> | <p>The date and time will be arranged with the setting.</p> | <p>This training is delivered in person by VCET in your setting.</p> | <p>No charge</p> |

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| <p>Humber and North Yorkshire Health and Care Partnership (CYP Trauma Informed Care Programme)</p> | <p>Developmental trauma introduction training Understand trauma. Transform practice. Make a difference.</p> <p>Are you looking to deepen your understanding of developmental trauma and its impact on children and young people? Join our online evening ARC developmental trauma introduction training – a practical, engaging session designed to help you apply trauma-informed principles in your everyday work.</p> <p>During this training, you will:</p> <ul style="list-style-type: none"> ▪ define what trauma means and how it affects individuals ▪ explore how early trauma impacts development ▪ understand the key principles of trauma-informed practice ▪ learn to make sense of behaviour through a trauma-informed lens ▪ discover practical ways to apply trauma-informed approaches within your role. <p>Duration: 3 hours</p> | <p>SEMH</p> | <p>Professionals who work in education, health, social care, or community support.</p> | <p>Wednesday, 21 January 2026 4-7pm eventbrite.com/e/half-day-arc-training-online-evening-tickets-1620193003889?aff=oddttdt_creator</p> <p>Friday, 20 March 2026 4-7pm eventbrite.com/e/half-day-arc-training-online-evening-tickets-1620193625749?aff=oddttdt_creator</p> | <p>Online</p> | <p>Free</p> |

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| Humber and North Yorkshire health and care partnership (CYP trauma informed care programme) | <p>ARC (Attachment, Regulation and Competency) training offer 2025 - 2026</p> <p>There are a range of sessions to choose from available across all six areas with on demand and online training. Please see below for further information</p> <ul style="list-style-type: none"> ➤ HNY CYP TIC Programme Leaflet Training ➤ CYP TIC Training Programme Booking ➤ Children and Young People's Trauma Informed Care Programme – Humber and North Yorkshire Health and Care Partnership | SEMH | Various | Various | Various | Free |
| East Riding mental health support team | <p>Understanding and supporting parent-led CBT: a guide for school staff.</p> <p>To give staff a clear, practical understanding of parent-led CBT and how to align school responses with it.</p> <p>Duration: 1 hour.</p> | SEMH | School staff | Thursday, 26 February 2026 4-5pm | Online, staff must book via this link: ➤ eventbrite.co.uk/e/understanding-supporting-parent-led-cbt-a-guide-for-school-staff-tickets-1978573892775?aff=oddtcreator | Free |
| NHS East Riding Mental Health Support Team (MHST) | <p>An introduction to trauma informed practice Module 1 (ER MHST Offer 1)</p> <p>East riding mental health support teams in schools: introductory training on trauma informed practice</p> <p>Duration: 1.5 hours</p> | SEMH | Headteachers, SENCOs, pastoral leads, senior mental health leads and designated teachers | To be accessible on demand or on request from staff of MHST schools prior to completion of modules 2 and 3 | Recorded webinar in development virtual or in person | Free |

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| NHS East Riding Mental Health Support Team (MHST) | The role of self-care and staff wellbeing within trauma informed practice Module 2 Duration: 1.5 hours | SEMH | Staff of MHST schools only on completion of module 1 | On request | Virtual or in person | Free |
| NHS East Riding Mental Health Support Team (MHST) | Implementing and embedding trauma informed practice in education settings Module 3 Duration: 1.5 hours | SEMH | Staff of MHST schools only on completion of module 1 | On request | Virtual or in person | Free |
| NHS East Riding Mental Health Support Team (MHST) | MHST (MHST) training sessions Bespoke training sessions individualised to the needs of your whole school community delivered by your MHST. These training sessions are available to all MHST schools who have an Education Mental Health Practitioner embedded in the school. This can include sessions on emotional health and wellbeing for the whole school with a focus on low to moderate emotional well-being needs, recognition and support/management of these in the school community. Training aims to increase emotional resilience in the school community and contribute to prevention of emotional wellbeing difficulties. Email below to log a request for training or support @ hnf-tr.eymhst@nhs.net (East Riding) | SEMH | All | As required, to be identified during school Prep and Plan reviews during July and September. | Either face to face in schools or via Microsoft Teams. | Free |

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| <p>NASEN (National Association for Special Educational Needs)</p> | <p>NASEN training</p> <p>Discover the latest upcoming CPD that nasen will be hosting.</p> <p>We offer CPD on a wide range of topics and themes from universal teaching to high quality practice and condition specific introductions.</p> <p>👉 nasen.org.uk/events</p> | SEMH | All | Various | Various | Various |
| <p>NASEN (National Association for Special Educational Needs)</p> | <p>Nasen online SEND Continuing Professional Development (CPD) units</p> <p>This series of online CPD units is designed to support those who work with children and young people in schools and further education settings to deliver an inclusive experience for every learner.</p> <p>Funded by the Department for Education, and developed in partnership with Real Group, these free-to-access units build on learning from our ambitious about inclusion modules.</p> <p>In all, 20 units will be released over the next two years. Units on Safety and Belonging were launched in October 2022 and have since been completed by over 1200 practitioners with consistently positive feedback. Over the next few months, we will be launching further units – check back regularly for the latest releases.</p> <p>Each online unit takes 20 minutes to complete and is supported by a live online networking session, facilitated by a regional SEND leader. Places are limited, so early booking is advised.</p> <p>Duration: 20 minutes per unit</p> | SEMH | Staff who work with children and young people in schools and further education settings | On demand | <p>Online</p> <p>Please note, you must be logged into your free nasen or whole school SEND account to access these online units.</p> <p>👉 nasen.org.uk/page/online-cpd-units</p> | Free |

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| SaPTS – physical difficulties team | <p>Moving and handling – full course</p> <p>It is a legal obligation that all staff who are transferring pupils, attend the full course initially. A refresher course must then be attended every subsequent 12-24 months. Aims of the course:</p> <ul style="list-style-type: none"> understand why manual handling techniques are important legislation reduce risks and understand principles understand how you can look after and protect yourself Practical session may need to be booked in addition. <p>Duration: full day</p> | Sensory and /or physical | Professionals working with pupils who cannot physically move themselves | Tuesday, 13 January 2026 Tuesday, 30 June 2026 9.30am - 4pm | In a school Venue to be confirmed | Free to mainstream, academies and PVI's £80 per delegate for private and independent settings |
| SaPTS – physical difficulties team | <p>Moving and handling – refresher</p> <p>Participants must have previously attended the full course. Refresher should then be attended every 12-24 months.</p> <p>Duration: 3 hours</p> | Sensory and /or physical | Professionals working with pupils who cannot physically move themselves | Tuesday, 3 March 2026 Tuesday, 5 May 2026 9.30am - 12.30pm | Virtual | Free to mainstream, academies and PVI's £40 per delegate for private and independent settings |
| SaPTS – physical difficulties team | <p>Moving and handling awareness</p> <p>Aims of the course:</p> <ul style="list-style-type: none"> back awareness looking after yourself when handling how to move pupils safely <p>Duration: 3 hours</p> | Sensory and /or physical | Early years professionals including nursery and pre-school, any staff supporting pupils with physiotherapy programmes or low level physical needs | Thursday, 30 April 26 1 - 4pm | Virtual | Free to mainstream, academies and PVI's £40 per delegate for private and independent settings |

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| SaPTS – physical difficulties team | <p>Supporting pupils with motor skill development Understand more about the challenges pupils face. Have some practical strategies to help. See a range of useful resources. Duration: 3 hours</p> | Sensory and /or physical | SENDCo's, teachers and teaching assistants. | Tuesday, 20 January 2026 Monday, 1 June 2026 1 - 4pm | Virtual (Microsoft Teams) | Free to mainstream, academies and PVI's £40 per delegate for private and independent settings |
| SaPTS – physical difficulties team | <p>Introduction to handwriting part 1 Pre-handwriting skills. How to teach handwriting. Basic strategies to support handwriting difficulties. Suggested resources. Duration: 3 hours</p> | Sensory and /or physical | SENDCo's, early years teachers, english coordinators, professionals with an interest in improving children's handwriting | Monday, 26 January 2026 Monday, 27 April 2026 1 - 4pm | Virtual | Free to mainstream, academies and PVI's £40 per delegate for private and independent settings |
| SaPTS – physical difficulties team | <p>How to teach handwriting part 2 Participants must have previously attended the 'introduction to handwriting' course Aims of the course: review of readiness for handwriting, school policy, common difficulties and strategies to support, functionality and alternatives Duration: 3 hours</p> | Sensory and /or physical | SENDCo's, early years teachers, english coordinators, professionals with an interest in improving children's handwriting | Thursday, 5 March 2026 Wednesday, 17 June 2026 1 - 4pm | Virtual | Free to mainstream, academies and PVI's £40 per delegate for private and independent settings |

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| SaPTS – physical difficulties team | <p>Physical difficulties team drop-in sessions</p> <p>Opportunity to book a 15 minute slot to discuss any potential difficulty with physical access to the curriculum. We will be able to give advice about specific difficulties, suggest support, activities and resources that may be beneficial. Pupil does not have to be on caseload to request advice.</p> <p>Duration: 3 hours</p> | Sensory and /or physical | SENDCo /teachers/ TAs across all settings. | <p>Tuesday, 3 February 2026</p> <p>Tuesday, 17 March 2026</p> <p>Tuesday, 19 May 2026</p> <p>Tuesday, 23 June 2026</p> <p>1 - 4pm</p> | Virtual (Microsoft Teams) | Free |
| SaPTS – physical difficulties team | <p>Physical difficulties awareness training</p> <p>Understanding of how physical difficulties may impact on access to the curriculum and how to support.</p> <p>Duration: 1.5 hours</p> | Sensory and /or physical | All staff who work within education settings | <p>Upon Request</p> <p>To be booked by emailing Specialist @ services. HUB@ eastriding.gov.uk</p> <p>Or contact your allocated specialist teacher</p> | At requestors setting | <p>Free to East Riding maintained Settings, inc. academies, and PVI's.</p> <p>Independent schools and professionals – £40</p> |
| SaPTS – hearing impaired team | <p>Glue ear</p> <p>Understanding of glue ear, what are the signs, symptoms and how to help.</p> <p>Duration: 1 hour</p> | Sensory and /or physical | Early Years Professionals, SENDCO's | Upon request | At requestors setting | <p>Free to East Riding maintained Settings, inc. academies, and PVI's.</p> <p>Independent schools and professionals – £40</p> |

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| SaPTS – hearing impaired team | <p>Deaf awareness Understanding of deafness in children and young people and how to ensure full inclusion within the education setting. Duration: 1 hour</p> | Sensory and /or physical | All staff who work within education settings | Upon request | At requestors setting | Free to East Riding maintained Settings, inc. academies, and PVI's. Independent schools and professionals – £40 |
| SaPTS – hearing impaired team | <p>Vision awareness Vision awareness training for professionals Duration: 1 hour</p> | Sensory and /or physical | All staff who work within education settings | On demand and offered annually | In setting or virtual (Microsoft Teams) | Free to East Riding maintained Settings, inc. academies, and PVI's. Independent schools and professionals – £40 |
| SaPTS team as part of Delivering Better Value | <p>Room acoustics: creating sound-aware spaces This e-learning course is designed to equip educators and support staff with a foundational understanding of room acoustics and its impact on learners, particularly those with a hearing impairment, enabling them to create more inclusive, accessible and supportive learning environments through practical, sound aware strategies. Understanding room acoustics empowers you to create environments that are calmer, clearer, and more accessible for all learners. Duration: 45-60 minutes</p> | Sensory and /or physical | SENCOs, class teachers, support staff | On request through @ eryctraining.support@eastriding.gov.uk | e-learning material | Free |

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| Safeguarding in education team | <p>Designated safeguarding lead (DSL)– new/ refresher training</p> <p>This training, delivered online over the course of a morning, covers all aspects of the role and responsibilities of DSL. It provides advice and guidance on how to develop and maintain effective safeguarding practices. Is also suitable for staff with safeguarding responsibilities such as Pastoral managers and Deputy DSL.</p> <p>Duration: 3.5 hours</p> | All | DSL/ DDSL senior leaders pastoral and safeguarding staff | <p>Tuesday, 13 January 2026</p> <p>Tuesday, 21 April 2026</p> <p>9am - 12.30pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | £30.00 |
| Safeguarding in education team | <p>Inappropriate sexual behaviour(s), sexual harassment and sexual violence training</p> <p>Develop an understanding of the requirements and expectations of schools and colleges in relation to this challenging area of safeguarding practice. Gain clarification of what is, and how to recognise, Inappropriate Sexual Behaviour, Sexual Harassment and Violence. Explore the appropriate safeguarding responses to incidents using statutory guidance and theoretical frameworks local protocols. Evidence the importance of recording and how to approach risk management.</p> <p>Duration: 3 hours 45 minutes</p> | All | DSL/ DDSL senior leaders pastoral and safeguarding staff | <p>Wednesday, 4 February 2026</p> <p>Wednesday, 3 June 2026</p> <p>9.15am - 1pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | £30.00 |

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| Safeguarding in education team | <p>Safer Recruitment (SR) training</p> <p>The session will be based around SR and the training will be delivered by The Safeguarding In Education team (SIET). This is licensed training from the Safer Recruitment Consortium and should be refreshed every 3 years.</p> <p>Please be aware this is a 2 day course.</p> <p>Duration: 2 x 3.5 hours</p> | All | SLT Governor and staff involved in recruitment (Minimum 1 trained staff member on interview panel) | <p>Tuesday, 10 February 2026</p> <p>Wednesday, 11 February 2026</p> <p>9am - 12.30pm</p> <p>Tuesday, 5 May 2026</p> <p>Wednesday, 6 May 2026</p> <p>9am - 12.30pm</p> <p>To be booked via Here for Schools</p> | Virtual (Microsoft Teams) | £45.00 |
| Safeguarding in education team | <p>CAHMS – understanding self harm</p> <p>A virtual briefing on self-harm presented by CAHMS professionals discussing different topics such as: How prevalent is self-harm? / Understanding self-harm as a form of communication / What might be happening for someone who is more likely to self-harm / What happens for young people who self-harm / How to have helpful conversations / How to understand need and assess the risk / How I can help / What can others do, and when do I need to make a referral.</p> <p>To access the course use the link below: (Navigation – SiET Training Resources, ppt's and Recorded Briefings here for schools logged in users only)</p> <p>Safer Recruitment in Education Team HERE for Schools</p> | All | All | On demand | Online | Free |

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| ILS | <p>Strategic Governance of SEND Twilight sessions for SEND governors Duration: 1.5 hours</p> | All | Governors | Thursday, 22 January 2026 6-7.30pm | Online | £74 |
| ILS/SENDART in collaboration with Humber Education Trust | <p>SEND conference day 2 – implementing the curriculum for pupils with severe learning difficulties Following day 1 delivered by HET, day 2 builds on the curriculum materials shared on day 1. The day will focus on how to implement the curriculum, use plans effectively and translate them into meaningful, engaging learning experiences for pupils with complex needs. All SENCOs, headteachers and senior leaders. Duration: Full day</p> | All | SENCOs, headteachers and senior leaders | <p>Hold date: 23 April 2026 (please note the date is yet to be confirmed)</p> | <p>In person Venue to be confirmed</p> | <p>£100 £60 for a second person from the same school</p> |
| Educational psychology team as part of Delivering Better Value | <p>An introduction to attentional difficulties and strategies to support needs in the classroom This online training course aims at giving insight into the possible reasons behind why children and young people may have difficulties with attention in school and what strategies can support children when they find it hard to attend in class. Duration: 45-60 minutes</p> | All | SENCOs, headteachers and senior leaders | <p>On request through @eryctraining.support@eastriding.gov.uk</p> | e-learning material | Free |

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| The education alliance | <p>Secondary behaviour and attendance partnership meetings</p> <p>For further details contact the Chair:  richard.williman@theeducationalliance.org.uk</p> | All | All | <p>Monday, 2 March 2026 3.45pm via Teams</p> <p>Monday, 15 June 2026 2pm in person with venue to be confirmed</p> | <p>Virtual (Microsoft Teams) and In person venue to be confirmed</p> | TBA |
| Humber and North Yorkshire Integrated Care Board | <p>Partnership for Inclusion of Neurodiversity in Schools (PINS)</p> <p>After several East Riding schools have taken part in this project, there is now an online training offer which has also been opened up to all schools across East Riding. This is a fantastic opportunity to access a range of training in relation to neurodiversity. Please see the attached brochure for additional information of the specific courses, including details of how to book onto each course.</p> <p> Humber and NY PINS online training for schools</p> | All | All | Various | Online | Free |
| ERYC (East Riding of Yorkshire Council) Learning Skills and Workforce Development | <p>Adult learn</p> <p>Find out more about schools, colleges and education and learning in the East Riding of Yorkshire. We have information about adult education courses and advice and information about finding work. There is a section outlining the services available from East Riding of Yorkshire Council's Schools' Music Service.</p> | All | Internal corporate ERYC staff | <p>Various, more information can be found via the link:  eastriding.gov.uk/learning</p> | Various | Nil cost for ERYC staff |

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| ERYC Learning Skills and Workforce Development | <p>Learning and development for ERYC Staff</p> <p>Find a course (eastriding.gov.uk)</p> | All | Internal corporate ERYC staff | <p>Various</p> <p>There is more information via the course finder available on the EYRC intranet</p> | Various | Nil cost for ERYC staff |
| IPSEA | <p>Special educational needs and disability law</p> <p>Comprehensive range of training looks in detail at the scope of special educational needs and disability law. You can book onto upcoming 'book a place' training events and learn more about the standard and bespoke training packages available for commission. Modular self-paced online courses are also available to purchase for immediate access.</p> <p>ipsea.org.uk/pages/category/training-for-parent-groups-schools-and-charities</p> | All | Parent groups, schools and charities | Various | Online learning and in person | Cost varies |
| Community vision | <p>BOOST (Buddying Opens Opportunities, Skills and Training) By Community Vision</p> <p>Promoting, developing and supporting voluntary activity within your community</p> <p>learn.boost-training.org.uk</p> | All | All | On demand | Virtual (e-learning) | Cost varies |

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| East Riding Safeguarding Children Partnership | <p>ERSCP learning and improvement program 2026</p> <p>Please book through the below document: You will be required to log in or create an account</p> <p>ERSCP Training Offer 2026</p> | All | All | Various | Various | Free |
| ISPHN 0-19 school nursing team | <p>NHS school nursing team training sessions</p> <p>Bespoke training sessions individualised to the needs of your school community delivered by your NHS school nursing team. This can include sessions on health, wellbeing and school readiness Email below to log a request for training or support:</p> <p>@ hnf-tr.isphnspoc@nhs.net</p> | All | All | As required, to be identified during school health needs assessments in September / October. | Either face to face in schools or via Microsoft teams. | Free |
| Corporate policy team | <p>Armed Forces Covenant Duty e-learning</p> <p>This e-learning provides an overview of the Armed Forces Covenant and public sector bodies' (including schools) obligations in relation to the statutory Duty. It also outlines some of the challenges facing the Armed Forces community, including the potential impacts on children and young people's emotional wellbeing and education, particularly so for those Service children with SEND.</p> <p>Duration: 30-45 minutes</p> | All | All school staff including ELSAs | <p>On demand</p> <p>Access to the e-learning can be requested by emailing</p> <p>@ elarning@eastriding.gov.uk</p> <p>Please note: Each member of staff will receive an individual link to the e-learning.</p> <p>Reports on completion rates for individual schools can be requested by emailing</p> <p>@ emma.thompson@eastriding.gov.uk</p> | | |

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| Specialist services | <p>SENCo engagement group</p> <p>A group of SENCos have volunteered to work in partnership with the local authority to consult and coproduce developments in specialist services and other related SEND and inclusion services.</p> <p>Duration: 1.5 hours</p> | SENCo | SENCos | <p>Half termly group meetings:</p> <p>Tuesday, 20 January 2026 3.30-5pm</p> <p>Friday, 13 March 2026 9-10.30am</p> <p>Tuesday, 12 May 2026 3.30-5pm</p> <p>Friday, 3 July 2026 9-10.30am</p> <p>To volunteer to be part of the SENCo engagement group and added to the meeting invites, please email:</p> <p>@ eps@eastriding.gov.uk</p> | Virtual (Microsoft Teams) | Free |

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| Specialist Educational Needs and Disability (SEND) team | <p>Annual reviews training</p> <p>Mop up annual review training for all primary and secondary SENCOs aimed at providing the knowledge needed to undertake high quality annual reviews for EHC plans. The training will also introduce and guide SENCOs on how to complete the new Annual Review paperwork and the statutory requirements around PFA for young people in Year 9 +.</p> <p>Duration: 1.5 hours</p> | SENCo | SENCOs | Wednesday, 21 January 2026 (TBC) | Virtual (Microsoft Teams) | Free |
| ILS | <p>Secondary SENCo forum</p> <p>Focused session for Secondary SENCOs and/or senior leaders with strategic responsibility for SEND.</p> <p>Duration: 1.5 hours</p> | SENCo | Secondary SENCo/ senior leaders | Monday, 26 January 2026 3.45 - 5.15pm | Online | Free |
| ILS/SENDART | <p>SENCo forum</p> <p>SENCo update.</p> <p>Duration: 3.5 hours</p> | SENCo | Secondary SENCo/ senior leaders | Wednesday, 25 February 2026 1 - 4.30pm | Bishop Burton College | £10 |
| Sensory processing service (Humber NHS) | <p>Introduction to the sensory processing service for SENCo's</p> <p>Dates and times to be accessed via the sensory processing service's website:</p> <p>🔗 Sensory Processing Service – Sensory Processing (humber.nhs.uk)</p> | SENCo | SENCOs | Various | Various | Free |

| TEAM | TRAINING COURSE | AREA OF SEND | AUDIENCE | DATE(S) AND TIME | VENUE | COST PER DELEGATE |
|---|---|----------------------------|---|---|------------------------------|---|
| Vulnerable children's education team | <p>The East Riding of Yorkshire Council personal education plan process</p> <p>A recording can be provided upon request to DTs with East Riding CLA to explain the PEP process and the process for requesting Pupil Premium for CLA pupils from the ERYC Virtual School. DTs may also request support over Microsoft Teams in place of the recording.</p> <p>Duration: a maximum of 1 hour.</p> | Designated teacher | <p>Designated teachers and those in school completing the PEP documents on behalf of the designated teacher.</p> <p>This is available to all schools who have East Riding CLA</p> | On demand | Recording or Microsoft Teams | Free |
| Emotional wellbeing and mental health leads from across East Riding LA and Humber NHS/CAMHS | <p>Senior mental health lead network meetings</p> <p>An opportunity for the designated Senior Mental Health Lead (SMHL) in schools to meet and benefit from a range of activities – including:</p> <ul style="list-style-type: none"> gain a shared increased understanding of the role share experiences and reflect upon practices, ideas, knowledge and skills hearing from other professionals/guest speakers to support the role of the SMHL opportunities to find out about/discuss/share the most up to date research/guidance/practices. <p>Duration: 1.5 hours</p> <p>🔗 Promoting and supporting mental health and wellbeing in schools and colleges – GOV.UK</p> | Senior mental health leads | Senior mental health lead in school/college /senior leadership/ SENCo | <p>Tuesday, 3 March 2026</p> <p>Tuesday, 16 June 2026</p> <p>1.30-3pm</p> <p>To be booked via 🔗 Here for Schools</p> | Virtual (Microsoft Teams) | Free Costs will be applied to independent and out of authority schools |

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| East Riding Mental Health Support Team | <p>Understanding anxiety</p> <p>This session will offer practical insights into recognising and managing anxiety in children and young people, with strategies that parents and carers can use at home.</p> <p>Duration: 2 hours.</p> | Parents/ carers | Parents/ carers | Wednesday, 28 January 2026 9.30 - 11.30 am | <p>Online, families must book via this link:</p> <p>eventbrite.co.uk/e/understanding-anxiety-a-parentcarer-workshop-tickets-1978378277685?aff=oddtcreator</p> | Free |
| Communication and interaction specialists | <p>Autism and anxiety</p> <p>We're going to talk about:</p> <ul style="list-style-type: none"> the difficulties/ differences linked to autism why autism is often associated with anxiety how anxiety might present in our autistic children how we can help <p>Duration: 2.5 hours</p> | Parents/ carers | Parents/ carers | Thursday, 29 January 2026 10am - 12.30pm To book via email: @ eps@ eastriding.gov.uk | Cameron room, Keldmarsh Primary School, Beverley | Free |
| Communication and interaction specialists | <p>Autism and emotional regulation – seminar for parents/ carers</p> <p>Through this seminar we will discuss and explore:</p> <ul style="list-style-type: none"> autism and 'big' emotions (anger and anxiety) internalising and externalising using a low arousal approach coping with 'meltdowns' helping children to manage big feelings and emotions <p>Duration: 2.5 hours</p> | Parents/ carers | Parents/ carers | Thursday, 26 February 2026 10am - 12.30pm To book via email: @ eps@ eastriding.gov.uk | Cameron room, Keldmarsh Primary School, Beverley | Free |

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| Sensory processing service (Humber NHS) | <p>Introduction to sensory processing for parents/carers</p> <p>Dates and times to be accessed via the sensory processing service's website:</p> <p>➤ Sensory Processing Service – Sensory Processing (humber.nhs.uk)</p> | Parents/carers | Parents/carers | Various | Various | Free |
| Family help team | <p>Togetherness (previously the Solihull Approach)</p> <p>16 online courses that parents/grandparents/carers etc can access free of charge if they live in the East Riding. There are also two courses specifically for teenagers to complete themselves. Courses are designed by NHS Psychologists. 3 courses are also available for professionals around brain development, trauma and attachment.</p> <p>Duration: Varies as they are self-paced professional courses equate to 3.75 hours of CPD</p> | Parents/carers | Parents/carers young people professionals | <p>On demand</p> <p>➤ eastriding.gov.uk/living/children-and-families/free-online-learning-for-parents-and-carers/</p> | Various | Free |

What's coming up

➤ (click on the training course to discover more information)

| DATE | TRAINING COURSE | AREA OF SEND |
|---------------|--|-------------------------|
| JANUARY | | |
| Tuesday, 13 | Moving and handling – full course | Sensory and/or physical |
| Tuesday, 13 | Designated safeguarding lead – new/refresher training | All |
| Tuesday, 20 | SEMH champions workshop | SEMH |
| Tuesday, 20 | Supporting pupils with motor skill development | Sensory and/or physical |
| Tuesday, 20 | SENCo engagement group | SENCo |
| Wednesday, 21 | Online youth mental health first aider® – two day (spread over 4 sessions) | SEMH |
| Wednesday, 21 | Developmental trauma introduction training | SEMH |
| Wednesday, 21 | Annual reviews training (TBC) | SENCo |
| Thursday, 22 | Strategic governance of SEND | All |
| Friday, 23 | Online youth mental health first aider® – two day (spread over 4 sessions) | SEMH |
| Monday, 26 | Introduction to handwriting part I | Sensory and/or physical |
| Monday, 26 | Secondary SENCo forum | SENCo |

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|-----------------|---|-------------------------|
| Tuesday, 27 | Team teach level 1 training | SEMH |
| Wednesday, 28 | Online youth mental health first aider® – two day (spread over 4 sessions) | SEMH |
| Wednesday, 28 | Understanding anxiety | Parents/ carers |
| Thursday, 29 | Autism and anxiety | Parents/ carers |
| Friday, 30 | Online youth mental health first aider® – two day (spread over 4 sessions) | SEMH |
| FEBRUARY | | |
| Tuesday, 3 | Physical difficulties team drop-in sessions | Sensory and/or physical |
| Wednesday, 4 | Inappropriate sexual behaviour(s), sexual harassment and sexual violence training | All |
| Thursday, 5 | Full Emotional Literacy Support Assistants (ELSA) training | SEMH |
| Tuesday, 10 | Safer recruitment training | All |
| Wednesday, 11 | Maths difficulties | C&L |
| Wednesday, 11 | Safer recruitment training | All |
| Thursday, 12 | Demystifying (pathological) demand avoidance in the context of school | C&I |
| Thursday, 12 | Full Emotional Literacy Support Assistants (ELSA) training | SEMH |

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|---------------|---|----------------------------|
| Monday, 23 | Online youth mental health first aid champion – one day | SEMH |
| Tuesday, 24 | ELSA Supervision for Secondary Schools | SEMH |
| Wednesday, 25 | An introduction to trauma informed approaches in school | SEMH |
| Wednesday, 25 | SENCo forum | SENCo |
| Thursday, 26 | Full Emotional Literacy Support Assistants (ELSA) training | SEMH |
| Thursday, 26 | Understanding and supporting parent-led CBT: a guide for school staff. | SEMH |
| Thursday, 26 | Autism and emotional regulation – seminar for parents/carers | Parents/carers |
| MARCH | | |
| Monday, 2 | Secondary behaviour and attendance partnership meetings | All |
| Tuesday, 3 | Introduction to autism and toolkit of strategies (for early years settings) | C&I |
| Tuesday, 3 | Moving and handling – refresher | Sensory and/or physical |
| Tuesday, 3 | Senior mental health lead network meetings | Senior mental health leads |
| Wednesday, 4 | Literacy difficulties | C&L |
| Thursday, 5 | Full Emotional Literacy Support Assistants (ELSA) training | SEMH |

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| Thursday, 5 | How to teach handwriting part 2 | Sensory and/or physical |
| Tuesday, 10 | Team teach level 1 training | SEMH |
| Tuesday, 10 | Supporting children and young people through loss and bereavement | SEMH |
| Thursday, 12 | Full Emotional Literacy Support Assistants (ELSA) training | SEMH |
| Friday, 13 | SENCo engagement group | SENCo |
| Tuesday, 17 | Physical difficulties team drop-in sessions | Sensory and/or physical |
| Wednesday, 18 | Foetal alcohol spectrum disorder | C&L |
| Wednesday, 18 | Self-Regulated Strategy Development (SRSD) | C&L |
| Thursday, 19 | Full Emotional Literacy Support Assistants (ELSA) training | SEMH |
| Friday, 20 | Developmental trauma introduction training | SEMH |
| ON DEMAND | | |
| Royal College of Speech and Language Therapists (RCSLT) – mind your words | C&L | |
| Royal College of Speech and Language Therapists (RCSLT) – the box | C&L | |
| Speech and language UK | C&L | |
| A range of autism related training courses | C&I | |

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| Engage in learning | C&I |
| Trauma, attachment and ACEs in the classroom | SEMH |
| Express through build (LEGO®) | SEMH |
| Trauma, attachment and ACEs in the classroom on request | SEMH |
| Making lunchtimes work | SEMH |
| Understanding the survival strategy behind the label | SEMH |
| Executive functioning; skills for success. | SEMH |
| What lies beneath | SEMH |
| Identifying and supporting pupils' unmet needs | SEMH |
| Planning and implementing active break sessions | SEMH |
| Emotion coaching | SEMH |
| An introduction to supporting the needs of children and young people who have experienced trauma | SEMH |
| An introduction to trauma informed practice – module 1 | SEMH |
| The role of self-care and staff wellbeing within trauma informed practice – module 2 | SEMH |

| TRAINING COURSE | AREA OF SEND |
|--|-------------------------|
| Implementing and embedding trauma informed practice in education settings – module 3 | SEMH |
| MHST training sessions | SEMH |
| Nasen online SEND CPD units | SEMH |
| Glue ear | Sensory and/or physical |
| Deaf awareness | Sensory and/or physical |
| Vision awareness | Sensory and/or physical |
| Physical difficulties awareness training | Sensory and/or physical |
| Room acoustics: creating sound-aware spaces | Sensory and/or physical |
| An introduction to attentional difficulties and strategies to support needs in the classroom | All |
| CAHMS – understanding self harm | All |
| BOOST | All |
| NHS school nursing team training sessions | All |
| Armed forces covenant duty e-learning | All |
| The East Riding of Yorkshire Council personal education plan process | Designated teachers |
| Togetherness (previously the Solihull Approach) | Parents / carers |

| TRAINING COURSE | AREA OF SEND |
|--|-----------------|
| VARIOUS | |
| ELSA supervision open to all ELSAs (spring term) | SEMH |
| ARC (Attachment, Regulation and Competency) Training offer 2025 - 2026 | SEMH |
| NASEN training | SEMH |
| Adult learn | All |
| Learning and development for ERYC Staff | All |
| Special educational needs and disability law | All |
| Partnership for Inclusion of Neurodiversity in Schools (PINS) | All |
| ERSCP learning and improvement program 2026 | All |
| Introduction to the sensory processing service for SENCo's | SENCo |
| Introduction to sensory processing for parents/ carers | Parents/ carers |