



The Bridge  London
Training & Development

Course listing 2024

About Us

Training & Development

The Bridge Training & Development is a major provider of professional development in the UK in the field of education, both special and mainstream, holding a reputation particularly in the fields of Learning Difficulties and Disabilities (LDD). An 'outstanding' National Teaching School between 2011 - 2021, The Bridge has been delivering courses (including the AET Schools Programme) and designing bespoke programmes since 1997.

Bespoke training

We offer half-day, one day or two day INSETs at your school or in partnership with schools in your area. Workshop days are especially stimulating, with trainers delivering a variety of one or two hour rotating workshops on key areas of your choice. Whether delegate numbers are 5 or 500 we can create the programme to suit all your needs.

1. Simply pick a course for us to create or adapt
2. Send us an email or call us up
3. We'll take it from there.

The Bridge Training & Development
251 Hungerford Rd
London N7 9LD

Tel: 020 7619 1000
training@thebridgetrust.academy

Our face to face courses run at
The Goodinge Community Centre,
2 Goodinge Rd, London N7 9GZ

Booking Procedures

Course costs

One Day Courses	£195 per delegate
2hr online twilight	£75 per delegate

Booking Requirements

To secure a place on one of our courses, we require the following information at the point of booking:

Delegate name
Delegate job title
Delegate email address
Invoicing email address
Purchase Order number (if available)

Bookings: Terms and Conditions

All bookings to be made in writing via email to
training@thebridgetrust.academy

Fees for non attendance are non-refundable

Cancellations made one month prior to the course do not incur a charge. Cancellations made between 2 - 4 weeks before the course incur a 25% cancellation charge. Cancellations made between 1 - 2 weeks before the course incur 50% cancellation charge. Cancellations made within one week of the course incur 100% of the event/training charge.

All cancellations must be made in writing.

Replacement delegates may be nominated in writing at any time prior to the start of the event.

training@thebridgetrust.academy

Savings

Voucher Scheme

Substantial savings are available through our voucher scheme for schools wishing to send multiple colleagues on one-day courses each academic year.

Gold 20 vouchers at £2000
(equivalent of £100.00 per place)

Silver 10 vouchers at £1250
(equivalent of £125.00 per place)

Bronze 5 vouchers at £750
(equivalent of £150.00 per place)

Voucher Scheme: Terms and Conditions

Vouchers can be used on any one-day course by different members of staff from the same school (or nominated schools within an Academy Trust) between September 2023 and July 2024, or for one year from purchase date.

The full voucher price must be paid in full at the commencement of the agreement.

Vouchers remain valid only for one year from date of purchase.

Cancellations made one month prior to the course will not forfeit a voucher. Cancellations made less than a month prior to the course will forfeit a voucher place.

Fees for non attendance are non-refundable

All cancellations must be made in writing.

Replacement delegates may be nominated in writing at any time prior to the start of the event.

	Courses	Date and times			Audience
Read more	Teaching Literacy & Communication in the SEN class <i>With a focus on drama & storytelling</i>	07 February 2024	09.30 – 15.30	One day	Special
Read more	AET Good Autism Practice	27 February 2024	09.30 – 15.30	One day	Special and mainstream
Read more	ADHD	20 March 2024	09.30 – 15.30	One day	Special and mainstream
Read more	Teaching Relationships & Sex Education (RSE) in the SEN class	13 March 2024	09.30 – 15.30	One day	Special
Read more	Supporting & Managing Behaviour	21 March 2024	09.30 – 15.30	One day	Special and mainstream
Read more	AET Anxiety Module (online)	23 April 2024	15.00 – 17.00	2hrs online	Special and mainstream
Read more	Understanding & Supporting children with Social, Emotional & Mental Health difficulties (SEMH)	24 April 2024	09.30 – 15.30	One day	Special and mainstream
Read more	Autism & Play	15 May 2024	09.30 – 15.30	One day	Special and mainstream
Read more	ADHD	11 June 2024	09.30 – 15.30	One day	Special and mainstream
Read more	AET Good Autism Practice	20 June 2024	09.30 – 15.30	One day	Special and mainstream
Read more	Autism & Play	28 June 2024	09.30 – 15.30	One day	Special and mainstream

Teaching Literacy & Communication

in the special needs class

With a focus on drama & storytelling

7th February 2024

Audience: special

There is no doubt that the Creative Arts is a vital element of the 21st Century Special Needs Curriculum and essential components of this are both drama and poetry. A key part of the English curriculum, both areas can be used not only to extend pupils' experience and understanding of language but also as a consolidator of emotional literacy.

- What are the problems in communication for those with SLD?
- Creating opportunities for communication.
- Using low tech communication aids – especially looking at signing and symbols.
- Storytelling and drama within the SLD English Curriculum – a detailed exploration
- Drama and poetry's relationship to play
- Teaching empathy and the understanding of emotions through drama and poetry
- Appropriate works to cover all ages from nursery to post 19
- Adapting the classics
- Using call and response as a central means to engagement



“Highly-inspiring and engaging training, including tips and advice that are easy to embed in teaching drama practice!”



Good Autism Practice

27th February 2024

Audience: mainstream and special

This module is for practitioners who work with autistic pupils (5–16) and will support them to:

- Develop their knowledge and understanding of good autism practice.
- Reflect on and improve their everyday practice
- Understand strategies and approaches they can draw upon for autistic pupils they work with.
- Enhance and embed inclusive practice for autistic pupils.

Learning objectives

- Develop knowledge of how the key areas of difference can impact on the learning of autistic pupils.
- Understand the importance of involving the pupil and family in the pupil's education.
- Consider the approaches, strategies, and adaptations that can be implemented to remove barriers to participation and learning for autistic pupils.
- Reflect on how knowledge about autism and the individual autistic pupil can inform the one-page profile and the pupil-centred education plan.

“Helps you to bring all the good practice you know to the forefront.”

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Attention Deficit Hyperactivity Disorder (ADHD)

20th March 2024

Audience: mainstream and special

Some suggest that ADHD may affect approximately 5% of the school population, yet it is a much mis-understood condition that often attracts negative and unhelpful responses. This course seeks to address the balance and offer real and lasting solutions that will benefit pupils, staff and families.

- What is ADHD?
- How it may present itself in the class
- The likely learning and behavioural consequences of having ADHD
- The medication issue
- The effects on other children in the class and in the home
- Taking a positive slant
- Practical strategies for dealing with ADHD
- Case studies and potential solutions



“The facilitator was amazing. His delivery was very informative and detailed.”

Teaching Relationships & Sex Education (RSE) in the special needs class

13th March 2024

Audience: special

This course tackles head-on the issues around sexuality and learning difficulties and seeks to give practical advice on both what you should be teaching and how you should be teaching it.

- Background to current thinking on RSE
- Some Philosophical Questions to Answer. A discussion around what we want an RSE Curriculum to provide from the perspective of (i) pupils (ii) staff and (iii) parents
- The importance of shared sexual knowledge
- The difficulties of teaching RSE to those with severe/profound learning difficulties and/or autism
- Taking a differentiated approach to learning
- What do we have to teach? Ofsted, DfE and the law
- The central role of adults in the capacities of teachers, counsellors, protectors, interveners and empowerers
- Devising a core RSE curriculum

“Informative, structured and well presented. Excellent pace and understanding of the topic with useful resources and case studies”

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Supporting & Managing Behaviour

21st March 2024

Audience: mainstream and special

Looking at simple and practical solutions to resolve challenging behaviours in pupils with autism and learning difficulties.

- Fundamental principles relating to positive responses to challenging behaviour
- Knowing the autistic child
- Working with the autism
- Sensory issues
- Writing a Strength/Needs chart
- Writing a Behaviour Support Programme
- Case studies of real children, young people and adults
- Lots of opportunity to discuss solutions to problems course participants might have in their own workplace or home.

“I found the session incredibly helpful. It was delivered sensitively and thoughtfully, with lots of information including practical applications.”



Autism
Education
Trust

AET Anxiety Module

23rd April 2024

Audience: mainstream and special

Module aims

After completing this module, you will be able to understand:

- How autistic CYP might express anxiety.
- What can cause anxiety in autistic CYP.
- What you can do to prevent and reduce anxiety in autistic CYP.

Learning objectives

After completing this module, you will:

- Have greater knowledge about how prevalent and impactful anxiety can be on autistic CYP.
- Know how anxiety can be transactional and that we all have a role in reducing anxiety in school.
- Understand that there is a toolbox of approaches that can be used to reduce anxiety and the first step is to learn about the individual's triggers and preferred means of support.
- Understand that by reducing anxiety we can significantly improve a CYP's ability to engage with school life and their peers, as well as improve their general well-being.

“Great insight into the world of someone with autism.”

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Understanding & Supporting children with Social, Emotional & Mental Health difficulties (SEMH)

24th April 2024

Audience: mainstream and special

This course will develop knowledge and understanding of Social, Emotional and Mental Health (SEMH) difficulties as an area of Special Educational Need (SEN) for pupils – looking at factors that may negatively impact upon SEMH, including a specific focus on attachment and trauma.

We will examine current understanding from developmental psychology as to what may cause SEMH needs and theories that inform how we support these needs. We will then look at how, in our everyday practice, we can promote social and emotional well-being in pupils through the development of self-awareness, emotional literacy and effective coping strategies.

- Understanding SEMH
- Attachment and developmental trauma
- The importance of social and emotional well-being in school for staff and pupils
- Supporting pupils with SEMH needs including positive behaviour support strategies

*“The facilitator was excellent...
in explanations, examples and discussions.
I felt engaged and comfortable at all times.”*

Autism and Play

15th May 2024

Audience: mainstream and special

Interacting and playing with peers can not only be great fun, but is one of the best ways for children to further develop a wide range of skills, including emotional regulation. Some autistic pupils and their non-autistic peers can find interacting and playing more difficult. This course seeks to explain why this might be the case and explore possible strategies and approaches to supporting all children's play.

- You will develop a deeper understanding of autism, with a focus on differences in social understanding.
- You will explore the function of play and how it develops.
- You will have a greater understanding of the role that the environment we create and control facilitates or creates barriers, to play and friendship.
- You will explore strategies and approaches to help the development of play and friendship for all.



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Attention Deficit Hyperactivity Disorder (ADHD)

11th June 2024

Audience: mainstream and special

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Learning objectives

- Develop knowledge of how the key areas of difference can impact on the learning of autistic pupils.
- Understand the importance of involving the pupil and family in the pupil’s education.
- Consider the approaches, strategies, and adaptations that can be implemented to remove barriers to participation and learning for autistic pupils.
- Reflect on how knowledge about autism and the individual autistic pupil can inform the one-page profile and the pupil-centred education plan.

“Really inspiring day – lots to think about..... Extremely informative and offers hope for inclusivity.”

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Autism and Play 28th June 2024

Audience: mainstream and special

Interacting and playing with peers can not only be great fun, but is one of the best ways for children to further develop a wide range of skills, including emotional regulation. Some autistic pupils and their non-autistic peers can find interacting and playing more difficult. This course seeks to explain why this might be the case and explore possible strategies and approaches to supporting all children's play.

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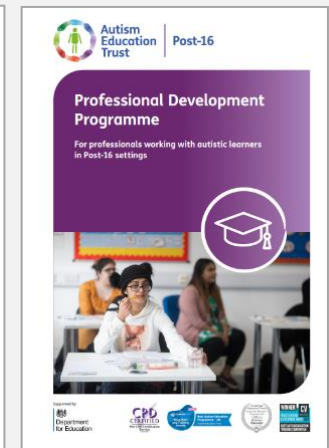


AET Programmes

The Autism Education Trust (AET) programmes upskill leaders and staff in mainstream and specialist education settings and enables them to better support autistic children and young people.

This evidence-based professional development programme is developed by leading autism education specialists including researchers, autistic people, parents of autistic pupils, trainers and practitioners. The training modules are complemented with an interconnected system of frameworks to give you full support.

The AET Programme is supported by DfE and in 2022-23 trained over 73,500 individuals nationwide. AET modules are scheduled throughout the year at The Bridge London. All modules can also be delivered in your setting.



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