

Course programme 2024-25



The Bridge  London
Training & Development

Pride
Passion
Partnership
Professionalism
Positivity

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
3hr online twilight (2 x 90 mins)	£95 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 2024 and July 2025, **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	An Introduction to Neurodiversity: Universal approaches to universal needs	15 November 2024	09.30 – 15.30	One day	Special and mainstream
Read more	AET Good Autism Practice	22 November 2024	09.30 – 15.30	One day	Special and mainstream
Read more	Autism & Play	6 December 2024	09.30 – 15.30	One day	Special and mainstream
Read more	An Introduction to Neurodiversity: Universal approaches to universal needs	10 December 2024	09.30 – 15.30	One day	Special and mainstream
Read more	AET Anxiety Module (online) Part 1 Part 2	29 January 2025 5 February 2025	15.30 – 17.00 15.30 – 17.00	2 x 90 minutes	Special and mainstream
Read more	Understanding & Supporting Behaviour	4 March 2025	09.30 – 15.30	One day	Special and mainstream
Read more	An Introduction to Neurodiversity: Universal approaches to universal needs	18 March 2025	09.30 – 15.30	One day	Special and mainstream
Read more	Understanding & Supporting children with Social, Emotional & Mental Health difficulties (SEMH)	25 March 2025	09.30 – 15.30	One day	Special and mainstream
Read more	AET Good Autism Practice	1 April 2025	09.30 – 15.30	One day	Special and mainstream
Read more	Understanding & Supporting Behaviour	9 May 2025	09.30 – 15.30	One day	Special and mainstream
Read more	An Introduction to Neurodiversity: Universal approaches to universal needs	13 May 2025	09.30 – 15.30	One day	Special and mainstream
Read more	Autism & Play	20 May 2025	09.30 – 15.30	One day	Special and mainstream
Read more	Understanding & Supporting children with Social, Emotional & Mental Health difficulties (SEMH)	13 June 2025	09.30 – 15.30	One day	Special and mainstream

An Introduction to Neurodiversity: Universal approaches to universal needs

Friday 15th November 2024, 09:30 – 15:30

Audience: mainstream and special

This training will look at demystifying the ever-increasing numbers of different diagnoses or referral reasons that children and young people and school staff are navigating. Rather than focussing on the extent to which certain children may differ from others, the focus will be on what we all have in common. The classroom support strategies will be framed within this context – looking at universal support.

- The theory behind universal approaches and strategies
- Current understanding of universal difficulties we all experience, in particular our common needs regarding mental health and wellbeing
- The importance of providing sensory and social support for all students
- Conducting sensory audits and ways in which universal support for social and emotional understanding can be built into the school
- The UDL framework – the three pillars of UDL and examples of how these can be put into practice
- Examples of inclusion by design as opposed to inclusion on demand
- Example templates that can be used in the participants' own setting to support the implementation of inclusive design
- Take home strategies that can be put in place to benefit all students.



"An enlightening perspective on SEND and neurodiversity"

"An excellent session that has really made me think differently about how we support pupils."

"....a huge thank you for the training. I came away so inspired and encouraged. I tried out some of your ideas the very next day in our Phonics and DT lessons and was amazed by how motivated and hardworking the children have been."

"It has been immensely helpful to have a shared framework and language to use with my colleagues."


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Participant Testimonials, January 2024

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Good Autism Practice

Friday 22nd November 2024, 09:30 – 15:30

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.



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 2023-24 trained over 88,000 individuals nationwide. AET modules can also be delivered in your setting.

"Great insight into the world of someone with autism."

"Helps you to bring all the good practice you know to the forefront."



Participant Testimonials, 2023-24

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Autism and Play

Friday 6th December 2024, 09:30 – 15:30

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.

- The value and function of play and how it develops for all children
- The three areas of difference associated with autism (structure, sensory and social) and how these can impact on play
- Different types of play opportunities and games to support social communication
- The role of the facilitator in supporting play opportunities for autistic children
- The role of the environment and how it may facilitate or create barriers to play and friendship
- How to design play opportunities for autistic children - example templates that can be used in the participants' own setting to support the design and implementation of play opportunities
- Opportunities for course participants to discuss, share and plan together.



Participants will explore strategies and approaches to help the development of play and friendship for all and return back to school with ideas to implement.

"I feel more confident when explaining my rationale for play to colleagues and the importance of supporting our children to manage uncertainty in a safe way."


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An Introduction to Neurodiversity: Universal approaches to universal needs

Tuesday 10th December 2024, 09:30 – 15:30

Audience: mainstream and special

This training will look at demystifying the ever-increasing numbers of different diagnoses or referral reasons that children and young people and school staff are navigating. Rather than focussing on the extent to which certain children may differ from others, the focus will be on what we all have in common. The classroom support strategies will be framed within this context – looking at universal support.

- The theory behind universal approaches and strategies
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- The importance of providing sensory and social support for all students
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- Take home strategies that can be put in place to benefit all students.



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Anxiety Module (online)

Part 1: Wednesday 29th January 2025, 15:30 – 17:00

Part 2: Wednesday 5th February 2025, 15:30 – 17:00

Audience: mainstream and special

Module aims

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

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

Learning objectives

After completing this module, you will:

- Have greater knowledge about how prevalent and impactful anxiety can be on autistic children and young people.
- 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 children and young people's ability to engage with school life and their peers, as well as improve their general well-being.



"So much information and so interesting to consider what might be going through the mind of an autistic child when they are feeling anxious. It certainly explains some of the behaviours that we are seeing."

"This was an excellent session and will impact on my classroom teaching."



Participant Testimonials, April 2024

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Understanding and supporting behaviour

Tuesday 4th March 2025, 09:30 – 15:30

Audience: mainstream and special

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

- Fundamental principles relating to positive responses to behaviours which challenge
- Knowing the autistic child
- Working with the autism
- Sensory issues
- Behaviour and escalation
- Positive Behaviour Support
- Writing a Behaviour Support Plan
- Case studies of real children, young people and adults
- Strategies to adopt in the classroom
- 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."


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An Introduction to Neurodiversity: Universal approaches to universal needs

Tuesday 18th March 2025, 09:30 – 15:30

Audience: mainstream and special

This training will look at demystifying the ever-increasing numbers of different diagnoses or referral reasons that children and young people and school staff are navigating. Rather than focussing on the extent to which certain children may differ from others, the focus will be on what we all have in common. The classroom support strategies will be framed within this context – looking at universal support.

- The theory behind universal approaches and strategies
- Current understanding of universal difficulties we all experience, in particular our common needs regarding mental health and wellbeing
- The importance of providing sensory and social support for all students
- Conducting sensory audits and ways in which universal support for social and emotional understanding can be built into the school
- The UDL framework – the three pillars of UDL and examples of how these can be put into practice
- Examples of inclusion by design as opposed to inclusion on demand
- Example templates that can be used in the participants' own setting to support the implementation of inclusive design
- Take home strategies that can be put in place to benefit all students.



"An enlightening perspective on SEND and neurodiversity"

"An excellent session that has really made me think differently about how we support pupils."

"....a huge thank you for the training. I came away so inspired and encouraged. I tried out some of your ideas the very next day in our Phonics and DT lessons and was amazed by how motivated and hardworking the children have been."

"It has been immensely helpful to have a shared framework and language to use with my colleagues."

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

Tuesday 25th March 2025, 09:30 – 15:30

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 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
- Trauma Informed Practice – the key principles
- The importance of social and emotional well-being in school for staff and pupils
- School attendance barriers
- Positive behaviour support strategies.



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

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Good Autism Practice

Tuesday 1st April 2025, 09:30 – 15:30

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.
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- Develop knowledge of how the key areas of difference can impact on the learning of autistic pupils.
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"Really inspiring day – lots to think about."

"Extremely informative and offers hope for inclusivity."



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Understanding and supporting behaviour

Friday 9th May 2025, 09:30 – 15:30

Audience: mainstream and special

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

- Fundamental principles relating to positive responses to behaviours which challenge
- Knowing the autistic child
- Working with the autism
- Sensory issues
- Behaviour and escalation
- Positive Behaviour Support
- Writing a Behaviour Support Plan
- Case studies of real children, young people and adults
- Strategies to adopt in the classroom
- Lots of opportunity to discuss solutions to problems course participants might have in their own workplace or home.



"Informative and useful training with helpful strategies for the classroom."

"Excellent, comprehensive training."

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An Introduction to Neurodiversity: Universal approaches to universal needs

Tuesday 13th May 2025, 09:30 – 15:30

Audience: mainstream and special

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Autism and Play

Tuesday 20th May 2025, 09:30 – 15:30

Audience: mainstream and special

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"I feel more confident when explaining my rationale for play to colleagues and the importance of supporting our children to manage uncertainty in a safe way."

"The facilitator was amazing. His delivery was very informative and detailed."

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

Friday 13th June 2025, 09:30 – 15:30

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 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.

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