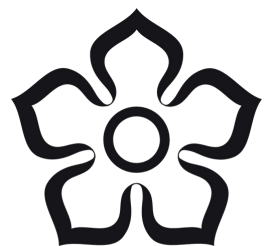


City Psychology Service

Training
Offer



2024 - 2025



Leicester
City Council



ABOUT US

Educational Psychologists (EPs) work with children and young people from 0 to 25. We work in early years' settings, schools, colleges, community settings and family homes. EPs have training in child development and psychology and work in partnership with parents/carers, setting/school staff, and other professionals to support the development, learning and emotional well-being of children and young people.



Our service is a multi-professional team which consists of Educational Psychologists, Assistant Psychologists, Social Worker/Mental Health Manager and Bilingual Support Assistant(s). All of our Educational Psychologists are Health and Care Professions Council (HCPC) registered.

We offer a broad range of training to local authority and charity managed children's centres, nurseries, early years settings, schools and colleges, local community organisations, parent support groups, local authority services and partner agencies and others. All training is provided on a traded basis and more details about the courses provided by the service in partnership with other services can be accessed online in the SEND training brochure which is available from:

send-leicester.bookinglive.com/send-courses



Leicester
City Council

CITY PSYCHOLOGY SERVICE OFFER

Core Days for Early Intervention

All schools within the city of Leicester are allocated core days at the start of the academic year. This is in addition to statutory work. These allocations are available in the City Psychology Service handbook along with the named link Educational Psychologist (EP).

Early intervention time can be used for staff and parent workshops, consultative and systemic work, and individual casework.

Service Level Agreement (SLA)

Service Level Agreements (SLAs) enable additional days to be purchased from the City Psychology Service. SLAs are in addition to both early intervention and statutory EP services.

Statutory EP Services

Statutory educational psychology services are funded by Leicester City Council.

The service is responsible for providing psychological advice as part of a statutory Education, Health, and Care assessment under the 2014 Children and Families Act where this has been agreed by the local authority.

Commissioned EP time

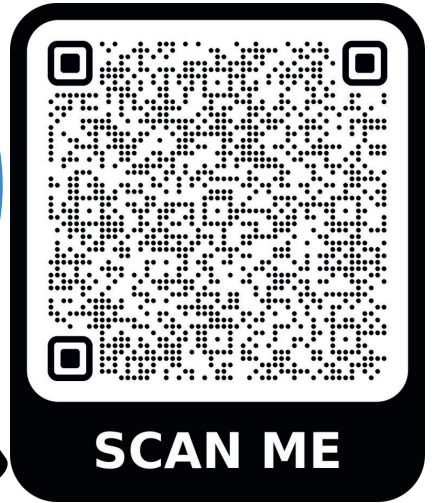
EP time can be commissioned to support school training and development needs. Additional commissioned EP time can be provided on a traded basis per hour, half-day or full-day.

More information can be provided through your link EP.



Leicester
City Council

To book onto
training and
further
information



01 CENTRALISED TRAINING

Core training, based on city priorities, is delivered on planned dates throughout the year at New Parks House unless stated otherwise. Individual places can be booked.

Courses will run with a minimum of eight attendees.

02 STAFF WORKSHOPS

Staff workshops aim to support school or college development needs. These workshops are designed to be delivered in your school and can be arranged during the school day or as a twilight session for any sized group. These workshops can be purchased at an hourly rate, commissioned through link EP time or through service level agreements (SLA). The hourly rate for spot purchase is £150.

These workshops are an introduction to the topic of psychology described, typically delivered over a one-hour period. For a more in-depth exploration, they can be arranged as a half day training (3 hours) for an additional cost.

Workshop costs and times can be negotiated subject to availability. Please speak with your link EP in the first instance.

03 PARENT WORKSHOPS

Parent workshops aim to support and upskill parents, helping them to understand their children and promote links with school and community. These workshops are designed to be delivered in your school so that they are accessible for your parent community.

Workshop costs and times can be negotiated subject to availability. Please speak with your link EP in the first instance.

01 CENTRALISED TRAINING OVERVIEW

Courses Available

Wellbeing and mental health

1. The Emotional Literacy Support Assistant (ELSA) Programme
2. Adverse childhood experiences and trauma (ACES)
3. Understanding Emotionally Based School Avoidance (EBSA)
4. Emotion Coaching
5. Emotional Literacy Support Assistant (ELSA) Supervision

Psychology of learning

1. Executive functioning and cognitive load
2. Precision Teaching: an evidence-based intervention strategy for literacy and numeracy

Communication and interaction

1. Neurodiversity affirming classrooms
2. Understanding behaviour: what has language got to do with it?

Key:

Specialist school



Mainstream school



Key stage



Teachers



Support staff



Senior leadership



For all



01 CENTRALISED TRAINING

Wellbeing and mental health

ELSA (EMOTIONAL LITERACY SUPPORT ASSISTANT)

The ELSA (emotional literacy support assistant) programme provides a comprehensive training course for teaching assistants and pastoral staff, developing skills to understand and respond to emotional and social needs in children and young people. Over six days, participants learn the skills to work as an ELSA, delivering individual and group interventions with children and young people. Ongoing supervision is required to maintain ELSA status.

Course outcomes:

- Participants will develop their understanding of emotional literacy and how to support the development of emotional literacy skills
- Participants will learn how to support children and young people with a variety of needs including: mild-moderate anxiety and low mood, social skills, emotional regulation, bereavement and low self-esteem.
- Participants will learn therapeutic and relational skills in order to build supportive relationships and run their own sessions.
- Participants will learn how to manage appropriate referrals, and plan and evaluate interventions.



Duration:
6 days

Dates:

Day 1: 31 Oct 2024
Day 2: 21 Nov 2024
Day 3: 12 Dec 2024
Day 4: 16 Jan 2025
Day 5: 6 Feb 2025
Day 6: 6 Mar 2025

Venue:

BPS, St Andrews House, 48 Princess Rd E, Leicester LE1 7DR

Cost:

£600 for 6 sessions

Wellbeing and mental health

ADVERSE CHILDHOOD EXPERIENCE (ACES), TRAUMA AND ATTACHMENT

Adverse childhood experiences have a significant impact upon a child's ability to learn and build relationships. This course looks at how staff in schools can promote a sense of safety, resilience and secure relationships in the children they work with.

Course outcomes:

- Participants will understand relevant psychological theories and research evidence about the impact of trauma and adversity.
- Participants will reflect on their experiences of working with children who have experience of adversity.
- Participants will learn relational and environmental strategies to support children who have experienced adversity.



Duration:
3 hours

Dates:
7 May 2025

Venue:
New Parks House

Cost: £85

01 CENTRALISED TRAINING

Wellbeing and mental health

UNDERSTANDING EMOTIONALLY BASED SCHOOL AVOIDANCE (EBSA)

This training looks to explore emotionally based school avoidance (EBSA). EBSA is not a deliberate act of defiance, but instead a complex issue inextricably linked with mental health and wellbeing. The training aims to develop understanding of the “push” factors that might make a child struggle to attend school, the “pull” factors that might help a child to be happy and to attend school, and what we can do to help.

Course Outcomes:

- Participants will develop an understanding of EBSA and good practice in this area based on relevant research
- Participants will learn to identify children and young people at risk of EBSA.
- Participants will be supported to formulate the main ‘push’ and ‘pull’ factors for a “live” school case
- Participants will learn strategies to use at a whole school and individual student level.



Duration:
2 x 3 hours

Dates:
5 June and 19 June
2025
9.30am-12.30pm

Venue:
New Parks House

Cost: £165

Wellbeing and mental health

EMOTION COACHING

Emotion Coaching is a relational approach, which helps children and young people to understand the emotions they experience, why they occur and how to handle them. The course covers the theory and practical applications of emotion coaching. Emotion coaching can support the development of positive relationships and academic attainment through consistent and helpful responses to difficult behaviours and feeling.

Course Outcomes:

- Participants will acquire an understanding of the theoretical and physiological basis for Emotion Coaching
- Participants will develop an understanding of emotion styles relevant to emotion coaching
- Participants will also develop an understanding of techniques involved in emotion coaching.



Duration:
3 hours

Dates:
6 November 2024

Venue:
New Parks House

Cost: £85

01 CENTRALISED TRAINING

Wellbeing and
mental health

EMOTIONAL LITERACY SUPPORT ASSISTANT (ELSA) SUPERVISION

In order to practice as an Emotional Literacy Support Assistant (ELSA), ELSAs **must attend group supervision every half term.**

Supervision sessions typically last around two hours, include up to eight ELSAs and are facilitated by an educational psychologist.

Sessions aim to support ELSAs in their work, enable networking and peer support and to provide ongoing development of knowledge and skills.

The content of each session is responsive to the needs of the group and will include a combination of case discussion and problem solving, sharing of resources and materials, and updates and input by the educational psychologist or ELSA supervisees themselves.

Course Outcomes:

- ELSAs will be able to continue to use the ELSA title in their role in school, will benefit from professional and peer support in their work and gain opportunities to develop their professional knowledge and skills.

This course will be delivered by the City Psychology Service.



Duration:
2 hours

Dates:
To be arranged with supervision groups

Venue:
New Parks House

Cost: £300 for six sessions per year



01 CENTRALISED TRAINING

Psychology of learning

EXECUTIVE FUNCTIONING & COGNITIVE LOAD

Executive functions are the 'air traffic control' of the brain, keeping everything organised and running smoothly. When this goes wrong, children can be disorganised, struggle to structure thinking, understand and retain learning and manage their emotions. This course looks at different aspects of executive functioning and how to promote and accommodate skills in the classroom.

Course Outcomes:

- Participants will learn what executive functioning means and the variety of skills which fall under this category.
- Participants will learn to recognise children they work with who may need support with executive functioning.
- Participants will learn strategies to encourage the development of executive functioning and to accommodate differences in the classroom.



Duration:
3 hours

Dates:
2 April 2025

Venue:
New Parks House

Cost: £85

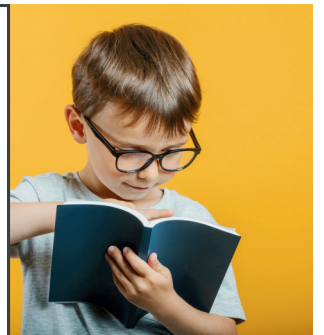
Psychology of learning

PRECISION TEACHING

Precision teaching is a highly effective and evidence-based intervention strategy for literacy and numeracy. This course covers practical instruction on how to run a precision teaching programme and strategies to generalise learning to the classroom. A follow up session can be arranged to embed practice.

Course Outcomes:

- Participants will understand how to plan, deliver and monitor precision teaching programmes for literacy (reading or spelling) and numeracy.
- Participants will have the opportunity to discuss how to apply precision teaching to other areas of learning.



Duration:
2 x 1.5 hours

Dates:
30 October 2024
and
13 November 2024

Venue:
New Parks House

Cost: £85

01 CENTRALISED TRAINING

Communication
and interaction

NEURODIVERSITY AFFIRMING CLASSROOMS

Classrooms are full of neurodiverse learners with varying strengths and differences. The neurodiversity paradigm acknowledges and celebrates these differences, while recognising the associated challenges. This training will explore the experiences of neurodivergent learners and how best to support them in the classroom in order to provide an inclusive and positive experience for all.

Course Outcomes:

- Participants will understand what neurodivergence means and how neurodivergent children may be impacted in the classroom
- Participants will learn how to create a neurodivergence-friendly classroom
- Participants will learn strategies to support neurodivergent learners



Duration:
3 hours

Dates:
9 October 2024

Venue:
New Parks House

Cost: £85

Communication
and interaction

BEHAVIOUR. WHAT HAS LANGUAGE GOT TO DO WITH IT?

Many children who display “challenging” behaviour have underlying language difficulties. This training explores research focusing on social, emotional and mental health, and language and communication needs. Practical approaches to support children’s language and behaviour will be discussed.

Course Outcomes:

- Participants will understand the links between behaviour and SLCN.
- Participants will have knowledge of approaches and strategies to support children with social, emotional and communication needs.



Duration:
3 hours

Dates:
30 April 2025

Venue:
New Parks House

Cost: £85

02 STAFF WORKSHOPS OVERVIEW

Courses Available

Wellbeing and mental health

1. Wellbeing and the teenage brain
2. Supporting relationships with children who have SEMH needs
3. The impact of the pandemic
4. Loss, separation and bereavement
5. Understanding and responding to self-harm

Communication and interaction

1. Understanding behaviour: what has language got to do with it
2. Meeting the needs of children who are reluctant talkers
3. Intensive interaction for autistic children
4. Understanding sensory needs
5. Comic strip conversations

Key:

Specialist school



Mainstream school



Key stage



Teachers



Support staff



Senior leadership



For all



Courses Available

Psychology of learning

1. Precision Teaching

Whole school approaches


1. Whole school mental health approaches
2. An introduction to SEN
3. Supporting school leaders
4. Staff mental health and wellbeing

Working with small inclusion groups

1. Using Solution Circles to support staff working with complex needs
2. Preventing staff burnout when working with complex needs

*All workshops can be **adapted** for the intended audience and to meet the developmental needs of the setting.*

***Bespoke training** can be arranged with your link EP if your school has a training need which is not currently being met.*



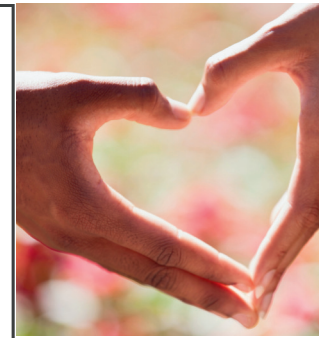
WELLBEING AND THE TEENAGE BRAIN

The teenage brain is a work in progress. Young people are dealing with many changes to their brains and bodies that are not yet fully developed. These changes can impact what they do (behaviours) and how they feel (emotions). These changes can also impact how we, as adults, interact with teenagers, read their behaviours, and understand their emotions. This workshop looks to develop practitioner's understanding of adolescence as a transitional stage and the changes that may occur. It also aims to explore how staff can support teenager's wellbeing as they navigate through school.



SUPPORTING RELATIONSHIPS WITH CHILDREN WHO HAVE SEMH NEEDS

Positive staff/student relationships are important to ALL students but, for young people with SEMH needs, they are crucial to their wellbeing and inclusion. However, developing and maintaining these relationships, can be very challenging for the staff involved. This session introduces attendees to the psychology underlying relationships where SEMH needs are present and explores ways that staff can support both themselves, and their students, from their initial connection and development, through to their repair when difficulties occur.



THE IMPACT OF THE PANDEMIC

The COVID-19 pandemic has cast a long shadow and we are still grappling with the ongoing impact on children and young people's wellbeing and development. This training aims to explore the specific developmental experiences and stages of children in your setting and how lockdowns and changes during the pandemic may have impacted on them. Suggestions are explored for recovery and moving forwards.

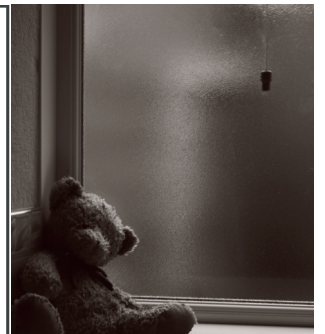


Wellbeing and
mental health**LOSS, SEPARATION AND BEREAVEMENT**

Bereavement can be challenging for many professionals. How schools acknowledge and allow space for the changing emotions of bereaved children and young people is crucial; getting it right can have a lasting impact on wellbeing. This training has been developed to help professionals feel more competent and confident when supporting these children and young people at a time of great need.

Wellbeing and
mental health**UNDERSTANDING AND RESPONDING TO SELF-HARM**

Schools are often on the front line, supporting children who self-harm. This workshop upskills staff in understanding what self-harm is, why children and young people might self-harm and how best to support children who have difficulties with self-harm, including risk management.

Communication
and interaction**UNDERSTANDING BEHAVIOUR: WHAT HAS LANGUAGE GOT TO DO WITH IT***

Many children who display "challenging" behaviour have underlying language difficulties. This training explores the research focusing on social, emotional mental health, behaviour and language and communication needs, alongside offering practical approaches to support children's communication and behaviour.



**Also available
in centralised
training offer*

Communication
and interaction

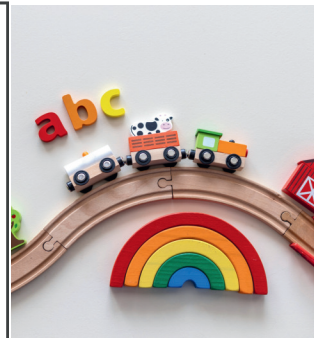
MEETING THE NEEDS OF CHILDREN WHO ARE RELUCTANT TALKERS

Children who struggle to speak in certain situations or to certain people require appropriate support and understanding from adults working with them. This workshop helps staff to develop an understanding of the needs of children who are reluctant talkers in the classroom including the relationship between anxiety and speaking.

Communication
and interaction

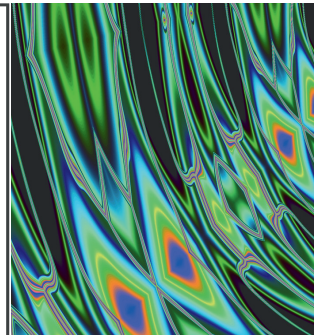
INTENSIVE INTERACTION FOR AUTISTIC CHILDREN

This training explores how interaction and play skills develop and the differences in how they develop for autistic children. A practical approach is taken to learning and intensive interaction and specific play approaches which can support interaction and development.

Communication
and interaction

UNDERSTANDING SENSORY NEEDS

Neurodivergent children often have very different and intense sensory experiences which impact their regulation, wellbeing and ability to engage in learning. This training offers a deep dive into this complex area and asks *what do we mean by sensory needs? How do we evaluate key sensory needs? And how can we support children with significant sensory needs in school?*

Communication
and interaction

COMIC STRIP CONVERSATIONS

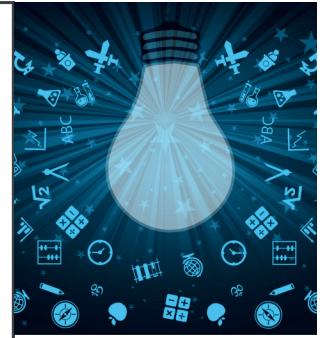
Comic strip conversations are a useful tool to help children reflect on difficulties and conflict and develop their social understanding. This training explores how comic strip conversations can be used to support children with communication and interaction needs to understand concepts they find difficult.



Psychology of
learning**PRECISION TEACHING***

Precision teaching is a highly effective and evidence-based intervention for literacy and numeracy. This workshop will support staff to understand how to plan, deliver and monitor precision teaching programmes for literacy (reading or spelling) or numeracy, beginning with the example of reading high frequency words or another area as negotiated.

Two follow up sessions are included to help embed practice.



**Also available in centralised training offer*

Whole School
approaches**WHOLE SCHOOL MENTAL HEALTH APPROACHES**

Just like physical health, we all have mental health. We all have positive and negative emotions and life experiences can impact us. The workshop will cover theory, discuss the research evidence base and use practical approaches using case scenarios. Participating in discussion groups, all staff will be supported to consider the needs present in our schools today and work together to support action planning.

Whole School
approaches**AN INTRODUCTION TO SPECIAL EDUCATIONAL NEEDS (SEND)**

This training will introduce the idea of Special Educational Needs and Disability (SEND) and how they are approached in schools, including the graduated response to SEN and the statutory assessment process. Attendees will learn the definition of SEN taken from the SEN Code of Practice (2015), the different categories of SEN, and the obligations of a school to assess and address these. The principle of inclusion and supporting SEN in mainstream schools will be discussed.



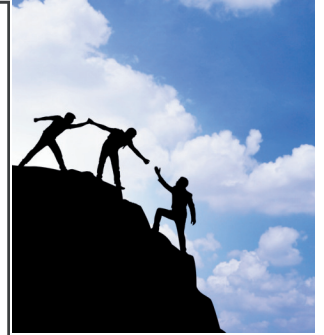
02

STAFF WORKSHOPS

Whole School approaches

SUPPORTING SCHOOL LEADERS

Emotional agility is a skill that helps us cope with life's challenges through awareness and acceptance of emotions, flexibility, open-mindedness and being able to step back and see the bigger picture. The course will cover the theory, research evidence base and practical approaches which support the development of positive leadership approaches during crisis and increasing risks of emotional fragility.



Whole School approaches

STAFF MENTAL HEALTH AND WELLBEING

The 2023 national Teacher Wellbeing survey found that working in schools is 'unsustainably demanding' with teacher wellbeing hitting a 5-year low. This session includes a mix of psychological theory and practical activities that gives time for staff to consider their own wellbeing, understand the key factors in school that may impact wellbeing and reflect on possible next steps for themselves.



Working with small inclusion groups

USING SOLUTION CIRCLES TO SUPPORT STAFF WORKING WITH COMPLEX NEEDS

Using Solution Circles, this bespoke workshop aims to enhance staff emotional reserve, knowledge base and understanding when working within small inclusion groups to support complex needs. Solution Circles focuses on the use of a problem-solving model within staff meetings or local network meetings to support understanding and inclusion.



Working with small inclusion groups

PREVENTING STAFF BURNOUT WHEN WORKING WITH COMPLEX NEEDS

This bespoke workshop focuses on managing emotions and reactions using psychological theories to enhance staff understanding and prevent burnout when working within small inclusion groups to support complex needs. It draws attention to ways of enhancing resilience so staff can create individualised support plans.



03 PARENT WORKSHOPS OVERVIEW

Courses Available

Wellbeing and mental health

1. Understanding EBSA
2. Impact of the pandemic
3. Understanding and managing anxiety
4. Emotion coaching
5. Wellbeing and the teenage brain

Psychology of learning

1. Helping children with reading

Communication and interaction

1. Communicating with autistic children
2. Understanding sensory needs
3. Managing meltdowns
4. Supporting neurodivergent children during their transition into adulthood

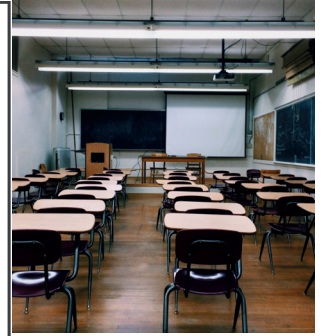
03

PARENT WORKSHOPS

Wellbeing and
mental health

UNDERSTANDING EBSA

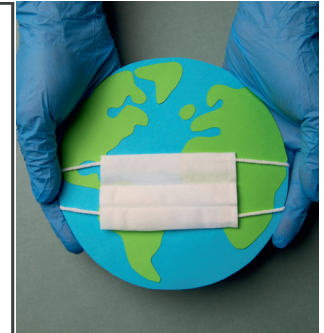
Emotionally Based School Avoidance (EBSA) is a term used to describe a group of children and young people who experience severe difficulties attending school due to emotional factors, some of which have been exacerbated by covid. This parent workshop will support parents in approaches to support their child in attending school.



Wellbeing and
mental health

IMPACT OF THE PANDEMIC

The pandemic has had an ongoing impact on many children's wellbeing and development. This workshop gives parents a space to reflect on their experiences and consider how they can continue to support their children.



Wellbeing and
mental health

UNDERSTANDING AND MANAGING ANXIETY

This 1 – 1½ hour workshop will introduce parents to what anxiety is and how it can affect us. It will cover signs to look out for and introduce some ways to help manage anxious thoughts, feelings and behaviours.

The session can be adapted for different age groups or cohorts.



Wellbeing and
mental health

EMOTION COACHING

Emotion Coaching is a parenting style, which helps children and young people to understand the emotions they experience, why they occur and how to handle them. This workshop introduces Emotion Coaching and the practical applications. Parents will learn the four-step approach and how this can be used to communicate with children and young people and help to soothe their emotional stress.

Wellbeing and
mental health

The teenage brain is a work in progress. Young people are dealing with many changes to their brains and bodies that are not yet fully developed. These changes can impact what they do (behaviours) and how they feel (emotions). These changes can also impact how we, as adults, interact with teenagers, read their behaviours, and understand their emotions. This workshop looks to develop parents' understanding of adolescence as a transitional stage and the changes that may occur. It also aims to explore how staff can support teenager's wellbeing as they navigate through school.

Psychology of
learning

HELPING CHILDREN WITH READING

This parent workshop offers practical approaches to supporting your child with reading at home in order to develop reading ability and encourage motivation.



03

PARENT WORKSHOPS

Communication
and interaction

COMMUNICATING WITH NEURODIVERGENT CHILDREN

Neurodivergent children often have different communication styles and needs. This workshop helps parents to understand what neurodivergence means, how their child's communication may differ and to learn strategies for effective communication.



Communication
and interaction

UNDERSTANDING SENSORY NEEDS

Autistic children, and those with other forms of neurodivergence, often have significant sensory differences. This workshop helps parents to understand what sensory needs are and how to understand, accommodate and support their child.



Communication
and interaction

MANAGING MELTDOWNS

Neurodivergent children often experience meltdowns when overwhelmed. This workshop helps parents to understand why children may have meltdowns, how to avoid them and how to respond in the moment.



Communication
and interaction

SUPPORTING NEURODIVERGENT CHILDREN DURING THEIR TRANSITION TO ADULTHOOD

Many parents worry about how their child will cope as they become an adult, these worries can be exacerbated for neurodivergent children. This workshop looks at what teens want from their parents during this time and how best to support young people towards a thriving adulthood.



Contact us:

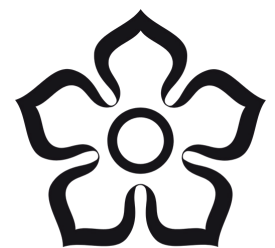
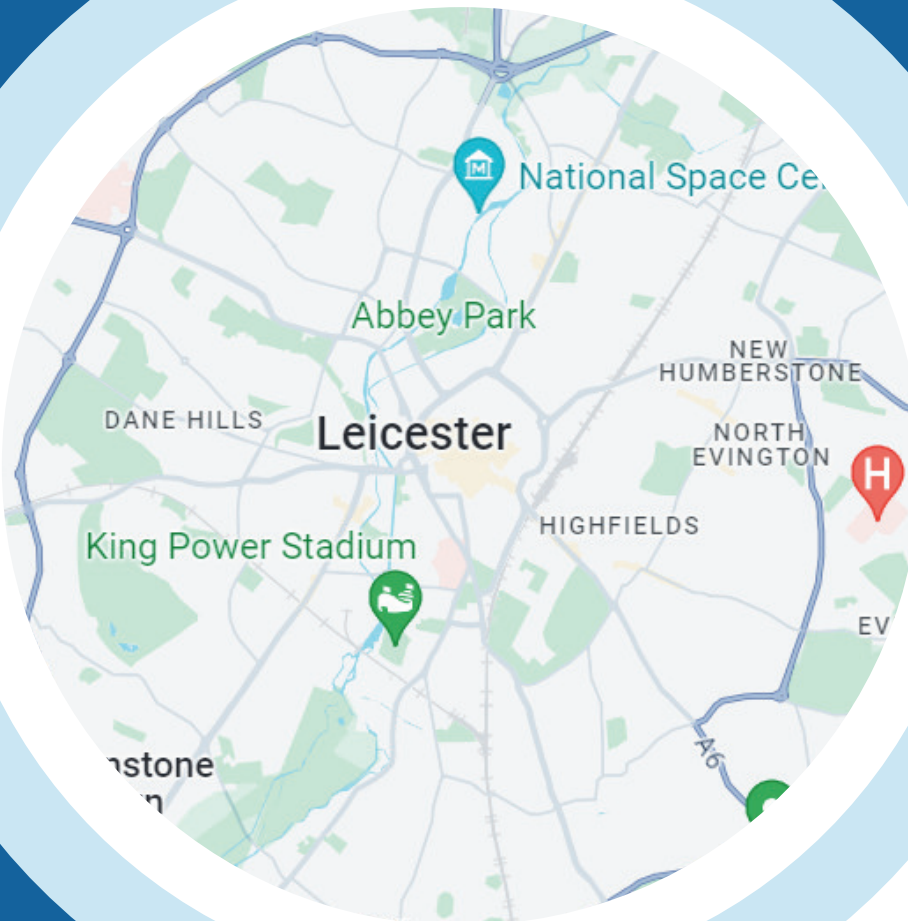
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