



# Newcastle City Council

## Special Educational Needs and Disability (SEND)

### Workforce Development Strategy and Training Directory

2024/2025



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## 1. Identify the context and need for training in SEND

The Newcastle Local Area SEND and Inclusion Executive Board have agreed the need for a training strategy that spans Education, Health and Children's Social Care.

The aim of the strategy is to enable relevant professionals to meet the needs of our children and young people with SEND to ensure children and young people with SEND get the right support at the right time so that they go on to live their best lives: [Newcastle's SEND Strategy 2023-2028](#)

The responsibilities of Local Authorities, educational establishments such as early education settings, schools and academies together with health organisations to children and young people with SEND are set out in the [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#). The Code of Practice (4.32) suggests that training for professionals should be provided at three levels. This model has been used in designing this training offer:



## **2. Identify the audience within the workforce who requires SEND training**

This training strategy is relevant to anyone working with children and young people from 0 to 25 years old. It is also relevant for those working in adult social care with young people 18 years and over where they require an assessment for care and support. This is intended to support effective transition from child to adult social care services.

## **3. Partner agencies and families**

This strategy identifies and address the training needs of staff across Education. The intention is to develop further to include Health, Social Care and the Private, Voluntary and Community sector.

It is also the intention that as the programme develops, children, young people, parents and carers will be invited to share their lived experiences, to contribute to the learning for others and where appropriate receive training themselves.

## **4. Identify the needs of the audience**

Training needs were identified through consultation with each of the Partners and the parent-carer forum and they include developing knowledge and skills to enable professionals to:

- Understand responsibilities to children with SEND
- Support children and young people with SEND and their parents/ carers
- Liaise with the appropriate professionals and agencies
- Give information and advice to support assessments and reviews and identify services through the Local Offer
- Consult and co-produce with parents, carers and children and young people with SEND and take their views into account
- Support children and young people in moving between life phases, including getting ready for their next steps, preparing for adulthood and independent living
- Ensure parents and carers are closely involved throughout
- Work in partnership with professionals and other agencies to review and develop the Local Offer
- Secure services, provision and equipment and enable available facilities to be accessed
- Support staff in creating advice to support assessment and reviews
- Resolve disagreements between parents/ carers/ young people and providers.

These needs have been set out in the table at the end of this strategy and linked to the 3 levels of training and the roles and context of the workforce.

Development opportunities for professionals are not limited to online or face to face training and all professionals should be encouraged to engage in relevant job shadowing, project work or self-directed study to enhance their knowledge and skills in relation to SEND.

The training plan has been structure according to area of need.

## 5. SEND Workforce Development and Training Plan

Level	Audience	Outcome
1	Anyone working directly or indirectly with children and/or young people	Practitioners will understand their responsibilities to children and young people with SEND within the context of their role
2	Those working directly with children and/or young people on a regular basis and who contribute to assessments and reviews including identifying an appropriate graduated response and services through the Local Offer	<p>Develop practitioner responsibilities in relation to SEND including giving advice and information to support statutory processes. Practitioners will:</p> <ul style="list-style-type: none"> <li>• Support children and young people with SEND and their parents/carers</li> <li>• Liaise with professionals and agencies</li> <li>• Give information and advice to support assessments and reviews and identify services through the Local Offer</li> <li>• Consult with parents/carers and children and young people with SEND and take their views into account</li> <li>• Ensure parents/carers are closely involved throughout</li> </ul> <p>Support children and young people in moving between life phases, including getting ready for their next steps, preparing for adulthood and independent living</p>
3	Managers of those giving information and advice on assessments and the provision of services	<p>Develop managers responsibilities in relation to SEND, including supporting staff in their context in the production of advice and information to support assessments, statutory processes and securing provision and improving outcomes. Managers will</p> <ul style="list-style-type: none"> <li>• Ensure the workforce in their context has access to appropriate training and development and understand their roles and responsibilities to children with SEND</li> <li>• Work in partnership with professionals and other agencies to review and develop the Local Offer</li> <li>• Secure services, provision and equipment and enable available facilities to be accessed</li> <li>• Support staff in creating advice to support assessment and reviews.</li> <li>• Consult with parents and disabled young people</li> <li>• Resolve disagreements between parents or young people and providers.</li> </ul>

## 6. Training Directory

The training detailed below is ordered by area of SEND need.

Should you require any bespoke training in any area please contact: [local.offer@newcastle.gov.uk](mailto:local.offer@newcastle.gov.uk) outlining the support you need, and we will put you in touch with the right team.

SEND Area of Need	Level	Workforce	Training	How to access
Cognition and Learning	1	Parent / carers / Staff in settings, schools and services	ADHD awareness	<a href="#">Newcastle EPS Resource Library (padlet.com)</a>
Cognition and Learning	2	Staff in Early Years settings / schools	Supporting children with Downs Syndrome	<a href="mailto:Eysendos@newcastle.gov.uk">Eysendos@newcastle.gov.uk</a>
Cognition and Learning	2	Staff in schools working with children and young people with literacy difficulties including Specific Learning Difficulties (SpLD) (dyslexia)	SEND Outreach Service: An introduction to phonological awareness, precision teaching and alphabet arc	<a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
Cognition and Learning	2	Staff in schools working with children and young people with SpLD (dyslexia)	SEND Outreach Service: Supporting Reading, writing and spelling for learners with specific learning difficulties (dyslexia)	<a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
Communication and Interaction	1	Adult Social Care	Autism – Oliver McGowan Trust (tier 1)	<a href="#">Newcastle LMS Catalogue (learningpool.com)</a>
Communication and Interaction	1	Adult Social Care	Autism awareness Understanding autism	<a href="#">Newcastle LMS Catalogue (learningpool.com)</a>
Communication and Interaction	1	Parents / Carers / Staff in settings, schools and services	Autism awareness	<a href="#">Autism Directory (padlet.com) (padlet created by Newcastle EPS)</a>
Communication and Interaction	1	Parents /Carers	Supporting your autistic child workshop	<a href="http://ne-as.org.uk">North East Autism Society (ne-as.org.uk)</a>
Communication and Interaction	1	Staff in Early Years settings / schools and adults working with families of autistic children and young people	Autism Education Trust (AET) – Making Sense of Autism	For schools: <a href="mailto:sendos@newcastle.gov.uk">sendos@newcastle.gov.uk</a> For early years: <a href="mailto:eysendos@newcastle.gov.uk">eysendos@newcastle.gov.uk</a>
Communication and Interaction	2	Parents / carers and staff in Early years settings and schools	Developing interaction skills for early years children with communication difficulties	<a href="mailto:Eysendos@newcastle.gov.uk">Eysendos@newcastle.gov.uk</a>

Communication and Interaction	2	Parents / carers of children in their early years	Early bird (a post diagnostic course for parents and carers of Autistic children)	<a href="mailto:Earlybird@newcastle.gov.uk">Earlybird@newcastle.gov.uk</a>
Communication and Interaction	2	Staff in Early Years settings / schools	Autism Education Trust (AET) Good Autism Practice	<a href="mailto:Eysendos@newcastle.gov.uk">Eysendos@newcastle.gov.uk</a> <a href="http://www.servicestoschools.org.uk/">www.servicestoschools.org.uk/</a>
Communication and Interaction	2	Staff in schools working with students with social communication needs	Autism Education Trust: Understanding anxiety and autism	<a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
Communication and Interaction	3	SENCo and senior management teams in schools	Autism Education Trust: Leadership and Inclusion	<a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
Communication and Interaction	3	SENCOs, teaching and support staff in schools	SEND Outreach Service: Supporting school transition for children and young people with communication and interaction needs	<a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
Descriptors of need	2	Staff working with children and young people with SEND across the Local Authority and Health services.	SEND Descriptors of Need Moderation Meetings run jointly by SEND OS and Education, Development and Inclusion Team	<a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
Descriptors of need	1	Teaching and support staff in schools and other services supporting children and young people	Descriptors of need - staff awareness: information on Local Offer	<a href="#">SEND Descriptors of Need   Newcastle Support Directory</a>
Early years general	2	Adults working with children in the Early years	Ready Schools Self-evaluation framework	<a href="#">Newcastle EPS Resource Library (padlet.com)</a>
Early years general	2	Early Years SENCOs	EY SENCO Network meetings once each half term	<a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
Early years general	3	All professionals in the early year's settings	Universally Available Guidance Training for Early Years settings	<a href="http://newcastlesupportdirectory.org.uk">School Effectiveness SEN (newcastlesupportdirectory.org.uk)</a>
Early years general	3	Early Years SENCOs	Level 3 accredited SENCO training (12 sessions)	<a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
Early years general	3	Early Years SENCOs	Descriptors of Need	<a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
EHC Process	2	Aimed at professionals with a role to play in the Annual Review process, the course outlines the importance of a person-centred Annual Review process and meeting.	Delivering Quality Annual Reviews	<a href="#">Training catalogue   Council for Disabled Children</a>

EHC Process	2	Aimed at professionals with a role to play in the Annual Review process, the course outlines the importance of a person-centred Annual Review process and meeting.	Newcastle's Annual Review Toolkit	<a href="#">EHC Annual Review Toolkit   Newcastle Support Directory</a>
EHC Process	2	Early Help Practitioners, Social Workers, Team Managers and anyone providing social care advice and information for Education, Health and Care Plan (EHC) needs assessments	Social Care and SEND	<a href="#">Training catalogue   Council for Disabled Children</a>
EHC Process	2	Professionals with a role to play in the development of the EHC plan	Holistic Outcomes in Education, Health and Care Plans	<a href="#">Training catalogue   Council for Disabled Children</a>
International New Arrivals	2	Adults working with children who are international new arrivals	Working with International New Arrivals	Padlet created by Newcastle EPS <a href="#">International New Arrivals (INA)</a>
Schools General	1	All working with children and young people	The Equality Act	<a href="#">Newcastle LMS Catalogue (learningpool.com)</a>
Schools General	1	All working with children and young people.	Level 1: Basic SEND Awareness.	<a href="#">Training catalogue   Council for Disabled Children</a>
Schools General	1	Parents / Carers / Staff in settings, schools and services	Various topics – introductory videos, infographics and bitepsych videos	<a href="#">Newcastle EPS Resource Library (padlet.com)</a>
Schools General	3	All professionals who work with children in the school years	Universally Available Provision training for schools 1:1 support with staff around target setting/Universally available provision in their classrooms	<a href="#">School Effectiveness SEN (newcastlesupportdirectory.org.uk)</a>
Schools General	3	LSAs	Universally Available Provision (LSA role)	<a href="#">School Effectiveness SEN (newcastlesupportdirectory.org.uk)</a>
Schools General	3	School SENCOs	Descriptors of Need moderation events	<a href="#">www.servicestoschools.org.uk</a>
Schools General	3	SENCOs and HLTAs	Sir Charles Parsons Assessment and Recording Tool (SCART) Training	<a href="#">School Effectiveness SEN (newcastlesupportdirectory.org.uk)</a>
Schools General	3	SENCOs And TAs	How to write a SEN Support Plan	<a href="#">School Effectiveness SEN (newcastlesupportdirectory.org.uk)</a>
Schools General	3	SEND Leaders across education health and social care	Participate in local and national SEND networks to share good practice	Ad-hoc events

SEND for Health colleagues	2	Health staff: For clinical and non-clinical staff who, within their role, have contact with children and young people up to the age of 25 years with SEND.	Level 2: Supporting Children and Young People with SEND and their families: Improving skills and understanding for Health colleagues	<a href="#">Training catalogue   Council for Disabled Children</a>
Sensory and Physical.	1	Health colleagues (Health visitors & SALT) working with CYP with a sensory impairment	General awareness session including joint working practices & referral pathway into the SEND Sensory Service	<a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	LA SEND services (Transport, SEND SAR, SENDOS, EPS CWD team)	General awareness session including referral pathway into the SEND Sensory Service	<a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Newcastle University PGCE (Primary & Secondary) & SALT students		<a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools & settings who have a student who is severely sight impaired or blind and been advised by a QTVI their student needs access to braille/tactile resources (Descriptors of need level: 5-6)	VI Pupil specific information/Access to learning / Braille & Tactile Graphics	Contact Katie Fuller: <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools & settings working with children and young people who are deaf	Introduction to deafness/hearing impairment (HI)	Contact Rebecca O'Leary: <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools & settings working with children and young people who are deaf/have a hearing impairment (Descriptors of need level: 1-4)	Introduction to deafness/hearing impairment (HI) + pupil specific information	Contact Rebecca O'Leary: <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools & settings working with children and young people who are deaf and have been issued with additional audiological equipment (radio aids)	Effective use of assistive technology	Contact Rebecca O'Leary: <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools & settings working with children and young people who are deaf	Conductive hearing loss	Contact Rebecca O'Leary: <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools & settings working with children and young people who have a vision impairment (Descriptors of need level: 1-3)	Introduction to Visual Impairment (VI)	Contact Katie Fuller <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>

Sensory and Physical.	1	Staff in schools & settings working with children and young people who have a vision impairment (Descriptors of need level: 1-4)	Introduction to Visual Impairment (VI) + pupil specific information	Contact Katie Fuller <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools & settings working with children and young people who have a significant vision impairment (Descriptors of need level: 3-6)	VI Pupil specific information + Habilitation	Contact Katie Fuller <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools & settings working with children and young people who have a significant vision impairment (Descriptors of need level: 3-6). Been advised by a QTVI their student needs access to Modified Large Print resources.	VI Pupil specific information + Access to learning – Modified Large Print Resources	Contact Katie Fuller <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools & settings working with children and young people who have a significant vision impairment (Descriptors of need level: 3-6) and require access to MLP.	Creating Modified Large Print (MLP) Resources (staff must have undertaken prior training session 'VI Pupil specific information +Access to learning- Modified Large Print Resources')	Contact Katie Fuller <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Cognition and Learning	1	Staff in schools and adults working with children and young people attending school	Dyslexia Awareness	<a href="mailto:sendos@newcastle.gov.uk">sendos@newcastle.gov.uk</a>
Speech, Language and Communication needs	1	Staff in schools and adults working with children and young people attending school	An overview of speech and language difficulties experienced by children and young people at school	<a href="mailto:sendos@newcastle.gov.uk">sendos@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools and settings who has been identified with visual processing difficulties	Visual processing	Contact Katie Fuller <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	1	Staff in schools and settings who have a student who has a VI, CVI and/or additional/complex needs (Descriptors of need level: 3-6)	VI and Complex Needs + Cerebral Visual Impairment (CVI)	Contact Katie Fuller <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	2	Parents / carers and staff in Early Years settings / schools	Makaton awareness	Contact Angela Barlow <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>

Sensory and Physical.	2	Support staff in schools and settings who are working with one student who is deaf (Descriptors of need 4 or above) or more deaf students Support staff in schools and settings who are working with CYP who are deaf	Supporting Children who are deaf or have a hearing impairment (Accredited AIM L2) 18-week course ran by the SEND Sensory Service (Hearing Impairment Service)	<a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	2	Support staff in schools and settings who are working with one student with a significant vision impairment (Descriptors of need 4 or above) or more students with VI	Supporting Children & young people with a vision impairment (Accredited AIM L2 & L3 options) 18-week course ran by the SEND Sensory Service (Children's Vision team)	<a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	3	Habilitation Specialist working with children and young people with vision impairment	Mandatory qualification - graduate diploma in habilitation and disabilities of sight (children & young people)	Contact Joanne Scott <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	3	Staff in the SEND Sensory Service working with children and young people who are deaf	Qualifications in British Sign Language, minimum Level 2.	Contact Joanne Scott <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	3	Teachers for Children with Vision Impairment in the SEND Sensory Service	Mandatory post-graduate qualification for specialist teachers of vision impairment	Contact Joanne Scott <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Sensory and Physical.	3	Teachers of Deaf Children & Young People in the SEND Sensory Service	Mandatory post-graduate qualification for specialist teachers of the deaf	Contact Joanne Scott <a href="mailto:sensoryservice@newcastle.gov.uk">sensoryservice@newcastle.gov.uk</a>
Social, Emotional and Mental Health	1	Parents / Carers / Staff in settings, schools and services	Emotionally Based School Non-Attendance (EBSNA) awareness	<a href="#">Emotionally Based School Non-Attendance (EBSNA) Support and Information (padlet.com) (padlet created by Newcastle EPS)</a>
Social, Emotional and Mental Health	1	Parents / Carers / Staff in settings, schools and services	Supporting children who are worried	<a href="#">Newcastle EPS Resource Library (padlet.com)</a>
Social, Emotional and Mental Health	1	Parents / Carers / Staff in settings, schools and services	Developing children's resilience	<a href="#">Newcastle EPS Resource Library (padlet.com)</a>
Social, Emotional and Mental Health	1	Parents / Carers / Staff in settings, schools and services	Supporting children with transitions	<a href="#">Transition Support (padlet.com) (padlet created by Newcastle EPS)</a>
Social, Emotional and Mental Health	1	Parents / Carers / Staff in settings, schools and services	Zones of regulation	<a href="https://padlet.com/NewcastleEP/zones-of-regulation-a3rfu9otv1geem0t/wish/3026039100">https://padlet.com/NewcastleEP/zones-of-regulation-a3rfu9otv1geem0t/wish/3026039100</a>

Social, Emotional and Mental Health	2	Adults supporting children with SEMH needs in schools	5Rs framework and the importance of connectedness. How to use the SEMH profile	<a href="#">Newcastle EPS Resource Library (padlet.com)</a>
Social, Emotional and Mental Health	2	Adults working with children and young people who want to reflect on how to work effectively together to help resolve issues.	Person centred practice / Group consultation	<a href="#">Newcastle EPS Resource Library (padlet.com)</a>
Social, Emotional and Mental Health	2	Adults working with children who have experienced a critical incident or bereavement	Critical incidents and bereavement	<a href="#">Critical Incidents (padlet.com) (padlet created by Newcastle EPS)</a>
Social, Emotional and Mental Health	2	Adults working with children who have experienced adverse childhood experiences and trauma	Adverse Childhood Experiences (ACEs) / Trauma informed practice	Contact Newcastle EPS <a href="mailto:EPSadmin@newcastle.gov.uk">EPSadmin@newcastle.gov.uk</a> for bespoke training in this area.
Social, Emotional and Mental Health	2	Staff in Early Years settings	Supporting mental health in the early years	Book via Services to Schools: <a href="http://www.servicestoschools.org.uk">www.servicestoschools.org.uk</a>
Social, Emotional and Mental Health	2	Teaching Assistants in schools – early years and KS1	SEMH training for support staff	<a href="mailto:Eysendos@newcastle.gov.uk">Eysendos@newcastle.gov.uk</a>
Social, Emotional and Mental Health	2	Teaching Assistants in schools (early years)	Supporting children with SEND (3 modules plus bite size sessions)	<a href="mailto:Eysendos@newcastle.gov.uk">Eysendos@newcastle.gov.uk</a>
Social, Emotional and Mental Health	3	Adults working with excluded pupils	Guidance on delivering effective Day 6 provision	<a href="#">Newcastle EPS Resource Library (padlet.com)</a>
Transport	1	SEND Transport/social care transport framework contractor staff	Safeguarding level 1	<a href="#">Me Learning</a>
Transport	1	SEND Transport/social care transport framework contractor staff	Roles, Responsibilities & Duties Briefing. Allegations Briefing	<a href="mailto:SendTransportService@newcastle.gov.uk">SendTransportService@newcastle.gov.uk</a>
Cognition and Learning, SpLD, and SLCN advice	1	Teaching and learning support staff in schools	School Based Drop In sessions	<a href="mailto:sendosadmin@newcastle.gov.uk">sendosadmin@newcastle.gov.uk</a>