



Early Years Inclusion Service

Training Programme 2026

Training queries to: EYIS@royalgreenwich.gov.uk

Telephone: 0208921 3311



Introduction

The Royal Borough of Greenwich's Early Years Inclusion Service is here to support Private, Voluntary, and Independent (PVI) early years settings with children who have emerging SEND needs.

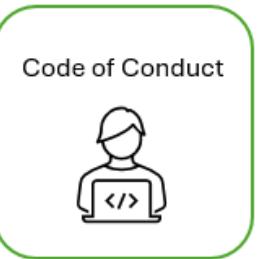
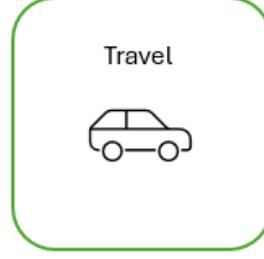
If your setting receives government-funded hours, you can access our expert advice, training, and hands-on support. Our team includes professionals with SEND qualifications and experience, and we work closely with specialists like educational psychologists, speech and language therapists, and occupational therapists.

We offer a range of training options—from sessions at SEND Outreach Services at Discovery to in-setting support and pre-recorded modules.

Whether you're a SENCO or practitioner, we're here to help you identify needs early and feel confident in your role.



Contents

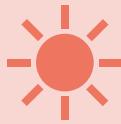


Quick Glance Training



Spring Term

Training	Day	Date	Start	End	Cost
Early Years Consultation Forum	Thursday	29/01/2026	10.00am	11.30am	Free
Supporting Children with Social Communication difficulties and ASD in the Early Years'	Tuesday	03/03/2026	9.15am	4.15 pm	£30.00
Early Years Consultation Forum	Thursday	12/03/2026	10.00am	11.30am	Free



Summer Term

Training	Day	Date	Start	End	Cost
Supporting Children with Social Communication difficulties and ASD in the Early Years'	Thursday	16/04/2026	9.15am	4.15 pm	£30.00
Early Years Consultation Forum	Friday	01/05/2026	10.00am	11.30am	Free
Early Years Consultation Forum	Monday	29/06/2026	10.00am	11.30am	Free



Autumn Term

Training	Day	Date	Start	End	Cost
Supporting Children with Social Communication difficulties and ASD in the Early Years'	Thursday	01/10/2026	9.15am	4.15 pm	£30.00
Early Years Consultation Forum	Thursday	08/10/2026	10.00am	11.30am	Free
SEND Foundation Training which consists of:					
•Session 1- Legislation and Early Identification	Monday	23/11/2026	9.15am	12.30pm	FREE to the settings named SENCo
•Session 2- Working with Parents & Voice of the Child	Tuesday	24/11/2026	9.15am	12.30pm	FREE to the settings named SENCo
•Session 3- Multi-agency working and Team Around the Child	Wednesday	25/11/2026	9.15am	12.30pm	FREE to the settings named SENCo
•Session 4- Planning for Progress for children with SEND (PLP)	Thursday	26/11/2026	9.15am	12.30pm	FREE to the settings named SENCo
•Session 5- Completing profiles and EHC request	Friday	27/11/2026	9.15am	12.30pm	FREE to the settings named SENCo
Early Years Consultation Forum	Tuesday	01/12/2026	10.00am	11.30am	Free



Courses

Course title: *Introduction to SEND (Special Educational Needs & Disability).*

Target Audience:

All PVI early years practitioners/ PVI setting SENCO's

Description:

Course outline will cover -What is/ not a Special Educational Need. Roles and responsibilities. Local services and support

Impact Statement -pupil:

Will benefit from early identification and the involvement from and referrals to appropriate teams of professionals.

Impact Statement -staff:

The setting SENCo will have a deeper understanding of Special Educational Needs and Disabilities and how it affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: ***SEND (Special Educational Needs & Disability) Foundation Certificate.***

Target Audience:

For setting SENCO's only

Description: Course outline will cover...

- Session 1- Early Identification and Legislation
- Session 2 – Working with parents/voice of the child
- Session 3 – Multi –agency working and TACs
- Session 4 - Planning for progress for children with SEND(PLPs)
- Session 5 – Completing

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding of the legal requirements, and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff. A clear and transparent joined up way of working to support their needs.

Impact Statement -staff:

The setting SENCo will have a deeper understanding of Special Educational Needs and Disabilities and how it affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *ASD module 1- What is ASD?*

Target Audience:

All PVI early years practitioners

Cost: £30.00

Description:

Course outline – will cover an Introduction to ASD & the main needs experienced

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD

Impact Statement -staff:

Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *ASD module 2-Diagnostic process*

Target Audience:

All PVI early years practitioners

Description:

Course outline – will cover diagnostic processes within Greenwich

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD

Impact Statement -staff:

Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *ASD module 3 - Environment and People*

Target Audience:

All PVI early years practitioners

Description:

Course outline –will cover and look at ways the environment and practitioners can support

Impact Statement -pupil:

Will be supported by

Impact Statement -staff:

Will be informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *ASD module 4- Using Visual Support*

Target Audience:

All PVI early years practitioners

Description:

Course outline – will cover exploring how practitioners can use visual support to assist a child

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD

Impact Statement -staff:

Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *ASD module 5 – Intensive Interaction & Developing Play*

Target Audience:

All PVI early years practitioners

Description:

Course outline –will cover understanding what we mean by 'Intensive Interaction' and how to develop play experiences for children with ASD

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD

Impact Statement -staff:

Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *ASD module 6-Understanding Sensory Needs*

Target Audience:

All PVI early years practitioners

Description:

Course outline – will cover exploring how sensory difficulties impact a child

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD

Impact Statement -staff:

Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *ASD module 7 - PECS*

Target Audience:

All PVI early years practitioners

Description:

Course outline – will cover implementing PECS and other general tips

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD

Impact Statement -staff:

Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *Early Years Consultation Forums*

Target Audience:

All PVI early years practitioners

Description:

Course outline – A regular support group to develop reflective thinking and professional development around issues arising in early years.

Impact Statement -pupil:

Will benefit from staff gaining a clearer picture of their needs and how to support them along with referrals to appropriate professionals as require.

Impact Statement -staff:

Will have a supportive, safe and confidential space in which to explore issues and concerns in detail

They allow members to acknowledge strengths and difficulties as well as developing knowledge and skills

Impact Statement –establishment:

Through active listening, suggesting what might be going on and problem clarification; members share thinking and ideas to generate possible solutions.

Course title: *Completing Profiles and EHC request.*

Target Audience:

All PVI early years practitioners

Cost: £30.00

Description:

Course outline -When to start completing a Profile on a child. Who should contribute to completing a Profile. The content of the Profile. Requesting an EHC assessment via the Greenwich SEN department. Evidence needed when you submit an EHC assessment request. EHC assessment process.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding of the legal requirements, and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff. A clear and transparent joined up way of working to support their needs.

Impact Statement -staff:

Will be more confident in writing / completing Profiles and supporting Parents / Carers to contribute. Understand the Education Health & Care assessment process.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

child development and how to write individual, smart, and measurable targets so that they can support children with Special Educational Needs and Disabilities.

Course title: *Developing a Profile workshop (part 2).*

Target Audience:

All PVI early years practitioners

Cost: £30.00

Description:

Course outline – Will be more confident in writing / completing Profiles and supporting Parents / Carers to contribute.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff.

Impact Statement -staff:

By the end of the 6 sessions practitioners will:

Be more confident in writing/completing Profiles and supporting Parents/ Carers to contribute.

Be more confident in recognising when a child would benefit from a Profile and take the lead on beginning to collect and input information.

Have contributed to a Profile that is helpful in supporting a child's transition or when making a request for statutory assessment.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *Disability Awareness*.

Target Audience:

All PVI early years practitioners

Description:

Course outline will cover -the history of SEND legislation and importance and benefits of Early Identification and adapting the environment to meet the needs of all children. Practitioners will be invited to consider various easy adaptions that support children with SEND

Impact Statement -pupil:

Practitioners will have a clear understanding of the legal history and requirements to ensure they are making their setting inclusive to the needs of all children.

Impact Statement -staff:

Will have a deeper understanding of the importance of simple adaptations available to them to support children with Special Educational Needs and Disabilities.

Impact Statement –establishment:

Will have staff that have a greater understanding of how to adapt their environment so that they can support children with Special Educational Needs and Disabilities.

Course title: *Legislation and Early Identification.*

Target Audience:

All PVI early years practitioners

Description:

Course outline will cover -the legal requirements and importance and benefits of Early Identification, information gathering and exploring concerns raised by parents and staff along with appropriate referral routes

Impact Statement -pupil:

Practitioners will have a clear understanding of the legal history and requirements to ensure they are making their setting inclusive to the needs of all children.

Impact Statement -staff:

Will have a deeper understanding of the importance of Early Identification and the steps available to them to support children with Special Educational Needs and Disabilities.

Impact Statement –establishment:

Will have staff that have a greater understanding of how to identify needs early so that they can support children with Special Educational Needs and Disabilities.

Course title: ***Multi –agency working and TACs.***

Target Audience:

All PVI early years practitioners

Cost: £30.00

Description:

Course outline will cover -Overview and Understanding of The Team Around the Child (TAC) Multi-Agency Working – Ethos?
Clarify the role of the Lead Professional. Practical activities related to TAC'S. Reminder about Safeguarding.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding of the legal requirements, and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff. A clear and transparent joined up way of working to support their needs.

Impact Statement -staff:

Will have a deeper understanding of the need for arranging and holding TAC Meetings. An understanding of Multi-Agency working.

Reflection on the role that Parents and children play in the above processes.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *Promoting Positive Behaviour in Early Years Settings 1.*

Target Audience:

All PVI early years practitioners

Description:

Course outline – We will look at and discuss behaviours seen and experienced, why they may be happening and how the staff and nursery can review their expectations/strategies and routines to encourage and support changes.

Impact Statement -pupil:

Will be provided with appropriate strategies and support to assist their inclusion, interaction and access to all areas of the curriculum

Impact Statement -staff:

Will be equipped with a further range of strategies to support children with challenging behaviours and the methods available to them.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with challenging behaviours as well as the difficulties they experience which can affect their ability to be included.

Course title: *Promoting Positive Behaviour in Early Years Settings 2.*

Target Audience:

All PVI early years practitioners

Description:

Course outline – We will look at specific behaviours in relation to a particular child or group of children and explore the circumstances of the behaviour, gathering of information for a clear overview and possible strategies to implement.

Impact Statement -pupil:

Will be provided with appropriate strategies and support to assist their inclusion, interaction and access to all areas of the curriculum

Impact Statement -staff:

Will be equipped with a further range of strategies to support children with challenging behaviours and the methods available to them.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with challenging behaviours as well as the difficulties they experience which can affect their ability to be included.

Course title: *Planning for Progress for children with SEND (PLP).*

Target Audience:

All PVI early years practitioners

Description:

Course outline will look at why knowledge of child development is important and the skills of writing a PLP, the reasons why and benefits of writing a PLP as well as practice sessions, exploring how involved professionals' recommendations can inform the PLP.

Impact Statement -pupil:

Will be provided with appropriate strategies and support to assist their inclusion, interaction and access to all areas of the curriculum

Impact Statement -staff:

Will have a deeper understanding of the importance of writing individual, smart and measurable targets to support children with Special Educational Needs and Disabilities.

Impact Statement –establishment:

Will have staff that have a greater understanding of child development and how to write individual, smart, and measurable targets so that they can support children with Special Educational Needs and Disabilities.

Course title: *Planning for Transition Training.*

Target Audience:

All PVI early years practitioners

Cost: £30.00

Description:

Course outline – will cover recognising different types of transitions, understand the value and importance of the transition process for children moving settings and recognising the positive impact of a well-planned transition for the child, parent (s) and setting practitioners

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support a successful transition into an early years setting school

Impact Statement -staff:

Will have an understanding of the need for arranging and holding Transition Meetings. An understanding of Multi-Agency working.

Reflection on the role that Parents and children play in the above processes.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *Practical guidance for Early Years Practitioners using Visual Support*

Target Audience:

All PVI early years practitioners

Cost: £30.00

Description:

Course outline –Introduction to visual support strategies including schedules, symbols, NOW/NEXT boards etc..
Using symbols to support the development of communication

Impact Statement -pupil:

Will be supported to develop communication skills using a symbol-based system

Impact Statement -staff:

Will be supported by staff who have an in-depth knowledge of how visual support can help children with communication difficulties to manage their learning environment. Will be supported by staff who are confident about the rationale and theory behind symbol-based communication systems

Impact Statement –establishment:

Will have staff who have a greater understanding of how to use visual supports for children with communication difficulties.

Course title: ***Social Communication Difficulties/ Autism Training- full day***

Target Audience:

All PVI early years practitioners

Description:

Course outline – will cover in detail, What is ASD, Diagnostic process, Environmental and People, Using Visual Support, Intensive Interaction & Developing Play, Understanding Sensory Needs and PECs.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support a child with Social communication difficulties/ ASD

Impact Statement -staff:

Will have a far deeper understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *Social Communication Difficulties/ Autism Training- half day*

Target Audience:

All PVI early years practitioners

Description:

Course outline – will give practitioners an overview of What is ASD, Diagnostic process, Environmental and People, Using Visual Support, Intensive Interaction & Developing Play, Understanding Sensory Needs and PECs.

Impact Statement -pupil:

Will be supported by informed Practitioners who have an understanding and the skills to support a child with Social communication difficulties/ ASD

Impact Statement -staff:

Will have a basic understanding of how Social Communication/ ASD affects children and their families. Their own role and responsibilities and where and what they should do to support.

Impact Statement –establishment:

Will have staff that have an understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *Sensory Circuit Training Session 1- Theory*

Target Audience:

All PVI early years practitioners

Cost: £30.00

Description:

Course outline – will cover understanding a child's sensory difficulties and the impact it has on their behaviour and occupational performance.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support the child with their sensory needs

Impact Statement -staff:

Will have a far deeper understanding of how Sensory needs impact a child with Social Communication/ ASD and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *Sensory Circuit Training Session 2- Practical*

Target Audience:

All PVI early years practitioners

Description:

Course outline – will cover a demonstration on setting up/ completing a Sensory circuit

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support the child with their sensory needs

Impact Statement -staff:

Will have a far deeper understanding of how Sensory needs impact a child with Social Communication/ ASD and what they should do to support.

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *Talking Mats.*

Target Audience:

All PVI early years practitioners

Description:

Course outline – will cover exploring setting up and using Talking Mats as a way to gather a child's voice

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support gathering the voice of the child.

Impact Statement -staff:

Will have a deeper understanding of what they should do to hear the voice of the child

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *Using Observation to support children with SEN.*

Target Audience:

All PVI early years practitioners

Description:

Course outline –will look at varying ways in which observations can be carried out when observing children with SEN, we will look at why, when and how to observe in different situations along with recognising what is being observed and the purpose for it.

Impact Statement -pupil:

Will have their needs identified earlier and the appropriate support and referrals made to services.

Impact Statement -staff:

Will have a deeper understanding of the importance of using observations and the methods available to them to support children with Special Educational Needs and Disabilities.

Impact Statement –establishment:

Will have staff that have a greater understanding of how to use observations to support children with Special Educational Needs and Disabilities.

Course title: *Working with parents/Voice of the child.*

Target Audience:

All PVI early years practitioners

Cost: £30.00

Description:

Course outline will cover -Working with Parents - why, when and how. How to get started when a concern is raised. What to do if there is a 'difference of opinion'. Parental responsibility.

Voice of the child – why, when and how. Practical activities.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding of the legal requirements, and the skills to support the child with specific work/targets either themselves or by advising and supporting the involved staff. A clear and transparent joined up way of working to support their needs.

Impact Statement -staff:

Will have a deeper understanding of Special Educational Needs and Disabilities and how it affects children and their families. Their own role and responsibilities and where and what they should do to support parents and hear the voice of the child

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities as well as the difficulties they experience which can affect their ability to be included.

Course title: *SEN Inclusion Fund-DAF Information Brief*

Target Audience:

All PVI early years practitioners

Description:

An information brief that looks in detail at the SEN Information Fund, how, why.... and what next.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to request appropriate additional funding resources.

Impact Statement -staff:

Will have a far deeper understanding of how to apply for the appropriate early years funding

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities

Course title: *SEND Toolkit for PVI settings Information Brief*

Target Audience:

All PVI early years practitioners

Description:

An information brief that looks in detail at tools and resources available to early years setting to support with the 'graduated approach' to SEND.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support them to gather the assess, plan, do, review process to record the child's SEND needs

Impact Statement -staff:

Will have a far deeper understanding of how use the RBG SEND paperwork

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities

Course title: *Early Years PVI Referral pathways Information Brief*

Target Audience:

All PVI early years practitioners

Description:

An information brief that looks in detail at the early years' referral pathways, which, how, and what next.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to make appropriate and timely referrals.

Impact Statement -staff:

Will have a far deeper understanding of how to make appropriate early years referrals

Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities

Course title: *Small Talk cards; Bean bag game, What's under the cloth, Brick in the Tube*

Target Audience:

All PVI early years practitioners

Description:

A demonstration on a number of activities to support children's language/ attention.

Impact Statement -pupil:

Will be supported by informed Practitioners who have a clear understanding and the skills to support them to deliver interventions to support the child' language development.

Impact Statement -staff:

Will have a far deeper understanding of how to deliver programs of support regarding language development

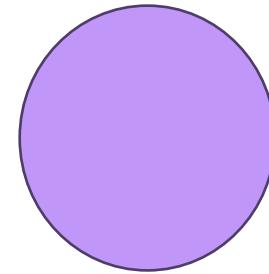
Impact Statement –establishment:

Will have staff that have a greater understanding of best practice in relation to children with Special Educational Needs and Disabilities



Costs and Payment

Costs & Payment

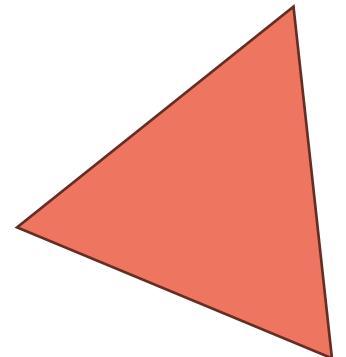
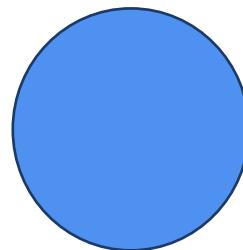


Where there is a charge for any course, this is clearly marked.

“Course” includes training, briefings, bitesize demonstrations, virtual training package, forums and networks.

Invoices will be sent out ahead of the course and will need to be paid for in advance or you will not be able to attend on the day.

Cancellation or non-attendance fees may apply.



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Costs

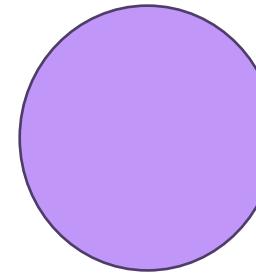
Individual practitioners

Training course	Cost
Standard training session (see EYIS Training brochure)	£30.00 per person

Setting based 'group' training- standard training session (see EYIS Training brochure)

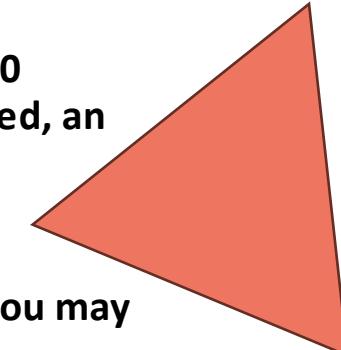
Group size	Cost
Up to 5 staff	£ 150.00
Up to 10 staff	£ 225.00
Up to 20 staff	£ 450.00
20+ staff	£ 600.00

Cancellation Policy



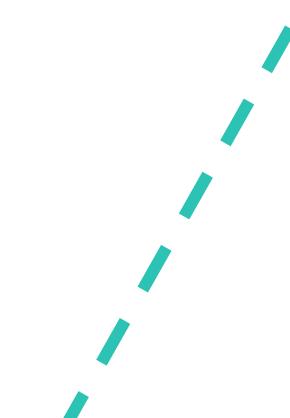
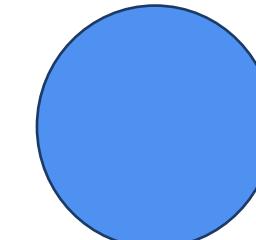
We understand that unforeseen circumstances may arise. However, to ensure the smooth running of our services, we kindly ask that **ALL cancellations must be made in writing via email to EYIS@royalgreenwich.gov.uk**

Cancellations must be received at least 10 working days prior to the course date. Any cancellations made less than 10 working days before the course will be charged at full cost, unless the place can be filled. If a place is successfully filled, an administrative fee may still apply.



If you are scheduled to attend a free course and you do not attend or fail to cancel within a reasonable timeframe, you may be charged an administrative fee of £10

We appreciate your understanding and cooperation in helping us deliver high-quality training experiences.





Meet the Early Years Inclusion Service ‘Training Team’

Meet the Training Team



Alison
Rabicano
Area SENCo



Antoinette
Hunte
Area SENCo



Heather
Truluck
Area SENCo



Lauren Randall
Area SENCo



Libby Eastman
Lead
Area SENCo
Targeted Needs



Nicola Hunt
Lead
Area SENCo
Complex Needs



Phil Robinson
Area SENCo



Sarah Wright
Area SENCo



Building

SEND Outreach Services at Discovery

We're delighted to welcome you to our upcoming Inclusion Training, designed to support and empower educators in creating inclusive learning environments.

Venue Highlights

Our training takes place in a well-equipped, accessible space featuring:

- ICT facilities and interactive whiteboards
- Kitchen and toilet amenities
- Full wheelchair accessibility

Support & Facilities

Participants will benefit from high-quality support throughout the session, with opportunities for discussion, collaboration, and practical learning.

Further Information

To learn more about the training and our services, please visit: [Children and young people with additional needs | Greenwich Community Directory](#)

Contact Us

If you have any questions or specific requirements, we'd love to hear from you. Please contact us at:

Telephone: 0208 921 3311

Email: EYIS@royalgreenwich.gov.uk

Address:

SEND Outreach Services
Discovery School
Battery Road
West Thamesmead
SE28 0JN

Opening times Monday- Friday 8:30 to 5:00pm

Arriving at Discovery

When a training sessions is held at our base at SEND Outreach Services, located on Battery Road, right next door to Discovery School.

Accessibility & Entry

The building is **wheelchair accessible**, with a ramp at the entrance.



On arrival, **please press the buzzer** for the admin team.



You'll be asked to **sign in** at reception and will then be directed to the training room.

Training Room Features

Newly refurbished and comfortably holds up to 30 participants

Interactive smartboard

Equipped with air conditioning for a pleasant learning environment



Includes a small kitchen—light refreshments are available for a small fee during training

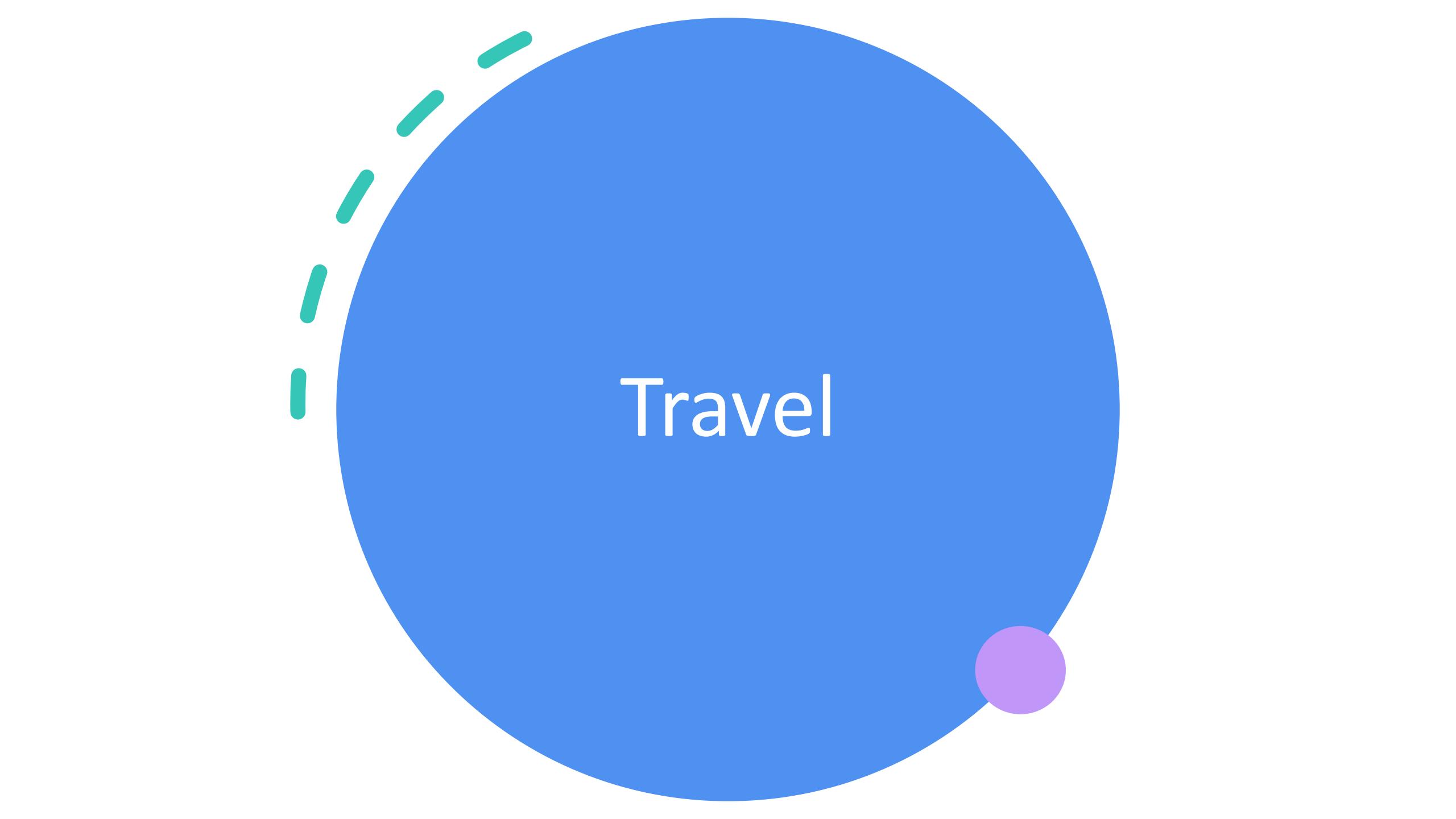


Disabled toilet facilities



Health and safety

The building and office site has a no smoking policy. Fire exits and extinguishers are kept clear and visible.



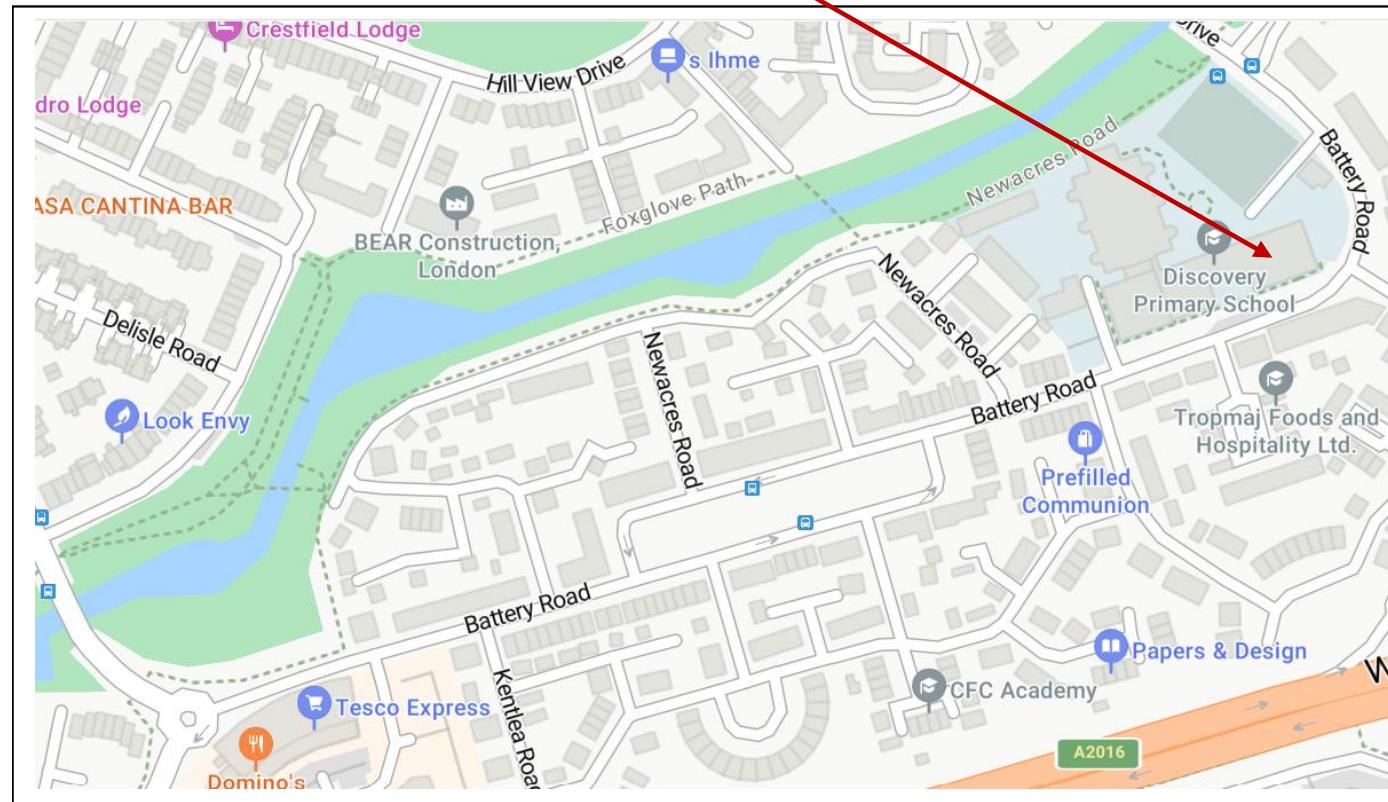
Travel



Travel information

SEND Outreach Services

Discovery School
Battery Road
West Thamesmead
London
SE28 0JN



Getting there

By Car

Please note that there is **no on-site car park**, but there is **ample free parking** available on adjacent roads nearby.

By Bus

Take **Route 380** and alight at the **New Acres Road** stop, which is a short walk from the venue.

By Rail

The nearest rail station is **Plumstead**.

By Bicycle

There is **secure bicycle storage** available at **SEND Outreach Services at Discovery**, so feel free to cycle in.



Code of Conduct

Code of Conduct

We are committed to maintaining a safe, respectful, and inclusive environment for everyone using the building. Every individual has the right to use the space free from annoyance, danger, or avoidable inconvenience caused by others.

✖ The following behaviours will not be tolerated:

- Physical violence
- Verbal abuse
- Racist abuse or attacks
- Sexual harassment
- Intrusion into other people's activities
- Excessive noise, especially if it disturbs other user groups or residents
- Blocking corridors or doorways
- Anti-social behaviour
- Disregard for safety measures



Anyone found engaging in these behaviours may be asked to leave the premises and could be barred from future use.

Damage

The centre accepts no liability for the loss or damage to any equipment or personal belongings brought onto the property by you.



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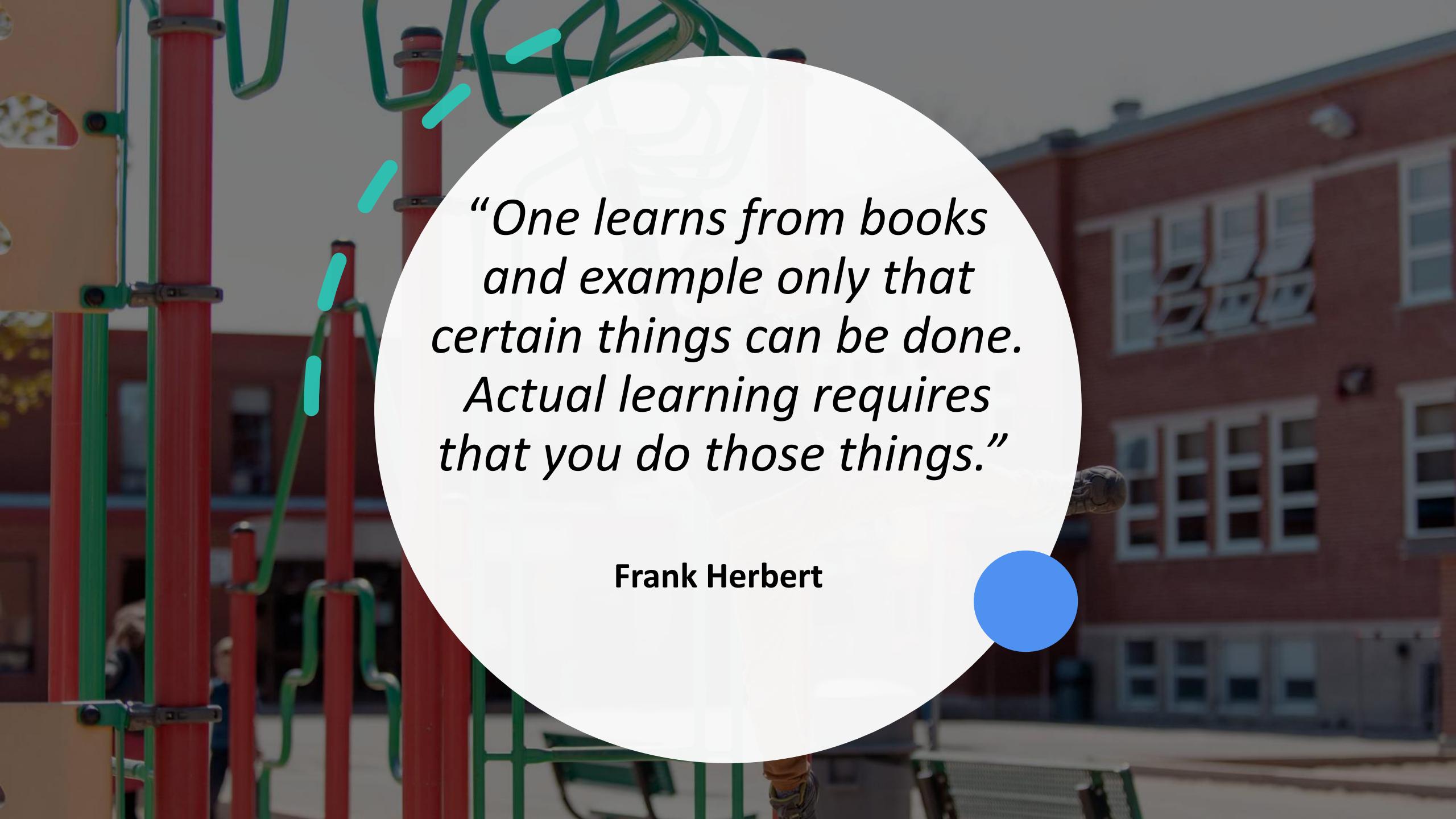


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Booking an individual place or training package for your setting



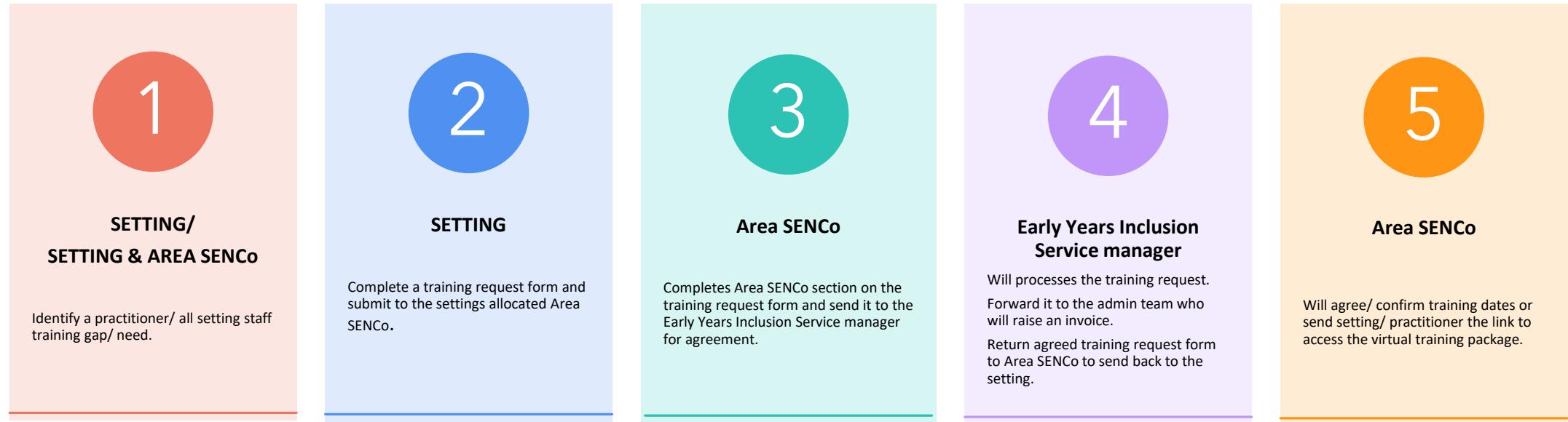
*“One learns from books
and example only that
certain things can be done.
Actual learning requires
that you do those things.”*

Frank Herbert



Request Form

Usual process for submitting a ‘Training Request’



LINK: [Early Years Inclusion Service - PVI Training Request form and Training Service Level Agreement](#)

Please note this document may save to/ open in your downloads



By completing the Training request form the setting are agreeing to provide:

- A commitment to send practitioners on the training or if being delivered as a whole setting inset that all staff are present and prepared to attend the whole session.
- Enthusiastic professionals who are willing to engage fully in the training, work collaboratively and complete any requested homework.
- A commitment from the setting that the 'learning' from the training is implemented within the settings 'inclusive good practise'.
- The manager/ setting SENCo to ensure they monitor the impact of the training for practitioners and children.



By agreeing the training, the Early Years Inclusion Service to provide:

- Support to the setting manager/ SENCo in monitoring the quality and on-going impact of this training during telephone consultations, email or possible subsequent visits, including using any standardised monitoring forms with the staff team

The Benefits of Continuing Professional Development (CPD) in SEND Practice

Continuing Professional Development (CPD) is essential for practitioners working with children who have Special Educational Needs and Disabilities (SEND).

It ensures that professionals remain informed, skilled, and confident in delivering inclusive, high-quality education and care.

There are several benefits of CPD for both children and practitioners, highlighting its impact on outcomes, practice, and professional growth.



The Benefits for Children

1. Improved Learning and Development Outcomes

CPD equips practitioners with evidence-based strategies to support diverse learning needs.

Early identification and intervention are enhanced, reducing barriers to progress.

Children benefit from tailored approaches that promote cognitive, social, and emotional development.

2. Inclusive and Supportive Environments

Training fosters inclusive practices, ensuring children with SEND feel valued and respected.

Practitioners learn to adapt environments and resources to meet individual needs.

Inclusion reduces isolation and promotes positive peer relationships.

3. Consistency and Stability

Skilled practitioners provide consistent, high-quality support across settings.

Consistency reduces anxiety for children and promotes emotional well-being.

Stability in practice helps children build trust and confidence



The Benefits for Practitioners

1. Enhanced Confidence and Competence

- CPD builds practitioner confidence in managing complex needs.
- Training in specialist techniques (e.g., communication aids, sensory strategies) improves competence.
- Practitioners feel empowered to make informed decisions.

2. Up-to-Date Knowledge

- CPD ensures practitioners remain current with legislation, policies, and best practices.
- Exposure to new research and innovative approaches enhances effectiveness.
- Knowledge of assistive technologies and adaptive methods improves accessibility.

3. Collaborative Practice

- CPD often includes opportunities for networking and sharing expertise.
- Collaboration fosters a culture of learning and problem-solving.
- Multi-agency working is strengthened, benefiting holistic support for children.

4. Career Development and Job Satisfaction

- CPD supports career progression and specialization in SEND.
- Professional growth leads to increased motivation and retention.
- Recognition of expertise enhances practitioner well-being and confidence.

5. Reflective Practice

- CPD encourages practitioners to evaluate and improve their own practice.
- Reflection leads to continuous improvement and better outcomes for children.
- Practitioners develop resilience and adaptability in challenging situations



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“Continuous Professional Development in SEND-specific practice is a vital investment in both children’s futures and practitioners’ professional growth.

By prioritizing ongoing learning, settings can ensure inclusive, effective, and responsive provision that meets the diverse needs of all learners.”