Course bookings
To apply for a course, please submit your booking directly by email and send it to earlyyearstraining@hounslow.gov.uk with the following information for approval:

- Course Title
- Course Date
- Time
- Full Name
- Job Title
- Full name of setting or workplace
- Correspondence Address
- Setting Email Address
- Work Telephone Number
- If applicable – any Disability/Requirement

Bookings can be made by individual practitioners or by setting managers. We request that all applicants check the target group for each course prior to applying to ensure the course is relevant to them.

Bookings should be made at least two weeks before the course date as organisers will be deciding on course viability at that time.

In order to ensure that the courses remain cost effective, please be aware that lunch will not be provided.

Charges and payments
The cost of each course is shown on the course description page. When you have submitted your booking, please forward your payment via cheque made payable to ‘London Borough of Hounslow’ to the training team at the address provided. Alternatively, you can make your payment over the phone. Once your booking has been made, you will be sent a confirmation via email.

Cancellations
Applicants who have been approved for a place on a course can cancel their place two weeks before the course date without charge. After this date course charges are non-refundable. Cancellations on courses can only be accepted via email to:
earlyyearstraining@hounslow.gov.uk

Cancellations will not be accepted by phone as evidence of cancelling your place is required to avoid charges being made.

Training team
Early Years and Childcare Services
Children’s and Adults’ Services
Civic Centre
Lampton Road
Hounslow TW3 4DN
Tel: 020 8583 2735
Email: earlyyearstraining@hounslow.gov.uk
## Contents

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<td>Sat 9 and 16 January 2016</td>
<td>9am - 5pm</td>
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<td>Female Genital Mutilation - Prevention &amp; Protection</td>
<td>Tues 12 January 2016</td>
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<td>Facilitator: LSCB Training Group</td>
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<td>Sat 23 January 2016</td>
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Early Years First Aid - Paediatric

Target audience
Early Years practitioners

Course outline
This paediatric first aid course meets the requirements of the Early Years foundation stage statutory framework.
The course focuses on emergency scenarios that are faced by professionals, including teachers, au pairs and playgroup leaders, looking after young children.
It meets Ofsted requirements for registered childminders and the requirements for nannies under the Approved Carers Scheme. It can also be used as evidence for employees working towards an NVQ in Childcare and Education.

Course content
The course covers how to deal with accidents and emergencies involving young children.
- First aid kit
- Action planning
- Treatment of an unconscious casualty
- Resuscitation
- Choking
- Asthma and diabetic emergencies
- Head injuries
- Seizures
- Bleeding
- Burns
- Sprains, strains and fractures
- Poisoning, bites and stings
- Foreign objects
- Childhood conditions (e.g. measles, meningitis, croup).

Course duration: 12 hours
Assessment and certification: Continuous assessment by trainer

Course details

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<td>Cost:</td>
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<td>St John Ambulance</td>
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Female Genital Mutilation - Prevention and protection

FGM is an issue at all stages of life. It affects girls from birth, during infancy, pre puberty, puberty and for adult women FGM has an impact during child bearing years and also later in life. This course will be of significant interest and importance for early year’s settings, primary, secondary schools and colleges, police, health professionals, EIS workers and social workers.

FGM has been an active concern of various services and professionals in Hounslow for many years. In 2014 Community Safety Partnerships and the SCB collaborated to commission a service from FORWARD; the leading UK organisation combating FGM. FORWARD will be challenging the practice of FGM in Hounslow by educating practicing communities and raising awareness through professional learning and development; hence the provision of this important course.

Course aims
The course will enable participants to:-
• Understand the social and cultural context of FGM in the UK today.
• Appreciate the current legal and policy position and challenges.
• Respond appropriately to women affected by FGM and to at risk girls.

Course content
• Basics of FGM.
• Prevalence.
• Health Consequences.
• Safeguarding children and young people.

Facilitator
Mrs. Yvette Robbin-Coker has a background in higher education and has worked extensively in Sierra Leone and The Gambia. She then went into development work in Banjul, The Gambia and shared her expertise working with various organisations including Forum for African Women’s Educationalist Young Women’s Christian Association YWCA and The African Centre for Democracy and Human Rights Studies (ACDHRS).

Currently, Yvette is working in the UK as Training and Development Coordinator for FORWARD. She has been instrumental in developing accredited courses from Open College Network London for professionals and other frontline staffing responding to and aiming to eradicate the practice of Female Genital Mutilation.

Course details

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<td>Tuesday 12 January 2016</td>
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<td>Monday 22 February 2016</td>
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<td>Wednesday 23 March 2016</td>
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Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth, TW7 6RU

Cost: £15 per delegate (childminders, day nurseries & playgroups, voluntary run EDC)

Facilitator: Yvette Robbin-Coker
Becoming a Setting SENCO - Session 1: Roles and Responsibilities in the Setting

Target audience
- SENCOs in PVI settings that have not completed the Hounslow SENCO training
- Early Years Practitioners who are new to the SENCO role
- Early Years Practitioners who are going to be taking on the role of SENCO in their setting
- SENCOs who need to refresh their knowledge in this particular area/subject

Course outcomes
Practitioners will have increased -
- insight into the role and responsibilities of the setting SENCO
- knowledge of how your setting’s policy should relate to ethos and practice within your setting
- understanding of SEN systems and procedures
- knowledge of Hounslow systems that support settings with SEN/Inclusion
- knowledge of the Supporting Inclusive Practice monitoring visit and how this supports the development of inclusive practice within their setting
- knowledge of further training via the EYDCP calendar to support them in their SENCO role

Course outline
This course will provide a clear overview of the different roles and responsibilities they will be expected to undertake in the capacity of a setting SENCO.

N.B. This course is part of a group of five sessions and practitioners are advised to attend all five sessions.

Course objectives
This session will focus on the day to day role of the setting SENCO. It will give SENCOs the opportunity to consider the systems and procedures for SEN in their settings in relation to policy, admissions and the use of the SEN Support Register. The session will also provide information on Hounslow specific resources to support the inclusion of children including the use of the Hounslow SEN/Inclusion Folder and systems for Inclusion Funding. Time will also be given to looking at transition procedures and the Supporting Inclusive Practice Review process. The session will also signpost setting SENCOs to other relevant training available to support SEN/Inclusion.

Course details
Date: Thursday 14 January 2016
Time: 1pm – 4pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £15 per delegate (day nurseries, playgroups, voluntary run EDC)
Facilitator: Early Years SEN Advisory Team
Becoming a Setting SENCO - Session 2: The Wider Context

Target audience
• SENCOs in PVI settings that have not completed the Hounslow SENCO training
• Early Years Practitioners who are new to the SENCO role
• Early Years Practitioners who are going to be taking on the role of SENCO in their setting
• SENCOs who need to refresh their knowledge in this particular area/subject

Course outline
This course will provide information on the relevant legislation that a setting SENCO will need to be aware of in order to ensure that the systems and procedures for SEND and inclusion in their setting adhere to statutory requirements and duties. It will also support them in their understanding of the Hounslow SEN framework.

N.B. This course is part of a group of five sessions and practitioners are advised to attend all five sessions.

Course objectives
This session will focus on the SEN and Disability Code of Practice 0 – 25 years 2014, the Equality Act 2010 and the Hounslow SEN framework. The session will enable practitioners to develop knowledge and understanding of the duties and implications on Early Years Settings of the SEN and Disability Code of Practice 2014 and the Equality Act 2010. The session will cover the statutory obligations of settings to meet the needs of children with SEN and Disability. There will also be a focus on the Hounslow SEN framework.

Course outcomes
Practitioners will have increased ~
• knowledge and understanding of the SEN and Disability Code of Practice 2014 and the statutory requirements within this for their setting
• understanding of the role of the SENCO as outlined within the SEN and Disability Code of Practice
• understanding of the statutory duty within the Equality Act 2010 on Early Years settings and will have a clearer understanding of their role in promoting anti discriminatory practices
• clarity on the Hounslow Local Offer and how this will relate to their setting
• clarity on the Hounslow SEN framework including the roles and support available to settings via the Early Years SEN Advisory Team
• knowledge of how to complete an Early Help Hounslow referral requesting the support of the Early Years SEN Advisory Teacher

Course details
Date: Thursday 21 January 2016
Time: 1pm – 4pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £15 per delegate (day nurseries, playgroups, voluntary run EDC)
Facilitator: Early Years SEN Advisory Team
Becoming a Setting SENCO - Session 3: Early Identification and Intervention

**Target audience**

- SENCOs in PVI settings that have not completed the Hounslow SENCO training
- Early Years Practitioners who are new to the SENCO role
- Early Years Practitioners who are going to be taking on the role of SENCO in their setting
- SENCOs who need to refresh their knowledge in this particular area/subject

**Course outline**

This course will support SENCOs with understanding the importance of early identification and give examples of effective systems and different assessment tools that can be used to support with this task. The session will then consider the link between early identification and intervention and give suggestions on some strategies and resources that can be used in your setting to support early intervention.

**N.B. This course is part of a group of five sessions and practitioners are advised to attend all five sessions.**

**Course objectives**

This session will focus on exploring how early identification and intervention can improve outcomes for children identified with additional needs. The aim will be to give examples of the type of activities that can support early identification including partnership working with parents and liaison with external professionals. Time will be given to considering how your setting’s admissions/registration systems can support early identification along with the use of the two year progress check, and development tools and checklists. SENCOs will also be provided with examples of strategies and resources to support early intervention.

**Course outcomes**

Practitioners will have increased ~

- knowledge and understanding of how effective early identification and intervention can improve outcomes for children identified with additional needs
- knowledge of how effective admissions/registration systems in their setting can support early identification
- understanding of how to use the two year progress check to support early identification
- knowledge of a range of resources and tools to support early identification
- awareness of a range of strategies and resources that they can use within their setting to support early intervention and promote inclusion
- understanding of how to demonstrate support and evidence progress for children identified with additional needs

**Course details**

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<td>Facilitator:</td>
<td>Early Years SEN Advisory Team</td>
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Please click this bar to return to the contents section
Becoming a Setting SENCO - Session 4: Partnership Working

Target audience
- SENCOs in PVI settings that have not completed the Hounslow SENCO training
- Early Years Practitioners who are new to the SENCO role
- Early Years Practitioners who are going to be taking on the role of SENCO in their setting
- SENCOs who need to refresh their knowledge in this particular area/subject

Course outline
This course will provide information on the statutory duties for partnership working. The session will also consider the importance of the SENCO’s role in being able to communicate with a range of people including colleagues within their setting, parents and outside agencies/professionals.

N.B. This course is part of a group of five sessions and practitioners are advised to attend all five sessions.

Course objectives
This session will focus on the principles of partnership working, in particular, developing partnerships with parents as well as outside agencies. It will aim to support the SENCOs in their role by helping them to consider the communication systems they have within their setting. It will also provide information on different services available within Hounslow including Education, Health, Social Care and voluntary services. The topic of confidentiality and sharing of information will be explored. Finally the session will look at the requirements in relation to transition for children with additional needs, both within and between settings and schools.

Course outcomes
Practitioners will have increased ~
- knowledge and understanding of the principles of partnership working
- understanding of developing partnerships within the setting, supporting practitioners in developing inclusive SEN practices through working with Inclusion support workers and keyworkers
- understanding of partnership working with parents and the impact of SEN and Disability on families and parents
- knowledge of Hounslow processes for partnership working including Early Help Hounslow referral systems
- knowledge of the range of supporting agencies within Hounslow
- knowledge of Hounslow processes for partnership working with health agencies such as the Child Development Team and therapy services
- understanding of the importance of effective transition procedures for children identified with SEND

Course details
Date: Thursday 4 February 2016
Time: 1pm – 4pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £15 per delegate (day nurseries, playgroups, voluntary run EDC)
Facilitator: Early Years SEN Advisory Team
Becoming a Setting SENCO - Session 5: Statutory Assessment Processes

Target audience
- SENCOs in PVI settings that have not completed the Hounslow SENCO training
- Early Years Practitioners who are new to the SENCO role
- Early Years Practitioners who are going to be taking on the role of SENCO in their setting
- SENCOs who need to refresh their knowledge in this particular area/subject

Course outline
This fifth session will focus on the section within the SEND Code of Practice 0 – 25 years that relates to carrying out a needs assessment towards an Education, Health & Care Plan (EHC Plan). We will explore the systems and timelines for this process in Hounslow and examine the documents that you will be required to complete as part of this process.

N.B. This course is part of a group of five sessions and practitioners are advised to attend all five sessions.

Course objectives
This session will focus on next steps that a setting may need to consider when a child in their setting has significant SEND and requires support beyond SEN Support. This will include considering statutory assessment processes within the wider context of SEND legislation and also developing understanding of the systems within Hounslow. There will be an examination of the documents related to this process with guidance given on what information and detail needs to be included in completion of these forms.

Course outcomes
Practitioners will have increased -
- knowledge and understanding of the processes involved in Statutory Assessment that may lead to an EHC Plan
- knowledge and understanding of timescales involved in this process
- understanding of systems in Hounslow relating to Statutory Assessment processes including thresholds and related documents/forms
- knowledge and understanding of the purpose of the Hounslow Pre School & Foundation Panel
- confidence in completing SAU5 Statutory Assessment request paperwork
- confidence in completing Assessment Reports
- understanding of the difference between funding streams used for SEN Support and EHC Plans

Course details
Date: Thursday 11 February 2016
Time: 1pm – 4pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £15 per delegate
Facilitator: Early Years SEN Advisory Team

(day nurseries, playgroups, voluntary run EDC)
Supporting Children with Attention & Listening Difficulties

Target audience
Setting SENCOs, Inclusion Support workers and Early Years Practitioners.

Course outline
The purpose of this course is to provide practitioners with practical ways to support and develop attention and listening skills, in young children. It will include modelling of small group and individual attention and listening activities.

Course objectives
• to understand how attention and listening skills develop in young children and ways to promote good attention and listening skills
• to support practitioners in identifying links with the EYFS
• to provide strategies and activities to develop attention and listening skills with small groups and individual children
• to demonstrate through modelling an attention and listening session for a small group of children
• to build confidence in practitioners to be able to run their own attention and listening group within their setting

Course outcomes
Practitioners will have increased ~
• knowledge and understanding of how attention and listening skills develop in young children
• understanding of how to identify links to the EYFS
• confidence to identify and use a range of strategies and interventions
• motivation and confidence to run an attention and listening group in their setting
• understanding of how to implement ISP targets relating to attention and listening

Course details
Date: Friday 15 January 2016
Time: 9.30am – 12.30pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £15 per delegate (childminders, day nurseries, playgroups)
£75 per delegate (maintained & non-maintained schools)
Facilitator: Early Years SEN Advisory Team
Foundation in Safeguarding Children

Target audience
All Early Years practitioners

Course aims
The overall aim of the day is an introduction to key concepts in child protection, recognition of abuse and neglect, and promotion of good practice in following London’s child protection procedures. On this course you will:

- Explore common attitudes that may help or hinder protection of children
- Be introduced to common indicators of abuse
- Practice making decisions about what to do if you have concerns
- Consider what might get in the way of sharing concerns
- Explore the importance of clear communication
- Explore how agencies are expected to work together and consider some of the difficulties

Course details

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<td>9.30am – 1pm</td>
<td>Civic Centre, Lampton Road, Hounslow, TW3 4DN</td>
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<tr>
<td>Monday 25 January 2016</td>
<td>9.30am – 1pm</td>
<td>Hounslow Professional Development Centre, 78 St Johns Road, Isleworth TW7 6RU</td>
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<tr>
<td>Saturday 27 February 2016</td>
<td>9.30am – 1pm</td>
<td>St Giles Hotel, Hounslow Road, Feltham TW14 9AD</td>
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Cost: £15 per delegate (childminders, day nurseries, playgroups, voluntary run EDC)

Facilitator: Janet Johnson
Recognising and responding to familial child sexual abuse

**Target audience**

The child protection lead in schools and other settings, school nurses and other health professionals including sexual health services, pharmacists, GPs, Early Intervention Service, Youth Service, Children’s Centre Managers, Police Officers, Social Workers.

In common with other areas of the country in Hounslow the number of children coming to notice and being made subject of child protection plans due to sexual abuse concerns has significantly declined. The reasons for this national decline are at this time not known but Hounslow LSCB considers it a priority to maintain a focus on sexual abuse within the family and support development of necessary knowledge and skill to respond to such concerns at a local level.

Child sexual abuse is a particularly complex area of practice because unlike other forms of abuse it takes place in a world of secrecy. This makes it challenging for professionals to know it is happening and to intervene to protect the child or young person. This one day course offers teaching about familial child sexual abuse and explores some lessons to be learned from a Hounslow serious case review. The overall aim is to assist in the development of skills and knowledge when practicing with the complexity of child sexual abuse.

**The aims of this course are to enable participants to:**

- Develop a knowledge base of sexual abuse, based on studies, research and effective practice.
- Consider how perpetrators operate and how they create the dynamics for their abuse.
- Understand the non-abusing carers response to a suspicion or discovery of their child’s abuse.
- Understand why children and young people have difficulty disclosing their abuse and the impact of sexual abuse on children and young people.
- Consider and plan how to intervene and assess children who have or may have been sexually abused.
- Consider how labeling and perceptions of older children and young people may inhibit professional recognition of abuse including a serious case review in Hounslow.

**Facilitator**

Janet Lee is a qualified social worker with practice and management experience spanning over 30 years. She is now a very experienced trainer and consultant with a recognised reputation in London for delivering courses that are complex and analytical. She has a considerable knowledge and practice base in protecting children from sexual abuse. Her experience is demonstrated in her courses.

**Course details**

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<td>Tuesday 19 January</td>
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<td>Friday 18 March</td>
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**Venue:**

Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU

**Cost:** £15 per delegate (childminders, day nurseries, playgroups, voluntary run EDC)

**Facilitator:** Janet Lee
Risk Assessment in Childcare Services

Target audience
Managers & Deputies. Anyone responsible to conduct risk assessments

Course aim
The overall aim is for the candidate to acquire knowledge and to improve their competency in carrying out general risk assessments under the Management of Health and Safety at work regulations 1999.

Candidates can complete practical exercises on the course.

Course content
• Relevant Health and Safety legislation
• Hazard Identification and Risk Rating
• Risk Assessment
• Control Measures
• Example Risk Assessment Formats
• Practical Hazard Spotting

Objectives
By the end of the course the candidates will be able to: -
• Understand the broad outline of relevant health and safety legislation
• Recognise hazards associated with the working environment
• Apply the principles of risk assessment to the work activities
• Carry out generic risk assessments using a standard format

Candidates should have a general knowledge of general health and safety matters prior to taking this course.

Course details
Date: Wednesday 20 January 2016
Time: 6pm – 8.30pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £30 per delegate (day nurseries, playgroups, voluntary run EDC)
£75 per delegate (maintained & non maintained schools)
Facilitator: SME Health & Safety
Early Help Assessment

Target audience
Anybody who works with children pre-birth to 19 years, and professionals from Adult Services where children may be affected by their parent’s or carer’s situation such as mental illness, substance misuse, housing etc. All professionals and agencies should have an understanding of early help assessment (EHA). It is recommended that at least 2 members of staff from every setting/agency should have full training on EHA.

This course is a particular SCB priority. It is provided to develop essential ongoing learning from the introductory level. Our series of priority courses fulfill requirements for refresher or update training for health and education colleagues.

Effective early help for children is a priority for Hounslow SCB and for Local Authority children’s services. The overall aim of early help is to ensure children, young people and their families “receive the right help, at the right time, with the right people”.

The expectation is that a minimum of two people in each relevant setting attend this course. The course aims to ensure participants are able to:

- Engage families in accepting an offer of early help.
- Identify when early help assessment is appropriate.
- Appreciate how the assessment supports children young people and families.
- Be more confident initiating and completing the assessment.
- Put action plans into practice.
- Understand roles and responsibilities of TAC/TAF* meetings and members. (*team around the child/family).

The training will:

- Guide you through the entire process.
- Overview principles and benefits and allow you to complete an assessment.
- Explain the rationale of having a single referral form to request support to achieve positive outcomes rather than requests for a particular service.
- Discuss low, medium and high risk of need.
- Explain benefits of TAC/TAF meetings and how they are structured.

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Cost: £15 per delegate (day nurseries, playgroups, voluntary run EDC)

Facilitator: Hounslow Early Help Team
Core groups and child protection plans workshop

Target audience
Social workers represent the lead agency in child protection and they have the statutory authority to legitimately expect other agencies to take an active role in child protection planning and the work of core groups. It is essential that all relevant professionals understand the proper role and function of core group work. This course is aimed at social workers and colleagues from all agencies including adult services who may attend child protection case conferences and/or become a core group member.

This an SCB priority course provided to develop essential ongoing learning from the introductory level. The series of priority courses fulfill requirements for refresher or update training for health and education colleagues.

Children’s services are working to improve the quality and effectiveness of core group work and child protection plans in the borough. This course is part of this important initiative to drive effective multi agency work with children and their parents when children are deemed at risk of significant harm.

The aim of the course is to ensure participants:–

• Appreciate their role in child protection case conferences and are aware of expectations within child protection procedures.
• Know about local drives to improve the quality of multi-agency core group work.
• Understand the extent of their responsibility for ongoing assessment.
• Understand the extent of their responsibility for developing the child protection plan.
• Understand the extent of their responsibility for putting the plan into practice and evaluating its effectiveness.
• Know how to deal effectively if concern arises about implementing child protection plans.

Learning objectives
The workshop uses discussion and case material to explore and clarify the proper purpose of quality child protection work in core groups and will offer you some practical ways to improve core groups in protecting children and promoting their long term welfare.

Course details
Date: Friday 22 January 2016
Time 9.30am – 1pm
Date Monday 7 March 2016
Time 9.30am – 1pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £15 per delegate (day nurseries, playgroups, voluntary run EDC)
Facilitator: LSCB Training Group
CIEH Level 2 Award in Food Safety in Catering

The CIEH Level 2 Award in Food Safety in Catering has now replaced the CIEH Foundation Certificate in Food Hygiene. This qualification has been developed to address the new national occupational standards in food safety and the recent changes in food safety legislation.

The duration is one day and successful candidates will receive a Chartered Institute of Environmental Health certificate. Each candidate also receives a food hygiene workbook.

Course aims
The course aim is to introduce the essentials of food hygiene and the causes and prevention of food poisoning. This will then enable delegates to meet the requirements of the Food Safety Act 1990, Food Safety Regulations 1995 and the HACCP regulations 2006.

The course is aimed at all individuals who handle food and drink as part of their everyday or occasional working practices. This would include proprietors, managers and supervisors.

Course content
- General introduction and ‘What’s in the News’
- Symptoms and main causes of food poisoning
- Bacteriology
- Prevention of contamination
- Personal hygiene standards
- Premises, equipment and pest control
- Cleaning and disinfection
- EU and UK legislation and HACCP

Objectives
By the end of the programme, the candidate will be able to:
- Identify the need for basic food hygiene training
- Identify the symptoms and main causes of food poisoning
- Understand the characteristics of bacteria and their potential to cause disease
- Understand methods of preventing food poisoning
- Understand the need for a high standard of personal hygiene
- Recognise the need for high levels of hygiene in the workplace
- Understand the need for high levels of cleanliness in food premises
- Have a basic understanding of the Food Safety Act 1990

Examination information
There is a short multiple-choice test at the end of the course. Candidates are required to correctly answer 20 out of 30 questions in order to achieve a Chartered Institute of Environmental Health Level 2 Certificate in Food Safety.

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<tr>
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<td>Ramada Hounslow, 8-10 Lampton Road, Hounslow TW3 1JL</td>
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<td>Saturday 12 March 2016</td>
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Cost:
- £40 per delegate (childminders, day nurseries, playgroups, voluntary run EDC)
- £115 per delegate (maintained & non-maintained schools)

Facilitator: Armadillo Training
Positive Interaction - Developing Play and Talk through Positive Interactions

Target audience
All Early Years practitioners

Course aims
- Increase knowledge and understanding of how communication develops from birth
- Communicate key positive interaction strategies and ideas which can be used in planning and in the setting when playing and talking with children
- Show how key interaction strategies can be used at generic times such as song and rhyme, story, outdoor play or mealtimes and clearly identify how it can help children develop and practise their communication skills
- Reflect on what is already happening in settings to support communication development and identify an area that could be improved

Course outline
An informative interactive one-day course covers:

How does communication develop in the early years and why is it the 21st century life skill?
A practical and informative discussion looking at how language develops from birth and why being able to communicate plays such a vital role in all areas of learning and development.

Using a mixture of practical resources and video, the morning session gives a thorough understanding of the stages of development in the 4 key areas of communication: listening and attention, understanding of language, expressive language and social skills.

What can we do to support communication development?
Exploring the vital role of the practitioner in giving children the opportunity to communicate, we will look at videos to help see how the detail of what we say and do when playing with children can make a huge and exciting difference to the quality of their learning.
Sharing key strategies and ideas for songs, rhymes and games, practitioners will be given the opportunity to reflect and then identify a key area for development in their own practise, taking home both the theory and ideas from the course to develop the quality of practitioner/child interactions in their settings.

Course details

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Cost: £15 per delegate (day nurseries, playgroups)
£115 per delegate (maintained & non-maintained schools)

Facilitator: Bhavna Acharya & Debbie Brace
Letter and Sounds – Phase 1
A Musical Approach

Target audience
Early Years practitioners

Course outline
During the day we will look at each aspect of phase one and learn new songs and activities to fulfil the requirements. We will also look at easy ways to improve the music making that practitioners are already doing. We will explore the many other benefits of making music including language acquisition and developing communication skills.

The course will
• Build a repertoire of songs and musical skills with reference to each aspect of Phase One in the Letters and Sounds document
• Boost participants general ability and confidence in all their musical activities
• Teach how to extend the songs and games people already know and how to improve performance and enjoyment
• Give lots of simple ideas about how to use instruments in music sessions
• Remind people how much fun can be had with music

People who have been on Steve’s courses before will be familiar with his CD/booklet ‘Bright Sparks’ or ‘Tiny Sparks’ full of lively tried and tested songs for singing with young children. Each participant will be sent a copy to take back to their setting.

Course details
Date: Saturday 6 February 2016
Time: 9.30am – 3.30pm
Venue: St Giles Hotel, Hounslow Road, Feltham TW14 9AD
Cost: £15 per delegate (childminders, day nurseries, playgroups)
     £115 per delegate (maintained & non-maintained schools)
Facilitator: Steve Grocot
Supporting early writing – a best practice guide

Target audience
All practitioners working in the Early Years Foundation Stage or Year One. Ideal course for Head Teachers, Senior leaders, Foundation Stage Team Leaders, Teachers, nursery nurses, managers, support staff.

Course outline
The first part of the course will look at early brain development, linking to the critical role of the prime areas in supporting future literacy development. Delegates will learn to recognise deep level learning and feel confident to explain how this links to all areas of learning.

The course will show how to make your environment truly enabling, with particular focus on the outdoors. Gain great ideas for storage and resourcing to ensure your outdoor area delivers wonderful opportunities to inspire talk, support physical development and given children confidence – all the pre-requisites needed to support writing! Within this environment, the course will show delegates how the role of the practitioner is critical in exploiting teachable moments to elicit all learning opportunities.

The second part of the day will be spent looking at specific techniques and ideas that have been shown to deliver outstanding results. Some speech and language techniques will be introduced, including Makaton and cued articulation. Links between gross motor development and fine motor skills will be explained with ideas for the progress in both. There will also be a detailed explanation of ‘scribing’ (including story scribing) and all the benefits this can bring – especially in relation to boys’ writing.

The course will include numerous videos, photos, practical ideas, time for discussion and questions.

Course objectives
Delegates will gain
• A clear understanding of early brain development and why the prime areas are so critical
• Confidence to recognise deep-level learning
• Simple, realistic and manageable ideas for the development of a truly enabling environment
• An introduction to some speech and language techniques
• Many practical ideas for ways to entice children to want to write
• Confidence that their children will make outstanding progress in all areas of learning – including writing!!

Course details
Date: Monday 8 February 2016
Time: 9.30am – 3.30pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £115 per delegate (maintained & non-maintained schools)
Facilitator: Anna Ephgrave
**Writing ISP’s – Individual Support Plans – Setting and Reviewing Individual Targets**

**Target audience**
The training is aimed at SENCo/ Early Years Practitioners who are involved in supporting children with additional needs.

The session aims to cover:

**Course outline**
The concept and purpose of the ISP and individual target setting are explained and demonstrated.

Practitioners are given the opportunity to discuss and engage in the target setting process through a range of shared activities.

**Course objectives**
- To share information on the purpose of writing ISP targets
- To share information on the purpose and content of writing ISPs
- To support practitioners in identifying and writing appropriate targets.
- To be familiar with those with whom to share the process of writing an ISP
- To demonstrate, through modelling the ISP process,
- To build confidence in practitioners to be able to create and implement their own ISPs.

**Course outcomes**
- To be familiar with the processes involved in writing ISPs
- To know who should be involved in the ISP process
- To understand how the ISP works in practise
- To be able to write simple and effective targets.

Practitioners will have increased:
- Knowledge of how to effectively support children with additional needs in a way that is either ‘different from’ or ‘additional to’ the shared curriculum
- Understanding of the ISP review process
- Awareness of the importance of working in partnership with parents and carers.
- Confidence in producing ISPs for children in their settings

**Course details**

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<td>Time:</td>
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<tr>
<td>Cost:</td>
<td>£15 per delegate (day nurseries, playgroups)</td>
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<tr>
<td>Facilitator</td>
<td>Early Years SEN Advisory Team</td>
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</tbody>
</table>
Domestic Violence. Effective protection of women and children
M.A.R.A.C. Multi-Agency Risk Assessment Conference

This is an SCB priority course provided to develop essential ongoing learning from the introductory level. The series of priority courses fulfill requirements for refresher or update training for health and education colleagues.

Domestic violence is a leading cause of significant harm to women children and young people and tackling it is a priority for the SCB. We consider it vital that Hounslow professionals engage effectively with M.A.R.A.C. This course is provided at the request of M.A.R.A.C. to support its effective operation in Hounslow in maximising sharing of information and inter agency safety planning in high risk domestic violence situations.

The aims of this course are to:

- Ensure participants appreciate the purpose and role of M.A.R.A.C.
- Increase the proper use of MARAC in Hounslow.
- Ensure participants appreciate the contribution M.A.R.A.C. can make to the safety of adult victims of domestic abuse and their children.
- Ensure participants know when and how to make MARAC referrals.

About M.A.R.A.C.

Multi-Agency Risk Assessment Conferences are regular local meetings where information about high risk domestic abuse victims (those at risk of murder or serious harm) is shared between local agencies. By bringing all agencies together at a M.A.R.A.C. and ensuring that whenever possible the voice of the victim is represented by the IDVA, a risk focused, co-ordinated safety plan can be drawn up to support the victim.

M.A.R.A.C. can help engage clients who don’t engage with services by involving other agencies, such as the IDVA (Independent Domestic Violence Advisors) service or specialist domestic violence services, to work with the victim.

Course details

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<td>Hounslow M.A.R.A.C.</td>
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Being Active Matters - A Physical Literacy/Physical Development Programme for Early Years

Target audience
Early Years Practitioners.

Course outline
Physical literacy is designed to interpret and support the UK Physical Activity Guidelines and support the revised Early Years Foundation Stage Framework 2012. In this physical development is one of the three prime areas. The ‘Being Active Matters’ programme will cover the following areas through training and workshops looking at:

• How much physical activity the children do each day and what form this takes. With practical suggestions for promoting more physical activity in the early years
• How to use the physical development requirements to construct a physical literacy map of what to do in Early Years settings
• How to create positive environments (indoors and outdoors) that are attractive, challenging and safe
• How to generate more daily physical activity in your setting
• Working with parents

By creating more opportunities to be physically active and reduce sedentary behaviour on a daily basis at this age, health and emotional well-being issues can be tackled realistically.

Course details
Date: Wednesday 10 February 2016
Time: 9.30am – 3.30pm
Venue: Spring Grove House, West Thames College, London Road, Isleworth TW7 4HS
Cost: £15 per delegate (childminders, day nurseries, playgroups, voluntary run EDC)  
£115 per delegate (maintained & non-maintained schools)
Facilitator: Kim Lambden
Introduction to safeguarding children with disabilities

Target audience
This course provides introductory learning for colleagues working with children who have special needs or disabilities and their families. Be aware that this course fulfills the same requirements as Foundation in Safeguarding Children, therefore please do not attend both courses. The course compliments single agency induction learning or online learning by building capacity to recognise abuse or neglect, how best to respond and to understand when early help or child protection services are needed.

The SCB has a responsibility for ensuring professionals and volunteers meet their statutory responsibility to safeguard children’s welfare and safety. This includes those working for children’s services and those working for adult’s services.

This introductory course is provided to ensure relevant workers consider the increased risk of abuse and neglect for disabled children.

The aims of this introductory course are to:-

- Ensure participants appreciate their important role in safeguarding children and young people with disabilities.
- Ensure participants appreciate the continuum of safeguarding and their part in early help, preventing harm and in child protection.
- Ensure participants recognise possible signs of abuse and neglect and unmet needs in disabled children.
- Consider appropriate involvement following emerging concerns about children or their family.
- Introduce participants to some of the research indicating increased risks to disabled children.
- Enable participants to avoid potential pitfalls underlying professional failure to share information.
- Introduce participants to their role in child protection case conferences, core groups and child protection plans.
- Ensure participants are aware of potential professional disagreement and take appropriate action.

Course details

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<td>Cost:</td>
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Facilitator: Janet Johnson & Mary Donoghue
Making phonics

Target audience
EYFS and YR teachers

Course outline
‘Teaching reading IS rocket science’. Louisa Moats

Are you new to teaching phonics in Reception? Concerned about helping children become independent readers and writers with a love of reading and writing? This course may be for you.

This interactive and practice session will provide an overview of phonics teaching and assessment in Reception.

Teachers will consider how to:
- develop a motivating and language rich environment, inside and outside that will enable children make a speedy and secure start to mastering the alphabetic code
- review their classroom environment and consider how to maximize opportunities to use and apply phonics for meaningful reading and writing activities
- discuss assessment principles and consider best practice

Course objectives
Irrespective of the phonic scheme being used in school, teachers need to feel confident that they have the subject knowledge and skills needed to create an engaging and language rich environment for young children in Reception classes.

We will consider the pace and progression outlined in the national curriculum for phonics, reading and spelling and how we can achieve this within a motivating and language rich quality first environment.

Course details

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<td>Venue:</td>
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<tr>
<td>Cost:</td>
<td>£115 per delegate (maintained &amp; non-maintained Schools)</td>
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<tr>
<td>Facilitator:</td>
<td>Rosa Pryke</td>
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Distinguishing accidental and non-accidental injury in children

Target audience
This course is intended for specialists such as social workers, health professionals and CAIT police officers and also for all partner agencies particularly designated safeguarding leads in schools and early years settings.

This an SCB priority course provided to develop essential ongoing learning from the introductory level. The series of priority courses fulfill requirements for refresher or update training for health and education colleagues.

The LSCB recommends at least one person in all settings (e.g. the designated safeguarding lead) working with children or young people should attend this course and know how to differentiate accidental and non-accidental injuries in children.

Course outline
Differentiating accidental or deliberate injury is difficult and people are understandably unconfident about making an initial professional judgment in the absence of specialist professional guidance. This workshop uses a problem based approach to offer this guidance. The aim is to build knowledge and confidence about recognising possible non accidental injuries and support initial decision making about when to share information and seek specialist medical advice. Course aims are to:-

• Use images to ensure participants are familiar with common accidental injuries that children and young people sustain.
• Compare accidental injuries with non-accidental injuries.
• Consider why some parts of the body are more likely to be accidentally injured.
• Consider why some parts of the body are more likely to be injured non-accidentally.
• Ensure participants are clear about the action to take if concerned about a child.
• Develop participants confidence in making an initial decision about the need to take action.

Course details
Dates: Thursday 18 February 2016
Time: 9am – 12pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £15 per delegate (day nurseries, playgroups, voluntary run EDC)
Facilitator: Nirmala Sellathurai
Fire Marshal/Warden Training

Target audience
Early Years & childcare practitioners including childminders

Course outline
The Fire Marshal course is designed for those members of staff who have been given responsibility for general fire precautions for their working environment. The aim of our course is to ensure delegates understand their role and fully understand the potential dangers that exist in the workplace. Fire prevention is only achieved when the working environment is checked and maintained daily and fire safety is only achieved when all staff are made fully aware of the evacuation procedures backed by regular fire drills.

The number of fire marshals within an organisation is based on the geographical area not on how many people are working there. For instance, it should take a fire marshal no longer than one minute from when the fire alarm activates to making sure their area of responsibility has been checked and cleared and that they themselves are either on a protected staircase or outside a final fire exit.

Each area should have a fire marshal and a deputy to ensure there is always cover for holidays and sickness. The law states that the fire training has to be repeated periodically but does not state how often. The fire authorities recommend to repeat the course annually. All our courses are updated to incorporate any changes in legislation or recommendations by the fire authority. The refresher course has to contain the full elements of the Fire Marshal course therefore the duration and the course content is no different. Not to do so may require you to prove to the fire authorities why your training regime is suitable and compliant.

The areas that will be covered in this course are:
- Introduction to Regulatory Reform (Fire Safety) Order 2005
- Overview of the fire risk assessment process
- Theory of fire
- Fire spread and compartmentalisation
- The common causes of, and the prevention of fire
- Good housekeeping
- Maintaining a means of detecting fire and of raising the alarm
- Maintaining a means of escape
- The inspection and safe use of extinguishers
- What to do when a fire is discovered
- What to do after hearing the alarm
- The evacuation process, including provision for those needing assistance
- A live fire demonstration, including delegate participation (subject to a suitable area, company policy, and the trainer’s evaluation)
- The duration of the training session is three hours and all attendees are issued with detailed course notes (Fire Marshal Booklet).

Course details
- Date: Friday 26 February 2016
  Time: 9.30am – 12pm
- Date: Friday 26 February 2016
  Time: 1pm – 3.30pm
- Venue: Spring Grove House, West Thames College, London Road, Isleworth TW7 4HS
- Cost: £35 per delegate (childminders, day nurseries, playgroups, voluntary run EDC)
  £75 per delegate (maintained & non-maintained schools)
- Facilitator: Fire Training International Ltd
Letters and Sounds – Phases 1, 2 and 3

Target audience

Early Years practitioners from School nurseries and Reception

Catherine Birt, experienced teacher and consultant, is co-author of A&C Black’s ‘Singing Phonics Books 1,2 and 3. Join her in practical ideas for learning and teaching of ‘Phases 1’ as well as Phase 2 and 3 Phonics with young children.

In the morning, you will be given demonstrations from Phase 1, with opportunities to take part in songs, games and activities to aid in enhancing children’s phonic knowledge and awareness, as well as early speaking and listening skills.

In the afternoon, you will be given demonstrations from Phase 2 and 3, with further opportunities to take part in songs, games and storytelling activities to aid in enhancing children’s reading, writing, speaking and listening skills.

Catherine looks forward to working with you and your colleagues on 1 March 2016.

Course details

Date: Tuesday 1 March 2016
Time: 9.30am – 3.30pm
Venue: Ramada Hounslow, 8-10 Lampton Road, Hounslow TW3 1JL
Cost: £15 per delegate (day nurseries, playgroups)
£115 per delegate (maintained & non-maintained schools)
Facilitator: Cath Birt
Level 2 Award in Health & Safety in the Workplace

Target audience
All Early Years practitioners.

Course aims
The course aim is to provide essential knowledge and understanding of health and safety for employees working in any sector of business, whether manufacturing, commerce, public sector or the service industries.

Course content
- Workplace safety
- Occupational health
- Ergonomics
- Noise
- Working at heights
- Workplace transport
- Manual handling
- Hazardous substances
- H.A.S.A.W.A. 1974
- Employee and employer responsibilities
- Accidents
- Personal protective equipment
- First aid at work
- Risk assessment

Course objectives
In particular the programme will enable them to
- Work in a safe and healthy manner and contribute to improving health and safety within the organisation’s policy.
- Identify key hazards in their own workplace.
- Understand the importance of safety rules and working procedures.
- Report potential health and safety problems.
- Be responsible for their actions.

Examination information for CIEH candidates:
There is a short multi-choice test at the end of the course. Candidates are required to correctly answer 20 out of 30 questions in order to achieve a Chartered Institute of Environmental Health Foundation Certificate in Health and Safety.

Course details
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<th>Date:</th>
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<tr>
<td>Time:</td>
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<tr>
<td>Venue:</td>
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<tr>
<td>Cost:</td>
<td>£35 per delegate (day nurseries, playgroups, voluntary run EDC) £75 per delegate (maintained &amp; non-maintained schools)</td>
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<td>Facilitator</td>
<td>SME Health &amp; Safety</td>
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Target audience
This reflective practice day is aimed at experienced professionals and managers from across the spectrum of agencies including (but not limited to) managers and senior practitioners in the early intervention service, social work team managers, senior practitioners and senior social workers, child protection leads in schools health and mental health organisations, Managers in the probation service, youth offending service, Pathways and The Ride

The SCB is committed to promoting a sophisticated appreciation of the harm neglectful parenting can cause to children and to young people and to embedding the Quality of Care assessment in practice in the borough. Concern about the neglect of children and adolescents has been growing in recent years, and there is increasing awareness that for some young people neglectful parenting is the background to myriad problems including mental ill health, depression and eating disorders, substance misuse, self-harm, suicide, crime, homelessness, teenage domestic violence, teenage pregnancy, adult abuse, sexual exploitation, gang involvement.

Professionals are often more aware of the vulnerability of infants and young children to parental neglect. We know from serious case review and other research that in some cases the vulnerability of young people has been ‘neglected’. This may be an unintended consequence of research focusing professional attention on babies and young children.

Course aims
The course will enable participants to:-
- Define neglect and consider how it is identified.
- Consider how neglect enables other kinds of harm.
- Look closely at the neglect of children and young people through some serious case reviews.
- Be introduced to Hounslow’s Quality of Care assessment and consider analysis of harm
- Explore the impact of professional perceptions of children’s behaviour on decision making.
- Examine the potential consequences of neglect for children at different ages.
- Consider how we might better understand and work more constructively with children young people and their families.
- Generate creative plans and ideas to use at work with children, young people and their families to support parents to improve their parenting and the quality of their child’s life.

Facilitator
Jane Wiffin has worked for many years in various children’s services and was a social work lecturer. She now works freelance as a safeguarding and child protection trainer and consultant. As an independent report writer Jane has undertaken 15 serious case reviews. Most of these cases have featured neglectful parenting. Jane will draw on these for this reflective practice day.

Course details
Date: Wednesday 2 March 2016
Time: 9.30am – 3.45pm
Venue: Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost: £15 per delegate (childminders, day nurseries, playgroups, voluntary run EDC)

Facilitator: Jane Wiffin

1 Evidence from (serious case review studies) shows that vulnerable adolescents needs and distress have often been missed or have been too challenging, or expensive for services to meet. This suggests a level of ‘agency neglect’ of this vulnerable group of young people. . . a high proportion of these young people will have had similar damaging early experiences to Baby P. (Understanding serious case reviews and their impact: 2005-07 Brandon, M. et al)

2 Safeguarding Young People: Responding to young people aged 11 to 17 who are maltreated. Children’s Society and NSPCC.
Child Protection for a Designated Person

Target audience
Designated Child Protection practitioner within your setting.

Course outline
This course is particularly aimed at staff who:

• Hold specific responsibilities for safeguarding children
• Are expected to provide support to staff in settings
• Are responsible for managing concerns about Staff conduct

Course aims
The overall aim of the course is to explore some of the difficulties in managing the role of consultation in child protection and some of the issues in working and communicating with several agencies.

On this course you will:

• Consider how people interpret information
• Explore what might get in the way of communication in safeguarding situations
• Consider raising concerns with parents
• Explore information sharing and decision making
• Consider working together towards positive outcomes for children
• Think about safeguarding issues relating to staff.

Course details
Date: Friday 4 March 2016
Time: 9.30am – 3.45pm
Venue: Spring Grove House, West Thames College, London Road, Isleworth TW7 4HS
Cost: £15 per delegate (day nurseries, playgroups, voluntary run EDC)
Facilitator: Janet Johnson
Early Years Healthy Eating and Healthy Weight Training

**Target audience**
Early Years practitioners

Early years settings provide an ideal opportunity to help every child eat well, enjoy a varied diet and establish healthy eating habits to take with them into their school years.

This training will provide awareness, understanding and practical guidance in promoting a healthy weight and in meeting the nutritional requirements of young children in your care.

The training will also support your setting to achieve the Healthy Early Years Settings award for healthy eating and healthy weight.

The training will be delivered in three parts:

**Awareness**
- Childhood obesity - causes and Hounslow overview
- Childhood obesity - prevention strategies.
  Where does Early Years come in?
- Healthy eating in Early Years
- What is healthy eating for 0-5 year olds
- Encouraging healthy behaviours

**Application**
- Healthy Early Years – how to achieve the healthy eating criteria?
- Planning and designing healthy menus, snacks and drinks in accordance with the Voluntary Food and Drink Guidelines for Early Years
  - Normal menu
  - Vegetarian options
  - Cultural restrictions
  - Celebration menus
- Healthy weight strategies and promoting activities that encourage a healthy weight
- Tackling behavioural issues around food
- Providing support to parents in encouraging healthy eating, healthy lifestyle and a healthy weight

**Assessment**
- Feedback from putting the previous week’s learning into practice
- What worked? Why?
- What didn’t? Why? How to tackle this?
- Where to from here?
- Resources and signposting
- Evaluation
- Site visit and support

**Course details**

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<td>Time</td>
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<tr>
<td>Venue</td>
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<tr>
<td>Facilitator</td>
<td>Buvana Ailoo</td>
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Forest School Assistants Training

Target audience
If you are interested in running Forest School sessions for children in your setting, and enjoy working in an outdoor environment, this course is the ideal starting point.

The course will cover the history of the initiative, how to risk assess the outdoor environment, health and safety, planning and delivery of sessions, as well as lots of practical ideas. You will gain an in-depth understanding of how to promote children’s independence and build their self-esteem through Forest School.

The training will run over two days. The mornings will be spent in the classroom and the afternoons will involve practical activities in a local outdoor area.

Course details

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<tr>
<td>Facilitator</td>
<td>Shirley Emmins &amp; Linda Hazelmoon</td>
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Developing the Well-Being and Involvement of Young Children - An important underpinning for future learning

Target audience
Teachers in Reception and Nursery, Early Years Leads, Managers and practitioners in schools and non-maintained settings. This course will develop processes that will support appropriate assessment and tracking throughout the EYFS

Course aims
• This is a three part course aimed at those working in Early Years, in schools and non-maintained settings. Delegates will be given opportunities to focus on their provision and learn the use of the Leuven Scales of well-being and involvement to support their work
• This work will support development of the Characteristics of Effective Learning and a learning environment

Course objectives
• To understand why it is important to have a clear focus on the emotional health and well-being of young children
• To develop an understanding of well-being and involvement
• To understand how focusing on emotional health and well-being will lead to greater involvement in learning
• To understand how emotional health and well-being is key to developing a learning environment

Course details

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<tr>
<td>Facilitator</td>
<td>Sue Allingham</td>
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Being in the Moment. The role of the practitioner working with children under two

Target audience
Practitioners working with children under two.

Course outline:
• An informative interactive 1 day course looks at the role of the practitioner working with children under two and aims to include:
  • Bonding, attachment and how this links to settling in - good practice and sharing ideas
  • Day to day routine on how to make this fun and interactive
  • Song, rhyme and play time in the baby room
  • Developing turn taking through talk and play

The day’s training explores the vital role of the practitioner in giving very young children the opportunity to communicate and how this links with developing self-esteem. Interaction strategies will be analysed on video clips to highlight the detail of what we say and do when playing and talking with children and how this can make a huge and exciting difference to the quality of their learning.

The second half of the day will share inspiring ideas for songs, rhymes and play. Practitioners will be given the opportunity to reflect and then identify a key area for development in their own practice, taking home both the theory and practical ideas from the course to develop the quality of practitioner/child interactions with the under twos.

Course details

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<td>Cost</td>
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<tr>
<td>Facilitator</td>
<td>Debbie Brace</td>
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Cracking the alphabetic code in Reception and igniting an interest in reading and writing

Target audience
Reception class teachers

Course outline
This course aims to support teachers in Reception classes with ideas to support the application of phonic skills for writing, reading and guided reading

• Are you already teaching phonics at Phases 2 and 3 in the YR class?
• Do your children know a lot about letters and sounds BUT only “remember” to use their phonics during the discrete lesson?
• Would you like to spend a day reviewing strategies to embed phonics across areas of learning?
• Do you want to share ideas about how to use and apply these key skills in meaningful and fun reading and writing activities?

The course aims to support YR teachers review a range of ideas for embedding reading and writing.

Bring along:
• A copy of Letters and Sounds
• 2 or 3 picture books you know your class loves.

Overview of EYFS Prime and Specific areas: what needs to be in place.
• key concepts and subject knowledge for teachers and children
• reviewing current research and its impact on YR practice and provision

Referencing phonic Phases 1 2 & 3: looking at pace and progression.
• embedding key skills and subject knowledge at phases 1,2,3 within continuous provision indoors and out.
• Exploring practical and meaningful activities for reading and writing across areas of learning

Decodable texts: their value within a language rich learning environment
• Planning for practical reading and writing activities using 100% decodable texts

Guided reading
• Aligning the continuum: meeting the needs of children and teaching early reading skills

Course details

Date Wednesday 23 March 2016
Time 9.30am – 3.30pm
Venue Hounslow Professional Development Centre, 78 St John’s Road, Isleworth TW7 6RU
Cost £115 per delegate (maintained & non-maintained schools)
Facilitator Rosa Pryke