**Speech and Language Therapy**

**Virtual Training**

Spring and Summer Term 2025

The Hackney Speech and Language Therapy Team are once again offering a series of virtual training sessions. This is a great opportunity for school staff to develop their skills and knowledge for supporting children and young people with communication and/or eating and drinking needs.

These training sessions are free of charge for schools currently accessing our SaLT service and for our MDT colleagues in Hackney. They are aimed at education, health and social care staff.

All sessions are run by trained Speech and Language Therapists via Zoom. There will be opportunities for questions and the training slides will be sent out after the session. Certificates can be requested on the post-session feedback form. There are two dates for each topic – the sessions are the same so you only need to sign up once for your chosen topic(s).

**How to sign up?**

To sign up, **click on the title of the session you would like to attend**. This will take you to a Google Forms page, where you need to register your information.

The closing date for signing up to a session is 1 week before the session date. In the event that we don’t get enough people signing up to a session we will unfortunately need to cancel the session. We will inform anyone who has signed up about the cancellation.

Please note, by signing up to a session you are making a commitment to attend. If you can no longer make it, please email: Huh-tr.saltvirtualtherapy@nhs.net

**How to join the session?**

Once you sign up via the Google Form, you will receive a confirmation email showing your form has been received. A Zoom link will be sent to registered participants within the week before the session.

**Spring Term Sessions**

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| TOPIC | DATE AND TIME | DESCRIPTION |
| Introduction to DLD (Developmental Language Disorder) | Friday 17th January 20252-3pm | What is DLD, what are the potential signs of DLD and what strategies can I use to support pupils in the classroom. |
| See Behaviour, Think Communication | Tuesday 21st January 20254-5pm | Covers the links between speech, language and communication needs (SLCN) and behaviour, and discusses practical strategies to support. |
| Identifying Speech Language & Communication Needs (SLCN) in the Early Years Foundation Stage | Wednesday 22nd January 20254-5pm | What to look out for in the communication development of children aged 2-5 years, and how to provide support, including onward referrals. |
| Supporting Stammering in Schools | Tuesday 28th January 20252-3pm | An introduction to stammering and strategies to support pupils in the classroom. |
| Colourful Semantics | Monday 3rd February 20254-5pm | Introducing Colourful Semantics - an approach to support vocabulary learning, comprehension & sentence structure. |
| Neurodiversity in a Mainstream School: an Introduction | Wednesday 26th February 20254-5pm | Understanding, supporting and advocating for students with neurodevelopmental conditions. |
| Right Support, Right Time: Whole Class Strategies to Support SLCN | Tuesday 4th March 20252-3pm | Learn practical ways to implement the graduated response in your classroom, including identification of speech, language and communication needs (SLCN) and strategies to support. |
| Impact of Developmental Trauma on Language and Communication | Wednesday 5th March 20252-3pm | Developmental trauma and its effects on the brain, language, and communication. Plus, strategies to support pupils. |
| Selective or Restrictive Feeding Difficulties in the School Setting | Tuesday 11th March 20252-3pm | What are selective and restrictive feeding difficulties and sensory based feeding difficulties, why do some children experience them and what strategies can schools implement. |
| Makaton Refresher | Wednesday 19th March 20252-3pm | A practical session to refresh your knowledge of Makaton signs. Participants must have already completed Makaton Training (at least Level 1) |

**Summer Term Sessions**

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| TOPIC | DATE AND TIME | DESCRIPTION  |
| Supporting Stammering in Schools | Thursday 8th May 20254-5pm | An introduction to stammering and strategies to support pupils in the classroom. |
| Introduction to DLD (Developmental Language Disorder) | Tuesday 13th May 20254-5pm | What is DLD, what are the potential signs of DLD and what strategies can I use to support pupils in the classroom. |
| Colourful Semantics | Wednesday 14th May 20252-3pm | Introducing Colourful Semantics - an approach to support vocabulary learning, comprehension & sentence structure. |
| Identifying Speech Language & Communication Needs (SLCN) in the Early Years Foundation Stage | Tuesday 20th May 20252-3pm | What to look out for in the communication development of children aged 2-5 years, and how to provide support, including onward referrals.  |
| See Behaviour, Think Communication | Wednesday 21st May 20252-3pm | Covers the links between speech, language and communication needs (SLCN) and behaviour, and discusses practical strategies to support. |
| Makaton Refresher | Thursday 5th June 20254-5pm | A practical session to refresh your knowledge of Makaton signs. Participants must have already completed Makaton Training (at least Level 1) |
| Neurodiversity in a Mainstream School: an Introduction | Monday 9th June 20252-3pm | Understanding, supporting and advocating for students with neurodevelopmental conditions. |
| Right Support, Right Time: Whole Class Strategies to Support SLCN | Thursday 19th June 20254-5pm | Learn practical ways to implement the graduated response in your classroom, including identification of speech, language and communication needs (SLCN) and strategies to support. |
| Impact of Developmental Trauma on Language and Communication | Tuesday 24th June 20254-5pm | Developmental trauma and its effects on the brain, language, and communication. Plus, strategies to support pupils. |
| Selective or Restrictive Feeding Difficulties in the School Setting | Wednesday 25th June 20254-5pm | What are selective and restrictive feeding difficulties and sensory based feeding difficulties, why do some children experience them and what strategies can schools implement. |