**Yerbury SEN Expertise and Staff Training**

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, SENCO and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

The following tables show the training and expertise of the school staff.

**General SEN training for all staff**

|  |  |
| --- | --- |
| **Details of training / expertise** | **% of school staff trained** |
| Introduction to SEND | 100% |
| First Aid (teaching assistants) | 100% |
| How to support pupils on the autistic spectrum | 100% |
| Trauma Informed Practice | 100% |

**Specific SEN training and expertise**

|  |  |
| --- | --- |
| **Details of training / expertise** | **School staff** |
| Accredited SENCO (National Award) | SENCO |
| Accredited Teacher for Specific Learning Difficulties (Dyslexia) | 1 Dyslexia Specialist |
| Every Child a Talker | 2 Class Teachers |
| Epi pen training | All Staff |

**Specialist SEN Training (for specific children)**

|  |  |
| --- | --- |
| **Details of training/ expertise** | **School staff trained** |
| Administration of Medication in school | SENCO plus 4 SEN TAs |
| Autism Awareness | All Teaching Staff |
| Positive Handling | HT, DHT, SENCO, 4 SEN TAs |
| ADHD Awareness | SENCO plus 4 SEN TAs |
| Attention Builders | 4 TAs |
| Box Clever | 4TAs |
| Number Sense Maths | SENCO, 2 TAs |
| Makaton  | 3 TAs |
| Talk Boost | 2 TAs |

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington’s special schools.

SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

* Reading about the conditions
* Visits to other schools to see good practice
* Home visits
* Training by the Complex Care Nursing Team