At a time of enormous opportunity and some real challenges to the sector, Cambridgeshire’s Early Years and Childcare Service team remains committed to providing the best face-to-face training for our providers, in local venues, and bringing leading experts in the sector to our county.

As you are aware, national research shows a strong link between a planned approach to practitioner training and better quality early years provision. I hope the breadth of learning within the programme will support you in planning your individual and whole team development.

A few things I would like to highlight:

- Flexible early years qualification training at level 2 and 3, for developing reflective, up-to-date practitioners
- New specialist CACHE accredited level 3 training in communication and language, and in special educational needs and disabilities
- Qualifications in Forest School practice at levels 1, 2 and 3, delivered locally through our partner training provider huathe
- A broad range of continuing professional development to build skills and confidence, with a special focus on communication and language (pages 29-38)
- Masterclasses and leadership and management training for more experienced practitioners
- Our conference programme, offering top-quality input and brilliant networking opportunities.

Whilst costs rise, we continue to offer all of our early education and childcare providers cost-effective options. Joining our membership scheme saves money on all of our charged activity, and our bundles of training and support save you even more. Qualifications undertaken through our Training Centre are all heavily subsidised.

Please take time to read our programme, and to use it as your guide to the range of development opportunities available to the Early Years and Childcare sector in Cambridgeshire. The team look forward to welcoming you and your staff on events in 2019-20.

Best wishes,

Annette Brooker
Head of Early Years and Childcare
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Using this training and support programme

**What price will I be charged?**

Course costs are on page 11 and apply to all courses unless stated otherwise on the individual course page.

Childminders and staff working in school-based early years settings (pre-schools, out of school clubs and Child and Family Centres) can access training at the private and voluntary rate.

Other staff working in schools (e.g. reception classes, school nursery classes, nursery schools or independent school nursery classes) will be charged at the appropriate school rate.

If your school or setting is a member, you can benefit from discounted prices (including childminders).

Staff working in Peterborough will be charged at the Private/Voluntary or Schools non-member rate.

Staff working outside of Cambridgeshire will be charged at the appropriate out of county rate.

**What are Training credits?**

Training credits are a way for members to pay for training courses. Credits can be purchased by members as part of the membership offer through bundle packages. Generally 1 credit is equivalent to half a day of training. Where this varies, it will be stated on the individual course page. See our membership offer on page 16.
Course levels explained

On the following pages, where possible, we have identified the level of knowledge relevant to each course. This will help you plan the Continuous Professional Development for everyone in your provision. These are just examples of the courses appropriate to each level of learner; you will find others throughout the training programme.

Basic courses

This level is for staff who are just starting, or newly qualified practitioners who would like to enhance their knowledge within specific subjects. Some of these courses may be beneficial to governors or committees to increase their knowledge. Focussing on specific topics, these courses will enable learners to widen their knowledge and expertise in an identified area, thus improving practice.

Intermediate courses

This level is for qualified or experienced staff who are seeking to enhance their professional development within their setting to underpin personal performance. Staff will need a good basic knowledge of the course subject. These courses focus on up-to-date research and current trends within the early years. Courses will challenge the learner to develop their understanding whilst drawing on current national and local initiatives. Intermediate courses are ideal for practitioners who are seeking to build their knowledge and skills.

Advanced courses

This year, we are offering an increased number of masterclasses and conferences. Further masterclasses will be publicised during the year on the Learn Together website. Most intermediate courses are also suitable for more experienced staff. Please check that an advanced course is appropriate to the needs and experience of the individual staff member before making a booking.

This level of CPD is for practitioners who have a significant knowledge and experience of working within the Early Years Foundation Stage (EYFS) and are confident in their practice. These courses will challenge learners to think reflectively and critically whilst developing skills to enhance their early years practice. Learners must hold a minimum of Level 3 qualification with a good understanding of the subject area.
Basic courses

**Early Education and Childcare – Communication Language and Literacy courses**
- Getting Back to Basics using Letters and Sounds: Phase one Phonics

**Early Education and Childcare Courses**
- Physical Development for Life
- Characteristics of Effective Learning: Active Learning
- Brilliant Babies – Best Practice when Working with Children under 24 months
- Brilliant Babies – Outdoor Play Every Day! Making the most of the Outdoor Environment for Children under 24 months

**Courses on demand**
- Back to Basics – The Early Years Foundation Stage (EYFS)
- The Key to it All: An Examination of the Role of the Key Person
- Back to Basics – The Early Years Foundation Stage (EYFS)
- Loose Parts in the Early Years
- Introduction to the Early Years Foundation Stage

**Forest School Courses**
- Forest School – An Introduction

**Leadership and Governance courses**
- The Roles and Responsibilities of the Registered Provider
- Getting it Right Legally
- Interpreting the new Early Years Ofsted Inspection Framework

**Child Protection and Safeguarding Courses**
- Basic Child Protection Training
- Basic Child Protection Refresher Training

**Special Educational Needs and Disability Courses**
- Early Identification of Children with Emerging Needs and SEND in the EYFS
- Supporting Children with Emerging Needs and SEND in the EYFS

**Courses for schools**
- New to Working in the Early Years Foundation Stage for Class Teachers and Teaching Assistants
Intermediate courses

**Early Education and Childcare – Communication Language and Literacy courses**
- Adding new ideas to supporting Letters and Sounds: Phase one Phonics
- Early Talk Boost
- Early Talk – Working with Under Threes
- Early Talk – Supporting Communication and Language
- Early Talk – Working with Parents
- Using Every Child a Talker (ECaT) – materials and approaches in early years environments
- Capturing What Children Can Do

**Conferences**
- Just Play Conference Autumn 2019
- Forest School Conference Spring 2020

**Early Education and Childcare Courses**
- Telling the Story through Effective Displays
- Five to Thrive in Practice – Ready for School
- Parental Engagement in Children’s Learning
- Bangs and Bubbles – Exploring the role of Science in the Early Years Foundation Stage
- Tuning in to Children
- Making Maths Matter
- Making Maths Matter Outdoors
- It’s all about the Boy – Rethinking Effective Practice for Boys in the Early Years
- Understanding Children’s Behaviours and Interactions

**Forest School Courses**
- Forest School – Fire Experiences
- Forest School – Games in the Great Outdoors
- Forest School – Connecting to Nature

**Conferences**
- Just Play Conference Autumn 2019
- Forest School Conference Spring 2020
- Safeguarding Conference Summer 2020

**Leadership and Governance courses**
- Safer Recruitment
- First Steps in Leadership
- New to Management
- Next steps in Leadership and Management
- Opening the Door to Team Well-being
- Mentoring – Developing Professionalism in the Early Years
- Interpreting the new Early Years Ofsted Inspection Framework

**Special Educational Needs and Disability Courses**
- SENCo Training for Designated Personnel
- SENCo Refresher Network and Briefing

**Equities and Inclusion Courses**
- Supporting Multi Lingual Learners
- Equities Named Coordinator (ENCo)
- Equities Named Coordinator (ENCo) Refresher Network and Briefing Sessions

**Courses on demand**
- Delivering the EYFS through Continuous Provision
Advanced courses

**Early Education and Childcare – Communication Language and Literacy courses**

- Building Vocabulary through Enabling Environments
- CACHE/ NCFE Level 3 Award in Supporting Children and Young People’s Speech, Language and Communication
- Speech and Language Therapy Service, training offer for Early Years

**Forest school**

- Forest School Qualifications
- Forest School Conference Spring 2020

**Masterclasses**

- The Nature of Nurture – Practical Attachment Theory Masterclass
- Book Sharing with Little Ones: A Dialogic Approach
- Helicopter Stories
- Making Professional Judgements about Children’s Progress Using the Development Map
- The Reggio Approach acting as a Mirror to your Pedagogical Practice
- The Patterns of Life
- Children’s Early Outcomes – It’s Everyone’s Business
- Opening the Door to Team Well-being
- Cultural Capital Matters
- PEDAL

**Leadership and Governance courses**

- Interpreting the new Early Years Ofsted Inspection Framework
- CACHE/ NCFE Level 4 Award for Early Years Advanced Practitioner

**Child Protection and Safeguarding Courses**

- Child Protection – Training for Designated Personnel
- Child Protection – Refresher Training for Designated Personnel
- Child Protection – Safer Recruitment Training
- Domestic Abuse Awareness Raising
- Domestic Abuse Risk Assessments and Safety
- Children’s Speech and Language Therapy (SLT) Service offer
- Designated Person for Care Experienced Children (CEC)

**Special Educational Needs and Disability Courses**

- CACHE/NCFE L3 Award for Special Educational Needs Coordinators in Early Years Settings

**Courses for schools**

- Characteristics of Outstanding Early Years Provision
- Securing Judgements ALL
Course costs

Discounted member CPD course prices are as follows. For details of this year’s membership offer see page 16

Costs apply unless stated otherwise on individual course pages

<table>
<thead>
<tr>
<th>Members’ course prices</th>
<th>Private, voluntary/ community sector and childminders</th>
<th>Maintained schools</th>
<th>Academy and independent schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half-day/evening course (per place)</td>
<td>£25</td>
<td>£50</td>
<td>£60</td>
</tr>
<tr>
<td>Full day (per place)</td>
<td>£50</td>
<td>£100</td>
<td>£110</td>
</tr>
<tr>
<td>Masterclass per place</td>
<td>£60</td>
<td>£100</td>
<td>£110</td>
</tr>
<tr>
<td>In-house (half-day, up to 25 people)</td>
<td>£200</td>
<td>£250</td>
<td>£275</td>
</tr>
</tbody>
</table>

If the course is more than one day/session, multiply the daily/half day costs by the number of days/sessions. Any course up to and including 3 hours counts as a half-day course. Over 3 hours and up to 7 hours is classed as a full day.

Pay-as-you-go course prices for Cambridgeshire non-members and Peterborough providers

Peterborough providers will be charged according to provider types and NOT the out of county rate. Costs apply unless stated otherwise on individual course pages

<table>
<thead>
<tr>
<th>Non-member prices</th>
<th>Private, voluntary / community sector and childminders</th>
<th>Maintained schools</th>
<th>Academy and independent schools</th>
<th>Out of county</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half-day/evening (per place)</td>
<td>£35</td>
<td>£65</td>
<td>£80</td>
<td>£80</td>
</tr>
<tr>
<td>Full day (per place)</td>
<td>£70</td>
<td>£130</td>
<td>£145</td>
<td>£145</td>
</tr>
<tr>
<td>Masterclass (per place)</td>
<td>£80</td>
<td>£130</td>
<td>£145</td>
<td>£145</td>
</tr>
<tr>
<td>In-house (half-day, up to 25 people)</td>
<td>£290</td>
<td>£365</td>
<td>£420</td>
<td>£500 *</td>
</tr>
<tr>
<td>Conferences</td>
<td>Various</td>
<td>Various</td>
<td>Various</td>
<td>Various</td>
</tr>
</tbody>
</table>

* Plus travel/expenses

All costs are subject to change
Booking onto training courses

To book a course

- Please book courses online using the Learn Together Website. Booking online will enable you to book a place and receive confirmation immediately. When booking online, it is important that you or whoever is completing the booking answers all questions accurately and honestly, as checks are made, and you may lose your place!

- You must contact us if you wish to book more than four people onto one course. See the relevant page for limitations on Designated Person courses and First Aid courses.

- Once you have booked, you should receive a confirmation by email. If this doesn’t happen, please check your spam box. Please contact us immediately if you do not receive a confirmation.

To book online using Learn Together, schools and settings must register first. Please email us for guidance on registering.

Changes to your registration details

If you have any changes of staff, new email address, phone number etc., please inform us.

Course booking terms and conditions

Cambridgeshire County Council is committed to providing services that are of the highest standard and meet the needs of our customers.

Transferring/changing a booking

A booked place on a course can be transferred to another suitable staff member up to five working days prior to the date of the course. To amend a name on a course booking, you should email the team on eyctraining@cambridgeshire.gov.uk. You cannot amend the online booking system.

Online payments

We regret to inform you that we are currently unable to accept payments by credit/debit card. We will be implementing a new system shortly and will inform you when this is available.

If you have any queries please contact: eyctraining@cambridgeshire.gov.uk or 01223 706349.
Cancellations and refunds

Customers cancelling bookings up to 15 working days prior to the course date will not be charged. If they have already paid, a refund will be given.

If a learner fails to attend an event and does not notify us they will be charged the full (non-subsidised) cost of a standard place for the event. This is £80 for half-day courses, £145 for full day and £290 for 2-day courses. These charges will also apply to a subsidised/no charge event.

We regret to introduce this change, but it is due to the large number of non-attendees at events which are over-subscribed. Failing to notify us prevents other practitioners on the waiting list from being offered a place. This year over 2 terms 355 people failed to attend events.

Providers using a Cambridgeshire Essentials training place or credits must comply with our cancellation terms and conditions; if a place is cancelled within 15 working days of the event or the learner does not attend a course, the credits will be deducted from their balance.

No refunds will be given for

• Failure to attend a booked event.
• Cancellation of a booking within 15 working days of the course date
• Non-attendance due to adverse weather conditions where the course takes place.

Changes to courses

Prior to attending a course, it is essential that you check your emails and Learn Together website for any advice on cancellations/changes to courses. If we need to cancel or make a change to a course for any reason, an email will be sent to the Booking Bug account which made the initial course booking.

The Early Years and Childcare Service will endeavour to provide courses as advertised. However, we reserve the right to change the date, location and provider of courses. All service-led changes will not automatically result in refunds; payments will be transferred and will become subject to the terms and conditions above based upon the new date.

Courses will be cancelled if there are insufficient participants booked on; to avoid disappointment, do not leave bookings until the last minute. The Early Years and Childcare Service cannot refund additional expenses incurred by a provider where a course is cancelled.

All course bookings are subject to these terms and conditions.
Getting the most from your training course

**Before coming on the course**
- Obtain a copy of your confirmation
- Ensure that you have note-taking materials
- Think about what you want to learn
- Get copies of any resources/information you have been asked to bring
- Complete any pre-course reading
- Check your email for any last minute changes (these will be sent to the email address used at the time of making the booking).

Do not arrive for a course if you have not made a booking; you will be turned away.

**Arrival:** Try to arrive at least 10 minutes before the course start time to give yourself time to settle in, get a drink etc. Please try not to distract the trainer if he/she is still setting up. Late arrivals may not be admitted.

**Leaving early:** Please do not ask to leave early, we cannot certificate people who do not attend the full course.

**Two-day/multi-session courses:** Please ensure that you are available for all sessions when you book onto a two-day/multi-session course.

**Refreshments and lunch:** This year we are providing two servings of tea/coffee for half day courses of three hours or more, three servings for a full day, and one session for an evening course. Please bring biscuits/snacks as required. Please bring lunch for a full day course; we do not provide lunch unless otherwise stated.

**Evaluation forms:** Please complete the end of course evaluation fully. All courses are subsidised and it is important that we have your feedback to ensure that we are meeting your training needs. We may also send you an online survey; this enables us to identify the impact that the training course has had on your practice and any changes that you may have made.

**Code of conduct for learners**
- Everyone has the right to their own opinions, we must accept that all our opinions are different and we should respect the opinions of others
- Everything discussed during the session must remain confidential to the group (except safeguarding issues, which may need to be shared further with relevant professionals)
- Respect others who are speaking and refrain from interrupting them
- Always try to use appropriate language, and accept that you will be challenged if you don’t!
- Engage in the session in a constructive way. However, it is OK to say that you have nothing to say.
- Please do not use your ‘phone/laptop during the session, unless making course notes.
Designated/Named Persons in settings — guidance for early years and childcare settings

Cambridgeshire County Council recognises the importance of designated, appropriately trained key personnel in each setting as a significant feature in ensuring quality childcare and meeting statutory requirements.

- We strongly recommend that you ensure that your setting has suitable appropriately trained people undertaking these roles. In each of your provisions (excluding childminders) there should be a designated/named person for:
  - Child Protection
  - Special Educational Needs and Disabilities (SEND)
  - Equalities (named person)
- We also strongly recommend that your provision has at least one person who is involved with recruitment who has attended the Safer Recruitment course.
- The designated/named person in each of these areas should be a senior member of staff (Level 3 with at least two years post-qualifying experience) who is on site. It is important that part-time and shift hours are covered, so there may need to be a second designated person for each area of work in a setting.
- This Training and Support Programme offers courses for the three roles above which reflect the associated responsibilities, current best practice and legislation. These courses highlight local reporting and recording procedures which must be followed by Cambridgeshire settings.

**Child Protection courses**

We recommend that Child Protection Designated Persons (DP) attend refresher training every two years to ensure their knowledge and skills are current. Refresher course places are classed as ‘Cambridgeshire Essentials’ within the membership package. Non-members have the option to pay-as-you-go.

For Child Protection Designated Persons, we strongly recommend that practitioners also access courses provided by the Cambridgeshire and Peterborough Adults and Children Board (formerly the Local Safeguarding Children’s Board) in addition to the training courses in this programme. Information can be found at: safeguardingcambs peterborough.org.uk

**Special Educational Needs and Disabilities (SEND) courses**

Settings may only train a maximum of two SENCo Designated Persons (DP). Due to pressure of demand this training is not available to additional staff.

To meet the training needs of practitioners who are not the Designated Person for SEND, we now offer ‘Early Identification of Children with Emerging Needs and SEND in the EYFS’ and ‘Supporting Children with Emerging Needs and SEND in the EYFS.’

DP and Refresher course places, and the two courses above, are classed as ‘Cambridgeshire Essentials’ within the membership package. Non-members have the option to pay-as-you-go.

- This year we are also pleased to offer the CACHE Level 3 Award for SENCos in Early Years Settings. See page 97 for further details

**Childminders**

For childminders we offer the following Childminder Support Sessions:

- Safeguarding Children – Child Protection
- Special Educational Needs and Disabilities
- Equalities

These sessions are free to childminders who have taken up the childminder membership offer and £10 for non-members. The ‘Safeguarding Children’ training should be updated every three years.

Further Support Sessions are also available — see page 116 of the training programme.
Universal Support – free to all early years and childcare providers, including schools. Our universal free offer includes:

- Our online early years assessment and workforce management system, CASEY
- Paper copy of Jigsaw magazine each term
- Leadership and Governance briefings for settings
- Our online information on Learn Together Cambridgeshire: www.cambslearntogether.co.uk
- Essential email updates through News Round-up and more
- Statutory support
- Let’s Moderate Together, programme of events to reinforce skills and confidence in assessing children

All providers can access networks, courses and conferences from our Training and Support programme at the appropriate price. But our membership packages give great value every time!

Early Years Membership gives you more from your training:

- Big discounts on all training course and conference purchases
- Access to free Cambridgeshire Essentials course places for core skills and roles your setting needs (not available to individual childminders)
- Adviser support to help you plan and make the most of your training and development opportunities
- The opportunity to buy a bundle of course credits, conference places and other support and development opportunities
- Free places on our termly Foundation Years Forums.

Membership makes your money go further and pays for itself, often within a term.

As well as individual setting membership, we offer:

- multi-membership for schools running pre-schools and out of school facilities
- group membership for chains or groups of settings and schools.

These give discounted membership rates and offer all staff access to the benefits of membership.

Early Years Setting Membership Private and Voluntary providers runs from 1 September to 31 August, and includes:

- Early Years Adviser telephone and email support
- Up to three hours face-to-face Early Years Quality Framework themed visit
- Member discount for all staff on training programme courses and conferences – typically 30% off
- 2 free places at Forums
- 8 training credits for Cambridgeshire Essentials courses (12 credits for large settings – see page 20)
Prices are based on the number of 3-and 4-year-olds claimed in the summer term. We have simplified our price brackets to reflect the level of service available to all members.

**Funded 3 and 4-year-olds (Summer term)**

<table>
<thead>
<tr>
<th></th>
<th>Price</th>
<th>“Essentials” credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smaller settings – up to 30 funded children</td>
<td>£170</td>
<td>8 credits</td>
</tr>
<tr>
<td>Larger settings – 31+ funded children</td>
<td>£250</td>
<td>12 credits</td>
</tr>
<tr>
<td>Exempt providers</td>
<td>Contact us for a membership price</td>
<td></td>
</tr>
</tbody>
</table>

**Group membership**

Launched in 2018, our group membership offers managers and owners of multiple settings in Cambridgeshire the opportunity to enjoy tailored support at a discounted price.

Prices are based on a fixed amount per provision – the more settings in your group, the lower the price per setting.

<table>
<thead>
<tr>
<th>Number of settings</th>
<th>2-3</th>
<th>4-5</th>
<th>6-7</th>
<th>8-9</th>
<th>10+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price per setting</td>
<td>£140</td>
<td>£130</td>
<td>£120</td>
<td>£110</td>
<td>£100</td>
</tr>
<tr>
<td>Total price</td>
<td>£280/ £420</td>
<td>£520/ £650</td>
<td>£720/£840</td>
<td>£880/£990</td>
<td>From £1,000</td>
</tr>
</tbody>
</table>

Membership runs from 1 September to 31 August, and will give you:

- ONE 3 hour in-house training session for up to 25 people from our range of programme courses
- ONE Adviser-led focused setting visit or whole staff meeting per term
- Early Years Adviser telephone and email support
- 6 training credits per setting to use for Cambridgeshire Essentials training courses
- A briefing session for your assessment lead on the use of CASEY across your group
- Member discount for all staff on training programme courses and conferences
- 2 Forum places per setting

**Out-of-School and Holiday Club membership** includes:

- Adviser telephone and email support
- 8 credits on Cambridgeshire Essentials courses
- **NEW** Half-day Playwork – Beyond Quality themed visit
- **NEW** One FREE place on our Just Play Conference
- Two places on termly ‘Playwork – Beyond Quality’ Hub
- Two free places at each Foundation Years Forum
- Member discount for all staff on training programme courses and conferences

Out of school providers can also purchase bundles and group membership (detailed above).

Single setting: **£170**

Schools operating out of school provision should consider our multi membership offer – more details on page 19
Membership for childminders

Childminders can continue with our great value membership offer in 2019-20, which includes:

- One free place at each Childminder Support Session in your area
- One free place each term at Foundation Years Forums
- Up to 20% off pay-as-you-go training programme courses and conferences

Childminder membership price: £35

Childminders who are members may allocate their free place at support sessions or Forums to their named Childminding Assistant.

Membership for maintained and independent schools and academies

Early Years membership for schools offers the best support for your staff in this critical first phase of education – expert advice, brilliant networking opportunities, high-quality training and access to an extended group of lead practitioners.

One membership covers Nursery and Reception classes, and offers:

- Telephone and email support from a main Early Years Adviser
- A half-day Adviser visit tailored to your development needs
- Two places each term for our highly regarded Early Years Leadership Briefings
- Two Foundation Years Forum places each term to network with other local settings
- Advice and support on Early Years Cluster development (early years network meeting for independent schools)
- Member discount for all early years staff on training programme courses and conferences

Prices are:

- £300 for maintained nursery and primary schools
- £350 for independent schools and individual academies.

Small Schools (PAN of less than 25) can save £75 on membership: £225 for maintained schools, £275 for independent schools and academies.

Federations and Multi-Academy Trust group membership

Launched in 2018, our group membership for schools in Cambridgeshire offers the opportunity to enjoy tailored support for school Reception provision at a discounted price.

Prices are based on a fixed amount per school – the more schools in your group, the lower the price per school.

<table>
<thead>
<tr>
<th>Number of settings</th>
<th>2-3</th>
<th>4</th>
<th>5</th>
<th>6-7</th>
<th>8+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price per setting</td>
<td>£250</td>
<td>£220</td>
<td>£210</td>
<td>£200</td>
<td>varied</td>
</tr>
<tr>
<td>Total price</td>
<td>£500/ £750</td>
<td>£880</td>
<td>£1,050</td>
<td>£1,200/ £1,400</td>
<td>£1,500 + £150/per additional school e.g. 9 schools £1,650</td>
</tr>
</tbody>
</table>
Multi-membership for schools

Following its successful launch last year, maintained schools can benefit from a combined membership offer for the school early years provision, school run pre-school (Section 27 model) and out of school provision within the school for a single price of £500 (£550 for academies).

Plan to save more with membership bundles

Additional bundles tailored to your specific training needs, could save you more on developing your staff. Our four flexible bundles give better value than member prices:

- **TRAINING**: 12 training credits and a half-day in-house course from the topics in our programme.
- **SUPPORT**: Up to five adviser practice visits (can be used for facilitated staff meetings).
- **TRAINING and SUPPORT**: one visit per term, eight training credits and a conference place.
- **BUSINESS and GOVERNANCE**: Tailored business analysis, supervision and safer recruitment support visits as well as training on committee roles / responsibilities and safeguarding.

Buy any bundle by 31 October 2019 at the 2018-19 price of £450, and save £50.

Early Bird price: **£450 per bundle**
Price from 1 November: **£500 per bundle**

Course costs for members and non-members

Discounted member CPD course prices are as follows (unless stated otherwise on individual course pages):

<table>
<thead>
<tr>
<th>Members’ course prices</th>
<th>Private, voluntary/ community sector and childminders</th>
<th>Maintained schools</th>
<th>Academy and independent schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Half-day/evening course (per place)</td>
<td>£25</td>
<td>£50</td>
<td>£60</td>
</tr>
<tr>
<td>Full day (per place)</td>
<td>£50</td>
<td>£100</td>
<td>£110</td>
</tr>
<tr>
<td>Masterclass per place</td>
<td>£60</td>
<td>£100</td>
<td>£110</td>
</tr>
<tr>
<td>In-house (half-day, up to 25 people)</td>
<td>£200</td>
<td>£250</td>
<td>£275</td>
</tr>
<tr>
<td>Adviser visit (half-day) First visit</td>
<td>FREE</td>
<td>FREE</td>
<td>FREE</td>
</tr>
<tr>
<td>Additional visits</td>
<td>£195</td>
<td>£240</td>
<td>£290</td>
</tr>
</tbody>
</table>

If the course is more than one day/session, multiply the daily/half day costs by the number of days/sessions. Any course up to and including 3 hours counts as a half-day course. Over 3 hours and up to 7 hours is classed as a full day.
Pay-as-you-go course prices for Cambridgeshire and Peterborough providers are as follows (Unless stated otherwise on individual course pages):

<table>
<thead>
<tr>
<th>Non-member prices</th>
<th>Private, voluntary/community sector childminders and Child and Family Centres</th>
<th>Maintained schools</th>
<th>Academy and independent schools</th>
<th>Out of county</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forums</strong></td>
<td>£25</td>
<td>£50</td>
<td>£60</td>
<td>£60</td>
</tr>
<tr>
<td><strong>Training courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Half-day/evening (per place)</td>
<td>£35</td>
<td>£65</td>
<td>£80</td>
<td>£80</td>
</tr>
<tr>
<td>Full day (per place)</td>
<td>£70</td>
<td>£130</td>
<td>£145</td>
<td>£145</td>
</tr>
<tr>
<td>Masterclass (per place)</td>
<td>£80</td>
<td>£130</td>
<td>£145</td>
<td>£145</td>
</tr>
<tr>
<td>In-house (half-day, up to 25 people)</td>
<td>£290</td>
<td>£365</td>
<td>£420</td>
<td>£500 *</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adviser telephone review (1 hour + report)</td>
<td>£30</td>
<td>£60</td>
<td>£80</td>
<td>£120</td>
</tr>
<tr>
<td>Adviser visit (half-day) First visit</td>
<td>£225</td>
<td>£290</td>
<td>£340</td>
<td>£395 *</td>
</tr>
<tr>
<td><strong>Conferences</strong></td>
<td>Various</td>
<td>Various</td>
<td>Various</td>
<td>Various</td>
</tr>
<tr>
<td>* Plus travel/expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are Cambridgeshire Essentials?

- Child Protection Designated Person (4 credits) and Refresher (2 credits)
- Early Identification of Children with Emerging Needs and SEND in the EYFS (1 credit)
- Supporting Children with Emerging Needs and SEND in the EYFS (1 credit)
- Special Educational Needs Coordinator Designated Person (SENCo) training (4 credits) and Refresher (1 credit)
- Equalities Named Coordinator training (4 credits) and Refresher (1 credit)
- Building Vocabulary through Enabling Environments (1 credit)
- Adding New Ideas to Supporting Letters and Sounds: Phase one Phonics (1 credit)
- Safer Recruitment (2 credits)
- Five to Thrive (2 credits)
- Making Maths Matter (1 credit)
- Making Maths Matter Outdoors (1 credit)
- The Roles and Responsibilities of the Registered Provider (0 credits)
Early Years and Childcare Training Centre

Our uniquely qualified and experienced training team works together to meet the needs of practitioners working with children and young people in Cambridgeshire. By using national data, listening and using feedback from practitioners, the Training Centre have put together a suite of Qualifications and CACHE/NCFE accredited Continuous Professional Development courses to support practitioners in improving opportunities for children and young people in Cambridgeshire.

**Early Years qualifications**

The Early Years and Childcare Training Centre (EYCTC) is based within the Early Years Service. EYCTC is licensed to deliver CACHE/NCFE Early Years and Childcare qualifications from level 2 through to level 4, operating across the county and throughout the year.

Our commitment is to ensure that careers and development opportunities are accessible to early years practitioners in Cambridgeshire working with children from birth to 5 years.

- CACHE/NCFE Level 2 Diploma for Early Years Practitioners **NEW**
- CACHE/NCFE Level 3 Diploma for the Early Years Workforce (Early Years Educator)

The level 2 and 3 qualifications above are ‘full and relevant’ adhering to the Department for Education qualification guidance and the EYFS requirements.

To ensure your staff and trainees are accessing ‘full and relevant’ qualifications please check on the Department for Education website gov.uk/guidance/early-years-qualifications-finder

**Accredited Continuous Professional Development units delivered by the Early Years and Childcare Training Centre**

This year we are pleased to offer new accredited CPD units for practitioners to enhance their professional development and gain recognition for specific areas they specialise in. These courses are available to practitioners with a level 3 Early Years qualification. They include

- CACHE/NCFE Level 3 Award for Special Educational Needs Coordinator for the Early Years Practitioner. See page 97 for further details **NEW**
- CACHE/NCFE Level 3 Award in Supporting Children and Young People’s Speech, Language and Communication See page 38 for further details **NEW**
- CACHE/NCFE Level Award 4 Early Years Advanced Practitioner
Funding for qualifications/CPD units provided by the Early Years and Childcare Training Centre

The Early Years and Childcare Training Centre, part of the County Council and independently accredited with NCFE/CACHE, offers a variety of courses around the county which are either fully funded or require learner/providers to pay the registration costs only (up to £200). This is non-refundable. Funding towards these courses are available for practitioners working in the private or voluntary early years sector. These courses include:

• Gateway to a Career in Childcare
• CACHE/NCFE Level 2 Diploma for the Early Years Practitioner
• CACHE/NCFE Level 3 Diploma for the Early Years Workforce (Early Years Educator)
• CACHE/NCFE Level 3 Award for Special Educational Needs Coordinators in Early Years Settings
• CACHE/ NCFE Level 3 Award in Supporting Children and Young People’s Speech, Language and Communication
• CACHE/NCFE Level 4 Award for the Early Years Advanced Practitioner

All funding is subject to budgetary restrictions and funding criteria.

Private or voluntary sector settings should contact the Early Years and Childcare Training Team for further details. Learners who are not eligible for funding may self-fund, request funding from their school/setting or access funding from one of the funding streams on the following pages.

Although it is not a statutory requirement for childminders to be qualified, the Early Years and Childcare Training Team is committed to the best start in life for children in Cambridgeshire. We have a very limited amount of funding for childminders wishing to develop their skills and knowledge through the Level 3 Diploma for the Early Years Workforce (Early Years Educator).

For further information including funding criteria, please contact eycqualifications@cambridgeshire.gov.uk

Funding for qualifications with external training providers

Due to budgetary restrictions we are not able to offer funding towards any courses with external training providers. Your training provider will be able to signpost you to available funding. There is more information on different sources of funding on the Learn Together website.
Qualifications and careers

Careers and qualification information, advice and guidance

Cambridgeshire Early Years and Childcare Service remains committed to maintaining a highly qualified and skilled workforce, as a critical part of improving outcomes for children. We recognise the enormous value of on-the-job learning, but believe this should be underpinned by an understanding of how young children learn and develop.

We offer information and guidance sessions throughout the county, and our free Gateway to a Career in Childcare programme for adults considering childcare as a career, with the option to enrol on Level 2 qualification training.

We also attend careers events throughout the county, including schools' events, sector development and careers information days. We seek to be flexible to meet local needs, from offering information on entrance requirements to delivering a taster session. This enables us to provide tailored, accurate advice based on current knowledge of the sector.

For more details, or to request our attendance at an event, contact eyctraining@cambridgeshire.gov.uk.

Early Years and Childcare Training Centre

As an accredited Training Centre for CACHE NCFE we have annual audits by the External Quality Assurance Officer to ensure we are meeting the set requirements. The following statements were taken from our last audit 2019

The staff have a shared approach to supporting, monitoring and driving improvement and takes seriously its responsibilities for moving barriers to learning. The centre is mindful of ensuring that potential learners have the capabilities and commitment to complete the qualifications, this is identified at the point of induction to the qualification to ensure the learner’s suitability for the qualification and programme is carefully considered, and ensuring any learner support identified is in place as required.

The team at Early Years Training Centre have a good mix of knowledge, competencies, industry experience and skills, to ensure a solid foundation of assessment practice, internal verification and administration is in place from the start. This is a good example of what can be achieved with the right people in the right roles.

All staff are aware of the need and requirement to be in a continual cycle of Continuing Professional Development (CPD). Staff undertake reflective practice, subject related qualifications, standardisation activities and attend regular staff and standardisation meetings to ensure they keep themselves up to date in current practice, policies and procedures.

The evidence produced and reviewed was very good, with some learners addressing the required outcomes at a higher level but still within their capabilities.

CACHE/ NCFE quote from the External Quality Assurance Audit 2019
Early Years and Childcare Qualifications

**Level 2 Certificate an introduction to Early Years, Education and Care**
I was very nervous at the beginning of the course as I had not studied for a long time. The course has built up my confidence. I feel it is a confirmation of my competence and will benefit the setting and myself as I will be able to be left on my own with the children and will support the setting’s adult to children ratios.

*Learner quote for Level 2 Certificate an Introduction to Early Years, Education and Care 2018*

**Level 3 Diploma for the Early Years Workforce (Early Years Educator)**
The biggest change is my own approach to how I support children, i.e. sustained shared thinking has enabled me to think more about 2 way interactions with children and I will check myself to ensure I am using open questions. The course has made me a more reflective practitioner, always thinking how I could do things differently to increase the children’s learning.

*Learner quote for Level 3 Diploma for the Early Years Workforce (Early Years Educator)) 2019*

**QUALIFICATION**

**Level 2 Diploma for the Early Years Practitioner**

**Entry Level Requirements**
- Designed for practitioners working within the early years with age range; birth to five, with an understanding of children aged five to seven years
- Learners must be aged 16 + years and working to gain skills under supervision
- Must hold a paediatric first aid certificate within 3 months of completing

*This is a work-based course*

**Key Learning Outcomes**
- The role of the practitioner
- Child development, play and school readiness
- Planning and assessment
- Legislation, framework and professional practice relating to early years

**Providers**
- Early Years and Childcare Training Centre, Cambridgeshire County Council
- Cambridge Regional College – Huntingdon Campus
- Cambridge Regional College – Science Park Campus
- City College, Peterborough
- People and Business Development Limited

**Estimated completion:** 12 months depending on learner motivation. Please note this may vary according to training provider.

**Funding:** Contact individual training provider.
QUALIFICATION

Level 3 Diploma for the Early Years Workforce (EYE)

Entry Level Requirements

- Designed for practitioners at assistant or supervisory level working within the early years sector. Suitable for learners aged 16+ years to help them gain skills and knowledge whilst working
- Upon achievement of this qualification, learners with GCSE Grade C (new Grade 4) or above in English and maths OR Level 2 Key Skills equivalencies will be recognised as Level 3 Early Years Educators
- Must hold a paediatric first aid certificate within 3 months of completion
- Learners must be working with the following age ranges; birth – 1 year 11 months, 2 years – 2 years 11 months, 3-5 years (you may need to make arrangements if not working with all age ranges to gain experience for your portfolio)

This is a work-based course

Key Learning Outcomes

- Children’s health and wellbeing
- Legislation, frameworks and professional practice relating to early years
- Play, development and learning for school readiness
- Professional development

Providers

- Early Years and Childcare Training Centre, Cambridgeshire County Council
- Cambridge Regional College – Huntingdon Campus
- Cambridge Regional College – Science Park Campus
- City College, Peterborough
- People and Business Development Limited

Estimated completion: 13 months depending on learner motivation. Please note this may vary according to training provider.

Funding: Contact individual training provider.

QUALIFICATION

Level 3 Diploma in Playwork

Entry Level Requirements

- Suitable for staff working in the playwork profession at assistant or supervisory level.
- Designed to support practitioners in their work with children and young people aged 5 to 16 years

This is a work-based course

Key Learning Outcomes

- Playwork theories
- Supporting the needs and rights of the children to create diverse, inclusive play environments
- Health and safety in the play environment
- Establishing and maintaining links with other organisations

Providers

- Cambridge Regional College – Huntingdon Campus
- Cambridge Regional College – Science Park Campus
- People and Business Development Limited

Estimated completion: 12 months depending on learner motivation. Please note this may vary according to training provider.

Funding: Contact individual training provider.
QUALIFICATION

Level 4 Award for Early Years Advanced Practitioner

Entry Level Requirements

• This course is aimed at people wishing to develop their knowledge to become an Advanced Practitioner.
• Must hold a Level 3 Early Years qualification
• Must be in a supervisory role carrying out supervisions and mentoring staff*
• Must be able to identify and implement change within the setting

* Applicants may be required to carry out a written task or attend an interview prior to approval.

Key Learning Outcomes

• Enabling children to learn
• Promoting health and wellbeing through physical activity and nutrition
• Special educational needs
• Working in partnership with families and other professionals
• Implementing change in the setting

Providers

• Early Years and Childcare Training Team, Cambridgeshire County Council

Estimated completion: 12 months depending learner motivation.

Funding: Contact individual training provider.

QUALIFICATION

Level 5 Diploma in Leadership for the Children and Young People's Workforce (Early Years)

Entry Level Requirements

• This qualification is aimed at managers in Early Years settings to enhance their management practice
• Applicants must have a Level 3 Early Years qualification and working in a management position

This is a work-based course

Key Learning Outcomes

• Choose from two pathways: management and advanced practice
• Develop your understanding of key leadership and management concepts
• Extend and enhance your skills in communication, child development, developmental theory, safeguarding and other areas
• Delivered and assessed in the workplace by qualified, experienced trainers

Providers

• People and Business Development Limited
• City College, Peterborough

Funding: Contact individual training provider.
QUALIFICATION

Early Years Degree

Entry Level Requirements

• This qualification is designed for practitioners who are already working with children and young people.
• Must be working with or have access to working with suitable children and young people
• Must have achieved an appropriate Level 3 Childcare Qualification
• English and Maths Grade C (new Grade 4) or above, however, this may vary between providers

Key Learning Outcomes

• Content of the degree may differ between providers. Please contact your chosen provider to find out more about their qualification and the delivery methods.

Providers

• Anglia Ruskin, Cambridge anglia.ac.uk/study/part-time/early-years-playwork-and-education-harlow
• Cambridge Regional College, Cambridge camre.ac.uk/course-search-single/?CC=CH5FDEYPET1&CB=Foundation%20Degree%20in%20Early%20Years%20Playwork%20and%20Education
• University of Bedfordshire beds.ac.uk or contact Karen.siddons@beds.ac.uk

Funding: Contact individual training provider for advice

QUALIFICATION

Early Years Initial Teacher Training (EYITT)

Entry Level Requirements

• The Graduate Entry Employment Based Route is a 12-month, part-time pathway for graduates employed in early years settings/schools.
• All trainees must have a full degree, hold GCSE grade A*-C (or equivalent) qualifications in Maths, Science and English and be able to pass the Professional Skills Tests required for Initial Teacher Training

Key Learning Outcomes

• Early Years ITT prepares trainee teachers to become specialists working with the birth to five age range and in early years settings including private, voluntary, maintained and independent nurseries, as well as early years departments and reception classes in schools.
• Over the duration of the course students are expected to attend university training days and spend 120 days working with the 0-5 age ranges. This must include a 2-week placement in a school of your choice working with Key Stage 1 and an additional placement of up to a day per week (or equivalent) working with Foundation Stage in another setting or school of your choice. For the rest of the time, you will remain within your current setting.

Providers

Anglia Ruskin
Website: mpowernet.anglia.ac.uk/eyitt or getintoteaching.education.gov.uk/explore-my-options/become-an-early-years-teacher
Email: eyitt@anglia.ac.uk or phone 01245 684355.

Funding: Contact individual training provider. Limited course cost and funding for providers to cover practitioner absence is available through the training provider
Training Provider Contacts

Anglia Ruskin University
East Road, Cambridge CB1 1PT
08451 964 355
anglia.ac.uk

University of Bedfordshire
13a Polhill Avenue, Bedford MK41 9EA
01234 793 156
beds.ac.uk

Cambridge Regional College
Science Park Campus
Kings Hedges Road, Cambridge CB4 2QT
01223 418 200
camre.ac.uk

Huntingdon Campus
(Formerly Huntingdonshire Regional College)
California Road, Huntingdon PE29 1BL
01480 379 208 / 379 100
huntingdon.ac.uk

Early Years Training Centre
Cambridgeshire County Council, Box No OCT1215
Shire Hall, Cambridge CB3 0AP
01223 706 349
cambridgeshire.gov.uk/eyc

People and Business Development
Blois Meadow Business Centre
Steeple Bumpstead, Haverhill CB9 7BN
pbdevelopment.co.uk

The Open University
Level 2, Stuart Hall Building
Faculty of Education and Language Studies
Walton Hall, Milton Keynes MK7 6AA
open.ac.uk

City College Peterborough
Brook Street
Peterborough
PE1 1TU
01733 293886
citycollegepeterborough.ac.uk
Communication, language and literacy is a new section which reflects a key priority for all Schools and Settings in Cambridgeshire.

This is why we need to ‘Narrow the word gap’…

International evidence

A US study indicated that children from lower income families hear 30 million fewer words than children from higher income families by the time they are 4. Whilst this study carried out by Hart and Risley was on American children, it is clear that children growing up in more disadvantaged families in the UK do have speech, language and communication skills that are not at the level expected of their chronological age.

UK evidence

The UK Millennium study found that children from socio-economically disadvantaged groups are twice as likely to experience language delay as other children. cls.ioe.ac.uk

In excess of 50% of children in more disadvantaged areas starting school are behind in the area of communications and language. (Lee W (2012) A generation adrift, London, The Communication Trust)

This gap increases by an additional six months over the primary school years.

And in Cambridgeshire …

The three-year Foundation Stage Profile trend in communication and language shows a trajectory where we are at best maintaining any previous gains, and at worst, children’s outcomes in Cambridgeshire are declining.

The courses on pages 30-38, plus our masterclasses and conferences, will support all staff and practitioners to develop knowledge and skills in this critical area. You will see the marker throughout the programme which indicates all relevant courses. We have also included training offered by our partners on page 116 and 117. An improvement in children’s outcomes will improve their life chances and social mobility.
Getting Back to Basics using Letters and Sounds: Phase One Phonics

Audience
This course is aimed at practitioners and staff working with children in the Early Years Foundation Stage. It is suitable for recently qualified practitioners.

Aim
To gain an understanding of developing children’s listening skills and vocabulary as a foundation towards literacy.

Throughout this course learners will
Have an overview of Phase One Phonics looking at the different aspects, and activities.

Additional information
Please bring your setting’s Letters and Sounds folder with you, as this will be crucial for the course. Spare folders will be available to use during the course.

Note: This course is very similar to the Getting Started with Letters and Sounds course in the 2018 training programme.

Level Basic/Intermediate

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>2 March 2020</td>
<td>9.30am – 12.00pm</td>
<td>Cambs FA, Histon, Cambridge</td>
</tr>
<tr>
<td>Tues</td>
<td>24 March 2020</td>
<td>7.00pm – 9.30pm</td>
<td>Hunts FA, Huntingdon</td>
</tr>
</tbody>
</table>

For all course costs see page 11 for members and non-members
Adding New Ideas to Supporting Letters and Sounds: Phase One Phonics

Audience
This course is aimed at practitioners and staff working with children in the Early Years Foundation Stage. It is suitable for recently qualified practitioners.

Aim
To gain an understanding of developing children’s listening skills and vocabulary as a foundation towards literacy.

Throughout this course learners will
Have an overview of how they can build upon Phase One, looking at the different aspects and ‘out of the box’ activities

Additional information
Please bring your setting’s Letters and Sounds folder with you, as this will be crucial for the course. Spare folders will be available to use during the course.

Note: This course is very similar to the New ideas with Letters and Sounds course in the 2018 training programme.

Level Basic/Intermediate

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>19 May 2020</td>
<td>7.00pm – 9.30pm</td>
<td>Hunts FA, Huntingdon</td>
</tr>
<tr>
<td>Mon</td>
<td>15 June 2020</td>
<td>9.30am – 12.00pm</td>
<td>Cambs FA, Histon, Cambridge</td>
</tr>
</tbody>
</table>
Early Talk Boost

**Audience**

Early Talk Boost is a targeted intervention aimed at 3-4 year old children with delayed language development. On average, children make 6 months progress after the intervention, helping them to catch up with other children their age.

This one day course is suitable for staff who have knowledge and experience of communication and language development and have previously attended courses such as ECaT, Elklan and Early Talk.

**Aim**

The Early Talk Boost training has been developed by ICAN specialists to boost the language skills of 3-4 year old children that have delayed language skills to help narrow the gap between them and their peers.

**Throughout this course learners will**

Develop the skills, confidence and knowledge to:

- Understand the rationale behind Early Talk Boost
- Identify appropriate children
- Measure their progress and deliver the intervention successfully

**IMPORTANT additional information**

Each participating setting/school will require an Early Talk Boost Intervention Pack. The packs include; Participant book, Intervention Manual, Parent Workshop materials, Tracker Tool, Toolkit of puppets, musical instruments and resources and 10 x 8 Jake and Tizzy story books. Early Talk Boost Intervention Packs cost £480. We have negotiated a 10% discount with ICAN which reduces the cost to £432. If more than one practitioner attends from a setting/school or if you already have an Intervention Pack, there will be a discounted charge of £18 to cover the cost of the additional Participant book.

Lunch is not provided, please bring a packed lunch.

**Level** Intermediate

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<td>Hunts FA, Huntingdon</td>
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Early Talk – Supporting Communication and Language

**Audience**

This one day course is aimed at family-facing early years practitioners including childminders, Child and Family Centre workers and setting practitioners who want to increase their knowledge of typical early communication and language development.

**Aim**

The Early Talk 0-5 years modular programme has been developed by ICAN specialists. It provides a suite of three staged training modules that enable practitioners to support all their children’s communication and language skills through the use of a range of strategies and techniques.

**Throughout this course learners will**

- Develop an understanding of the definitions of speech, language and communication
- Enhance their knowledge about the stages of communication and language development (SLC)
- Learn about TALK strategies for supporting children’s communication and language development
- Explore the activities in the toolkit resource and reflect on how these might be used to support the communication and language needs of children
- Reflect on what a communication enabling environment might look like
- Increase their understanding of possible SLC difficulties and who else could help

**IMPORTANT additional information**

Each participating setting/school will require an Early Talk resource toolkit. Toolkits contain specific resources to support this training, one toolkit is suitable for all three of the Early Talk modules. Toolkits will be available to collect from the trainer at a cost of up to £85, which will be invoiced at a later date.

Lunch is not provided, please bring a packed lunch.

Delivered by an I-CAN Licensed Tutor

**Level** Intermediate

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Early Talk – Working with Under Threes

Audience
This one day course is aimed at family-facing early years practitioners including childminders, Child and Family Centre workers and setting practitioners who are interested in learning more about what it means to be a warm and responsive practitioner and how this can help support children’s communication and language development.

Aim
The Early Talk 0-5 years modular programme has been developed by ICAN specialists. It provides a suite of three staged training modules that enable practitioners to support all their children’s communication and language skills through the use of a range of strategies and techniques.

Throughout this course learners will
- Develop an understanding of the skills needed to communicate
- Reflect on their knowledge of the stages of communication and language development
- Consider the risk and resilience factors which might affect communication and language development
- Reflect on when to seek support and how to refer on
- Learn more about the role of the practitioner in supporting children’s communication and language development
- Develop their knowledge of the links between play, language and cognition
- Learn more about the key methods of supporting communication and language development including strategies to generate warmth and support responsiveness

IMPORTANT additional information
Each participating setting/school will require an Early Talk resource toolkit. Toolkits contain specific resources to support this training, one toolkit is suitable for all three of the Early Talk modules. Toolkits will be available to collect from the trainer at a cost of up to £85, which will be invoiced at a later date.

Lunch is not provided, please bring a packed lunch.

Delivered by an I-CAN Licensed Tutor

Level Intermediate

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Early Talk – Working with Parents

Audience
This one day course is aimed at family-facing early years practitioners including childminders, Child and Family Centre workers and setting practitioners who want to learn more about how to enhance parental support of early communication and language development. It is expected that those applying to join the ICAN Early Talk Working with Parents course will already have completed either the ICAN Early Talk Supporting Communication and Language module, the ICAN Early Talk Working with the Under Threes module or Elklan Let’s Talk with the Under Fives.

Aim
The Early Talk 0-5 years modular programme has been developed by ICAN specialists. It provides a suite of three staged training modules that enable practitioners to support all their children’s communication and language skills through the use of a range of strategies and techniques.

Throughout this course learners will
- Develop an understanding of the importance of parental support for the development of speech, language and communication
- Learn more about how to work in partnership with parents to support their children’s speech, language and communication
- Learn more ideas for supporting parents to use activities and approaches to support their children’s speech, language and communication development
- Develop an understanding of the importance of working with parents of children with speech, language and communication needs (SLCN) and relevant professional agencies

IMPORTANT additional information
Each participating setting/school will require an Early Talk resource toolkit. Toolkits contain specific resources to support this training, one toolkit is suitable for all three of the Early Talk modules. Toolkits will be available to collect from the trainer at a cost of up to £85, which will be invoiced at a later date.

Lunch is not provided, please bring a packed lunch.

Delivered by an I-CAN Licensed Tutor

Level Intermediate

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Using Every Child a Talker (ECaT) Materials and Approaches in Early Years Environments

Audience
This two-day training course is suitable for qualified and experienced staff in early years environments including day nurseries, pre-schools, nursery schools, nursery and reception classes.

Course outline
Every Child a Talker is a whole setting initiative so the participants must feel confident to feed back to other staff members, support practice in the setting and be supported by the management to implement new ideas and approaches. Practitioners will need to have direct contact with children and be able to lead change in the setting.

Priority for places on this course will be given to settings and schools who have not already been trained in ECaT. Please contact the training team if you have already trained but need to train someone else, e.g. if your trained person has left the setting.

Throughout this course learners will
- Develop their knowledge and understanding of children’s early language development
- Be provided with tools to support children to improve their communication and language skills including the ECaT assessment and tracking tool
- Consider strategies to increase parental understanding of their child’s language development to enable them to support their child at home
- Explore the elements of communication friendly environments
- Discuss the implementation of ECaT and use of ECaT data to improve both practice and outcomes for children
- Use ECaT resources including county ECaT guidance

Additional information
Practitioners must attend both sessions to complete the course. Please bring a ring bound folder for the ECaT materials or the setting ECaT folder if you already have one. There will be a take away task to complete between day 1 and day 2.

Lunch is not provided, please bring a packed lunch

Level Intermediate/Advanced

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Building Vocabulary through Enabling Environments

Audience
This course is for all practitioners working with children in the EYFS.

Aim
To develop an understanding of the role of the environment in supporting children's development in communication and language. To enable practitioners to support children to build a varied vocabulary.

This course will
- Enable practitioners to understand what contributes to a quality enabling environment.
- Explore the role of the enabling environment in developing and expanding children's vocabulary
- Consider how different pedagogical approaches view the enabling environment
- Consider how practitioners can assess the quality of their setting's environment

Practitioners will
- Draw on their own experience and practice in discussion
- Gain a deeper understanding of enabling environments and approaches to them
- Share in professional discussion and practical activities to support their understanding of the enabling environment.

Additional information
This course will include some content from the 2018-19 course ‘Delivering the EYFS through Continuous Provision’

Level Intermediate

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Level 3 Award in Supporting Children and Young People’s Speech, Language and Communication

Audience
Designed for practitioners working in the Early Years Sector to enhance their skills to understand and promote Speech, Language and Communication within their working practice. Must be working within the Early Years sector and achieved a Level 3 Early Years qualification prior to applying.

Aim
Continuing professional development in speech language and communication can lead to an increase in confidence. It can also improve practice and achieve better outcomes for children and young people.

Throughout this course learners will
• Understand the importance of speech, language and communication
• Identify the signs of those children who are experiencing difficulties
• Promote speech, language and communication development
• Explore ways to support children and young people who have speech, language and communication needs (SLCN).

Additional information
This is a CACHE accredited continuous professional development award for practitioners to gain recognition for key areas of their work. Learners will need to have a passion for developing and enhancing approaches to Communication Language and Literacy within their working practice. Learners will be required to attend training and must have access to a computer to upload their work via an e-portfolio. To apply for this course please contact eycqualifications@cambridgeshire.gov.uk

Level  Advanced
Course Cost £100 (subsidised for PV settings)
Physical Development for Life

**Audience**
This course is suitable for all Early Years and Childcare practitioners.

**Aim**
This course is aimed at Early Years practitioners who daily plan experiences and activities using the Early Years Foundation Stage (EYFS) to support children’s physical development.

**Throughout this course learners will**
- Discuss the reason why Physical Development is a Prime Area of the EYFS Curriculum.
- Gain knowledge of the MOVERS environmental rating scales which can enhance their planning and assessment skills for physical development.
- Share and discuss useful strategies and ideas for developing children’s enthusiasm to be physically well and healthy; giving them the best start in life.
- Consider how to inspire staff, parents, key adults and children to embed physical development holistically including home learning.

**Level** Basic

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For all course costs see page 11 for members and non-members
Characteristics of Effective Learning: Active Learning

Audience
This training is a continuation of the Characteristics of Effective Learning series which focuses this time on “Active Learning”. A must for all Early Years Practitioners!

Aim
This course aims to explore our understanding of what active learning is using the EYFS documentation and guidance to enhance our professional practice.

Throughout the day each sub-area of this characteristic will be discussed with ideas to share and exciting ways to ensure our children are active learners for life.

Throughout this course learners will
• Explore the ways in which children are involved in their own learning and natural play to develop good levels of concentration skills.
• Discuss the strategies of high quality practice to ensure children keep trying new experiences to support persistence and resilience.
• Reflect on how children enjoy and achieve what they set out to do each day in a variety of different environments such as being at home or in an early years setting.

Additional information
Please bring a copy of the EYFS Development Matters with you to this course.

Lunch is not provided, please bring a packed lunch.

Level Basic

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Telling the Story through Effective Displays

**Audience**
This course is aimed at practitioners working with children and young people.

**Aim**
This course focuses on assembling effective displays in the enabling environment which celebrates the child's creativity and learning. Through discussion and sharing, learners will have opportunities to explore and discuss ways of enhancing the learning environment to support children's earning and development.

**Throughout this course learners will**
- Gain an understanding of how displays are used to support a child's learning
- Provide opportunities to share discuss and identify what makes an effective display
- Consider the use of resources and environment to create an effective display

**Additional information**
Practitioners are welcome to bring along photos and samples of work currently displayed in their settings to share and discuss with others.

**Level** Basic

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For all course costs see page 11 for members and non-members
Brilliant Babies – Best Practice, Working with Children under 24 months

The Statutory Framework for the Early Years Foundation Stage states that for children aged under two:

- at least half of all staff must have received training that specifically addresses the care of babies
- where there is an under two-year-olds’ room, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos. EYFS: 3.31

**Audience**

This course is aimed at all practice leads and practitioners who are working with babies and toddlers under 24 months.

**Aim**

This workshop will use research and practical suggestions to explore how settings and schools can actively engage with parents to develop the home learning environment and support learning at home.

It will also feature case studies from settings and schools that are achieving success in this area and provide practical tips and strategies to take away.

**Throughout this course learners will**

- Explore the key pedagogical approaches that influence the ways in which under twos practice is delivered.
- Investigate the crucial role that practitioners have in supporting the development of our youngest children
- Reflect on current under twos provision and consider next steps needed to enhance your practice

**Additional Information**

Lunch is not provided, please bring a packed lunch.

**Level** Intermediate

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Making the most of the outdoor environment for children under 24 months

The Statutory Framework for the Early Years Foundation Stage states that for children aged under two:

• at least half of all staff must have received training that specifically addresses the care of babies
• where there is an under two-year-olds room, the member of staff in charge of that room must, in the judgement of the provider, have suitable experience of working with under twos. [EYFS: 3.31]

Audience

This course is aimed at all practice leads and practitioners who are working with babies and toddlers under 24 months.

Aim

This course will examine a range of key factors that contribute to our understanding of how the outdoor environment supports learning and development for children under 24 months.

Throughout this course learners will

• Develop an understanding of what key factors contribute to creating an enabling outdoor environment for children under 24 months.
• Investigate the ways in which an enabling outdoor environment can support learning across the Prime areas as well as supporting the Characteristics of Effective Learning in the youngest children.
• Support practitioners to understand the relationship between risk and discovery and to find ways of ensuring a balanced approach is taken.
• Reflect on current outdoor provision for under twos and consider next steps needed to enhance your practice

Level Basic/Intermediate

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Parental Engagement in Children’s Learning

**Audience**
This course is for all practitioners and staff working with children in the Early Years Foundation Stage.

**Aim**
This workshop will use research and practical suggestions to explore how settings and schools can actively engage with parents to develop the home learning environment and support learning at home.

It will also feature case studies from settings and schools that are achieving success in this area and provide practical tips and strategies to take away.

**Throughout this course learners will**
- Examine research around the importance of parental engagement with learning
- Develop an understanding of the impact of home learning on outcomes for children
- Consider practical ways to engage families with children’s learning at home
- Share success stories from other settings and schools

**Level** Basic/Intermediate

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For all course costs see page 11 for members and non-members
Bangs and Bubbles – Exploring the Role of Science in the Early Years Foundation Stage

**Audience**
This course is for all practitioners working with children in the Early Years Foundation Stage.

**Aim**
To develop an understanding of how science fits into the Early Years Foundation Stage and how scientific investigation can support the characteristics of effective learning.

**This course will**
- Provide practical examples of scientific investigations suitable for children in Early Years
- Explore the links between different branches of scientific exploration and the areas of learning and development
- Promote the use of scientific vocabulary
- Support practitioners to use science to develop the CoEL, especially creating and thinking critically

**Practitioners will**
- Be enthused in exploring how children can be involved in science from a young age
- Gain a deeper understanding of scientific vocabulary
- Take part in practical activities

**Additional information**
This course will contain a practical element and practitioners are advised to wear suitable clothes.

**Level** Intermediate

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Audience
This course is suitable for all volunteers, practitioners and staff who work in early years and childcare.

Aims
• Understand how attachment relationships contribute to brain development
• Identify the impact of unmet attachment needs on school readiness
• Recognise signs and indicators of unmet attachment needs at home, in the classroom and in the community
• Know how to respond to children in these different settings

Throughout this course learners will
• Develop practitioners’ knowledge and skills on what children need from adults to promote optimal brain development
• Consider the impact of secure attachment on growing brains and bodies
• Identify the signs and indicators of unmet attachment needs in everyday life
• Consider practical ways to meet the attachment needs of children in their care at all stages of development
• Understand the importance of providing a strong and resilient adult network to support children with unmet attachment needs.

Additional information
This course will include a working lunch, please bring your lunch with you.

Level Intermediate

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Tuning in to Children

**Audience**
This course is aimed at practitioners working with children in the Early Years Foundation Stage.

**Aims**
- To support deep reflection on the current quality and the impact of interactions in the setting.
- To look at characteristics of effective practitioners.
- To provide practical strategies to help practitioners tune in to and respond effectively to young children's verbal and non-verbal communication.

**Course description**
This course will support practitioners with recognising when to interact to support children's thinking and to use an approach which identifies teachable moments and looks at the adult role in supporting children's learning and development.

**Level** Intermediate

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For all course costs see page 11 for members and non-members
Audience
For all practitioners working with children in the Early Years Foundation Stage.

Aim
This course will focus on understanding why developing mathematical skills early matters for young children. Practitioners will develop their understanding of early maths and reflect on ways to develop their mathematical environment.

This course will
• Support settings in understanding how early maths skills develop
• Promote strategies for developing mathematical thinking
• Reflect on our existing maths provision in light of changes to the EYFS Early Learning Goals
• Consider how to engage parents and carers in promoting maths in the home environment

Throughout this course learners will
• Develop an understanding of how early maths skills develop and how to support children who are struggling with maths
• Provide practical demonstrations and analysis of maths activities
• Consider how to reflect on and develop maths provision in a setting
• Develop strategies to help promote home learning.

Level  Intermediate

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Making Maths Matter – Outdoors

**Audience**
For all practitioners working with children in the Early Years Foundation Stage.

**Aim**
This course will focus on developing strategies to deliver mathematics in a meaningful way in the outdoor environment.

**Throughout this course learners will**
- Consider what makes outdoor play different and why children benefit from outdoor play
- Promote strategies for developing mathematical thinking and language outdoors
- Reflect and explore our existing outdoor maths provision
- Consider how mathematics can be developed within a forest school ethos
- Draw on their own experiences of outdoor play and mathematics provision
- Analyse mathematical activities for their effectiveness
- Consider how to reflect on and develop outdoor maths provision in a setting

**Level** Intermediate

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For all course costs see page 11 for members and non-members
It’s all about the Boy – Rethinking Effective Practice for Boys in the Early Years

Audience
This course is aimed at early years and childcare practitioners and staff working in schools within the Early Years Foundation Stage.

Aim
This revised course will enable practitioners to consider key practice principles together with the current pedagogical approaches which influence how boys learn and develop in the early years.

Throughout this course learners will
• Consider the debate linked to Nature v. Nurture and the impact that this may have on learning and development
• Understand what is involved in creating enabling learning environments for boys that ignites their curiosity
• Identify the preferred ways in which boys learn most effectively including a focus on creative development
• Consider the significance of the adult role in supporting boys to achieve.

Additional information
This course has been reviewed and was called ‘Supporting Boys’ last year.
Lunch is not provided, please bring a packed lunch.

Level Intermediate

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<td>Meadows Community Centre, Cambridge</td>
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Understanding Children’s Behaviours and Interactions

Audience
This course is aimed at all practitioners and staff working in early years provision including childminders.

Aim
This two part course will examine the relationship between children's social interactions and observed behaviours. The course will examine ways in which adults can support children to become effective self-regulators of their feelings and will raise an awareness of how to support the development of emotional literacy.

Throughout this course learners will
• Consider the impact that children’s interactions with each other can have on group dynamics
• Analyse the role of an enabling environment in supporting children’s social interactions
• Investigate how practitioners can successfully influence positive interactions to occur within group provision
• Reflect on approaches to partnership working with parents/ carers and other professionals in order to achieve positive outcomes for all children
• Be able to reflect on a range of strategies that encourage positive social interactions within your provision.

Additional information
This course is delivered in two parts and includes an observational gap task which should be undertaken in order to successfully complete the course.

Level Intermediate

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<th>Day</th>
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<tr>
<td>Fri</td>
<td>11 October &amp; 8 November 2019</td>
<td>9.30am – 12.00pm</td>
<td>Cambs FA, Histon, Cambridge</td>
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<tr>
<td>Tues</td>
<td>28 January &amp; 25 February 2020</td>
<td>7.00pm – 9.30pm</td>
<td>Hunts FA, Huntingdon</td>
</tr>
</tbody>
</table>
Courses on demand

The following courses will run subject to demand. Once there are sufficient numbers for the course to proceed, the date, time and venue will be confirmed. Further details are available on Learn Together cambslearntogether.co.uk/early-years-workforce-development-and-training-1

**Back to Basics – The Early Years Foundation Stage (EYFS)**

**Audience:** This course is aimed at practitioners who are new to working with early years children or those who have returned to early years and wish to refresh their understanding. This would also enhance the role of committee members and governors who are unfamiliar with the Early Years Foundation Stage (EYFS).

**Aim:** To provide an overview of the key aspects of the EYFS. To enable practitioners to explore the Prime and Specific areas of learning and development.

**Delivering the EYFS through Continuous Provision**

**Audience:** For all practitioners working with children in the Early Years Foundation Stage.

**Aim:** To develop an understanding of how the EYFS can be delivered through continuous provision. To strengthen an understanding of how children learn and develop and the importance of an enabling environment.

**Capturing What Children Can Do**

**Audience:** This course is aimed at early years practitioners who are carrying out observations and assessment in their provision.

**Aim:** This course will enable practitioners to develop the skills required to observe children in a purposeful way. Practitioners will develop an understanding about how accurate assessment of children's learning can support an effective planning process.
The Key to it All: An Examination of the Role of the Key Person

**Audience:** All practitioners in early years and childcare who are working as a key person for children in the EYFS.

**Aim:** This course will encourage reflection about the role and responsibility a key person has in supporting children to develop their full potential. It will support participants to understand some of the main principles that underpin good key person practice.

Loose Parts in the Early Years

**Audience:** All practitioners in the early years sector

**Aim:** This course explores what loose parts are and how they can be used to support the seven areas of learning and the Characteristics of Effective Learning in the Early Years Foundation Stage. The course will consider the benefits of including loose parts in your delivery of the EYFS and focus on the practicalities of delivering effective loose parts practice within your provision.

Introduction to the Early Years Foundation Stage

**Audience:** This course is aimed at newly qualified early years practitioners and those who are returning to early years practice. This course was previously called ‘New to Early Years and Childcare’

**Aim:** This two day course will provide practitioners with an overview of the key Early Years Foundation Stage (EYFS) principles. It will support an understanding about what really underpins good quality early years practice and will provide an introduction to:

- The EYFS
- The role of the adult / key person
- Working in a team
- Enabling Environments and much more...
Forest School – An Introduction

**Audience**
This course is aimed at practitioners wanting to find out about Forest School sessions and those with an interest in expanding their knowledge of outdoor learning opportunities. The course is appropriate for adults working with children from the age of 3 to 11 years old, as the experiences can be adapted according to the ages/stages of child development.

**Aim**
This practical course introduces the principles of Forest School and explores how Forest School practices support children holistically to become confident independent learners.

**Throughout this course learners will**
- Consider how Forest School complements the Early Years Foundation Stage and the National Curriculum through a variety of practical experiences and discussion
- Explore opportunities to consider risk benefit analysis and planning
- Engage in Forest School experiences themselves and learn how to use a variety of tools and build a woodland fire safely
- Consider the risk element of these types of experiences and how explore the benefits and challenges of implementing them
- Consider the ethos and impact of Forest School practices through discussion and practical ‘hands-on’ experiences such as using tools and fire building

**Additional information**
This session is a practical one, and will be held outdoors in a woodland environment, whatever the weather, so please wear suitable clothing. It is always cooler under the canopy of the trees and is often muddy so sturdy shoes/wellington boots are recommended along with warm waterproof clothing.

Lunch is not provided, please bring a packed lunch.

**Level** Basic

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<th>Day</th>
<th>Date</th>
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<th>Venue</th>
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<tbody>
<tr>
<td>Thurs</td>
<td>14 November 2019</td>
<td>10.00am – 4.00pm</td>
<td>Waterbeach Primary School</td>
</tr>
<tr>
<td>Thurs</td>
<td>4 June 2020</td>
<td>10.00am – 4.00pm</td>
<td>Streatham Primary School</td>
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</table>
Forest School – Fire Experiences

**Audience**

This course is aimed at practitioners leading or supporting Forest School sessions and those with an interest in expanding their knowledge of outdoor learning opportunities. The course is appropriate for adults working with children from the age of 3 to 11 years old, as the experiences can be adapted according to the ages/stages of child development.

**Aim**

This practical course builds upon basic fire lighting knowledge and skills to increase confidence when facilitating fire lighting in your Forest School sessions.

**Throughout this course learners will**

- Build and light their own fires using the resources found in the forest area
- Explore different methods of fire lighting
- Explore different methods of cooking on the open fire
- Have the opportunity to cook well-known Forest School recipes, such as bannock bread and chocolate orange cake

**Additional information**

This session is a practical one, and will be held outdoors in a woodland environment, whatever the weather, so please wear suitable clothing. It is always cooler under the canopy of the trees and is often muddy so sturdy shoes/wellington boots are recommended along with warm waterproof clothing.

Lunch is not provided, please bring a packed lunch.

**Level** Intermediate

**Day** | **Date** | **Time** | **Venue**
---|---|---|---
Tues | 23 June 2020 | 10.00am – 2.30pm | Waterbeach Primary School
Forest School – Games in the Great Outdoors

**Audience**
This course is aimed at practitioners leading or supporting Forest School sessions and those with an interest in expanding their knowledge of outdoor learning opportunities. The course is appropriate for adults working with children from the age of 3 to 11 years old, as the experiences can be adapted according the ages/stages of child development.

**Aim**
This practical course looks at a variety of different games which engage children with the natural environment and that be used to enhance your Forest School sessions. Practitioners will have the opportunity to play various games that support all areas of learning and development. To explore and enjoy a variety of different games that engage children with the natural environment.

**Throughout this course learners will**
- Consider how games support Forest School
- Explore and play various games in the forest area
- Explore and play various games in an open outdoor space
- Consider how games can be differentiated for all children
- Consider how games support all areas of learning and development

**Additional information**
This session is a practical one, and will be held outdoors in a woodland environment, whatever the weather, so please wear suitable clothing. It is always cooler under the canopy of the trees and is often muddy so sturdy shoes/wellington boots are recommended along with warm waterproof clothing.

Morning refreshments will be provided, please bring a snack if you wish.

**Level** Intermediate

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<th>Day</th>
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<tr>
<td>Tues</td>
<td>19 May 2020</td>
<td>10.00am – 12.30pm</td>
<td>Hinchingbrooke Country Park</td>
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</table>
Forest School – Connecting to Nature

**Audience**
This training is suited to all practitioners working with children age 3 – 11 years who are delivering Forest School and outdoor learning.

**Aim**
To learn new skills and explore how nature connection, within Forest School and Outdoor Learning, supports children's holistic development and covers areas of the Early Years Foundation Stage and Primary Curriculum.

**Throughout this course learners will**
- Consider how Forest School and outdoor learning complements the Early Years Foundation Stage and the National Curriculum through a variety of practical experiences and discussion
- Engage in a variety of hands-on Forest School experiences, including games and nature connection, and consider how they can be embedded into practice whilst remaining true to the Forest School ethos

**Training Provider** huate – Cambridgeshire County Council’s Preferred Forest School Qualifications Provider

**Additional information**
This session is a practical and will be held outdoors in a woodland environment, whatever the weather, so please wear suitable clothing. It is always cooler under the canopy of the trees and is often muddy so sturdy shoes/wellington boots are recommended along with warm waterproof clothing.

Lunch is not provided, please bring a packed lunch.

**Level** All levels, course will be differentiated depending on individual learning requirements.

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<th>Day</th>
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<tr>
<td>Thurs</td>
<td>30 April 2020</td>
<td>10.00am – 4.00pm</td>
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</table>
Forest School Qualifications

**Audience**
This training is suited to all practitioners or school staff working with children age 3 – 11 years who are delivering Forest School and outdoor learning.

**Course details**
Forest School Level 1, 2 and 3 qualifications are available through Cambridgeshire County Council in partnership with our preferred qualifications provider huathe. Both tutors from huathe, Elizabeth Swift and Carol Middleton are FSA Endorsed Forest School Trainers.

Depending the level of qualification you choose, you will be required to attend a varying number of tutor-led days and complete course workbooks. Assessment will be through tutor observation and the completion of the workbooks. Level 3 students will also be required to deliver six pilot Forest School sessions.

All qualifications are accredited by the Open College Network

The dates for Autumn Term 2019 are detailed below. Further information is available at cambslearntogether.co.uk/early-years/forest-school/forest-school-qualifications-training

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<thead>
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<tr>
<td></td>
<td>8 June 2020</td>
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<tr>
<td>Level 2</td>
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<td></td>
<td>8 June 2020</td>
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<tr>
<td>Level 3</td>
<td>4 – 7 October 2019</td>
<td>£920</td>
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<td></td>
<td>1 – 3 May 2020</td>
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<td></td>
<td>8 and 9 June 2020</td>
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<tr>
<td>Level 3 First Aid</td>
<td>TBC</td>
<td>£110</td>
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The Nature of Nurture – Practical Attachment Theory Masterclass

**Audience**
This course is aimed at staff working with the younger age group of children. Such as staff working in Out of School/Playwork settings, early years workers, parents and teaching staff/lunchtime staff from schools. Previous learners report that this course has had a significant impact on their practice, changing the way that they work with all children regardless of age.

**Aim**
To highlight the fundamental importance of nurturing to a child’s emotional well-being, and exploring how we can directly apply attachment theory to the children in our care.

**Throughout this course learners will**
- Gain an understanding of attachment theory, not as an abstract concept, but as a vital developmental toolkit to help support the children in our care to thrive.
- Be introduced to practical applications for attachment theory and the profound impact simple interventions can have on the well-being of our children.
- Understand that an increasing number of children have a deficit in the fundamental nurturing they need to form secure attachments due to modern parenting and massively increased screen time.
- Experience a wealth of practical activities to use with children that can help children become more secure in their attachments.

**Additional information**
Whilst this is a masterclass, it is suitable for new and veteran workers alike, as the theory is easily accessible and presented in a way that makes it instantly relevant to our work. For this reason, no prior knowledge is required for this course.

Lunch is not provided please bring a packed lunch.

**Trainer** Diana Lawton, Inspired Children

**Level** All

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<tr>
<td>Weds</td>
<td>26 February 2020</td>
<td>10.00am – 4.00pm</td>
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Book Sharing with Little Ones: A Dialogic Approach

Audience
This masterclass is for experienced practitioners who are committed to supporting young children’s communication and language development.

Throughout this course learners will
- Learn how and why we should be using Talking Tennis strategies to support our interactions with children
- Consider what a ‘sustained conversation’ with a child might look like
- Be aware of the importance of using an input model to support language acquisition
- Develop an understanding of how and why comments, expansions, recasts, explanations, repetitions, evaluations as well as prompts and open-ended questions of an appropriate level can be used to support children’s communication and language development
- Consider how books can be used as the core of provision
- Learn more about strategies and hooks which can be used to support greater engagement with books
- Explore how visual literacy supports the comprehension of the spoken word
- Develop their understanding of a tiered approach to vocabulary development
- Explore a new, staged approach to dialogic book-sharing which acts as a scaffold for children’s learning
- Consider how what has been learnt can be shared with parents

Additional information
Lunch is not provided, please bring a packed lunch.

Level Advanced

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<th>Day</th>
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<tbody>
<tr>
<td>Fri</td>
<td>27 March 2020</td>
<td>9.30am – 4.00pm</td>
<td>TBC</td>
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Helicopter Stories

**Audience**
For all teachers, teaching assistants and practitioners working with children in the EYFS.

**Aim**
This interactive masterclass will enthuse all learners attending the session to go back and try out Helicopter Stories with the children in their care. This session will provide learners with the tools to use this method straight away.

**Throughout this course learners will**
- Learn to harness the power of storytelling
- Understand how to inspire powerful learning outcomes in key curriculum areas, such as Communication and Language, Personal, Social and Emotional Development and early compositional skills in Writing

**Additional Information**
Lunch is not provided, please bring a packed lunch.

**Trainer** Trisha Lee, Make Believe Arts

**Level** All

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<tbody>
<tr>
<td>Weds</td>
<td>11 December 2019</td>
<td>9.30am – 3.00pm</td>
<td>Cambs FA, Histon, Cambridge</td>
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</table>
Looking at Children’s Progress Through the EYFS

Using the Observation Tool Kit and the Development Map

**Audience**

This masterclass is suitable for anyone who works with children in the EYFS and KS1/Y1 – some experience of observation and assessment will be needed but if a less experienced practitioner came with someone more experienced that would be ideal. We will focus on The Observation Tool Kit to upskill practitioners/teachers and fine tune their skills when making informed professional judgements about progress.

The session is particularly helpful for assessment co-ordinators; moderators; EYFS Leads/Managers/Room Leaders. Also Head Teachers/Managers who want to find out more about early years assessment processes.

**Aim**

Observing children’s development and learning is at the core of practitioners/teachers work with young children. This masterclass will look at how keen observation helps us to make informed decisions about children’s progress especially with regards to Listening, Attention and Understanding. It’s all about keeping the focus on the Unique Child.

**Throughout the day learners will**

- Look at examples of observations and Learning Stories in order to think more deeply about children’s development and learning
- Focus on how to recognise children’s listening, attention and understanding
- Be updated on the proposed revisions to the EYFS in CLL
- See the professional skills that underpin observation and assessment e.g. observing in the moment
- Explore what is meant by making professionally informed judgements to evaluate observations and think about next steps
- Be introduced to the Observation Tool Kit – A pedagogical tool to support good practice in observation, assessment and mapping children’s progress
- Look at a holistic mapping tool called the Development Map which keeps the child at the centre of their learning and progress
- Have time to discuss and share your practice and thinking with other colleagues

**Trainer** Di Chilvers Advisory Consultant in early childhood education

**Additional information**

Please bring a copy of Development Matters and the EYFS Statutory Framework.

Lunch is not provided please bring a packed lunch.

**Level** Intermediate/advanced

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<th>Day</th>
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<tbody>
<tr>
<td>Fri</td>
<td>4 October 2019</td>
<td>10.00am – 4.00pm</td>
<td>Cambs FA, Histon, Cambridge</td>
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The Reggio Approach Acting as a Mirror to Your Pedagogical Practice

**Audience**
This training is suited to experienced practitioners working in Early Years settings who share a passion for the Reggio Approach and child-led practice.

**Aim**
This course aims to use the principles and practices of the Reggio Approach to act as a mirror to your settings pedagogical values to practice. The day will explore how we can use this approach with the Early Years Foundation Stage to deliver high quality child-led practice for better outcomes for all children.

**Throughout this course learners will**
- Explore the principles of the Reggio Approach
- Engage in professional discussions about the effective use of documentation.
- Learn how the environment becomes the third teacher using this approach.
- Ensuring ways of providing a child-led ethos in your setting

**Additional information**
A basic prior knowledge of the Reggio Approach is desirable.
Lunch is not provided, please bring a packed lunch.

**Level** Advanced

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<tr>
<td>Tues</td>
<td>2 June 2020</td>
<td>9.30am – 3.30pm</td>
<td>Hemingford Pavilion, Hemingford Grey</td>
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The Patterns of Life – Developing Maths and Literacy

Audience
This training is suitable for all practitioners working with children in the Early Years Foundation Stage.

Aim
This course will focus on understanding how children can identify patterns in different everyday activities and how understanding pattern can contribute to mathematical and literacy development.

Throughout this course learners will
• Consider what patterns can be found in everyday life
• Develop an understanding of how children process and understand patterns
• Understand how patterns in music can contribute to children’s development
• Reflect on how patterns are used in maths and literacy
• Look at how settings can develop provision to support numerical and literacy pattern development

Additional Information
Lunch is not provided, please bring a packed lunch.

Level Advanced

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<tr>
<td>Fri</td>
<td>24 January 2020</td>
<td>9.30am – 3.30pm</td>
<td>Hemingford Pavilion, Hemingford Grey</td>
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Children’s Early Outcomes –
It’s Everyone’s Business

**Audience**
This masterclass is for experienced early years and childcare practitioners and staff working in schools within the Early Years Foundation Stage (EYFS) who are committed to narrowing the gap.

**Aim**
This two-part masterclass will be of interest to practitioners working with children in the early years who are passionate about accelerating achievement and narrowing the gap.

**Throughout this course learners will**
- Examine the issues around underachievement and life chances
- Explore the impact of language, working with parents and the developing the home learning environment
- Consider ways to develop and use action research

**Additional Information**
Lunch is not provided, please bring a packed lunch.

**Level** Advanced

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<tr>
<td>Thurs</td>
<td>23 April &amp; 4 June 2020</td>
<td>9.30am – 12.30pm</td>
<td>Cambs FA, Histon, Cambridge</td>
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For all course costs see page 11 for members and non-members
Cultural Capital Matters

Audience
This masterclass is for experienced practitioners and school staff.

Course content
We all have it
It has been extensively thought about and written about
It is a complex and contested concept
Ofsted has made it part of the new Education Inspection Framework

So what is it? How does it relate to young children's development and learning? How can practitioners best acknowledge and support all children's cultural capital? This workshop/masterclass/session/seminar (pick whichever seems right!) will help participants unpack some of the issues around the diversity of beliefs, knowledge, understandings and status that we all acquire through being part of particular social and cultural groups. It will explore how we work with 'disadvantaged' children, valuing the differences and richness that they bring as well as giving them opportunities to extend their learning experiences.

Trainer Helen Moylett, Early Years Trainer, Consultant & Writer

Additional Information
Lunch is not provided, please bring a packed lunch.

Level Advanced

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<th>Day</th>
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<th>Venue</th>
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<tbody>
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<td>Thurs</td>
<td>10 October 2019</td>
<td>10.00am – 4.00pm</td>
<td>Hunts FA, Huntingdon</td>
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Early Years Conference 2020

Once again this conference will be offered over two days to enable as many professionals to attend as possible. The conference will feature two internationally renowned speakers and a choice of workshops. Our fantastic programme will enable professionals to reflect on their practice with children in the Early Years Foundation Stage. Further details to be confirmed shortly.

Refreshments and lunch are provided.

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<th>Day</th>
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<th>Venue</th>
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<tbody>
<tr>
<td>Thurs/Fri</td>
<td>12 &amp; 13 March 2020</td>
<td>8.30am – 4.30pm</td>
<td>Marriott Hotel, Huntingdon</td>
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**Price**

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<th>Member</th>
<th>Non-member including Peterborough providers</th>
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<td>Academy and independent schools</td>
<td></td>
<td>£175</td>
</tr>
<tr>
<td>Out of county</td>
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<td>£175</td>
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**Please note:** Members who have purchased the Training and Support Bundle can book one conference place of their choice (subject to availability).

You will NOT be able to use training credits for the above conference.

**What last year’s delegates said:**

- “Loved the practical approach to what she was talking about, could really relate to my own practice.”
- “Fantastic, informative and thought provoking…”
- “So much fun, came away with some great ideas, excellent.”
- “Amazing – inspiring, I want to come and see it in real life.”
Just Play Conference 2019

This conference is for all practitioners working with children and young people age 4 years upwards in Cambridgeshire and Peterborough to promote play within their working practice and beyond.

This year we are pleased to invite National Playwork Trainer of the Year 2019 Ben Kingston Hughes from Inspired Children to open the conference. Ben’s training has been mentioned by Ofsted as an example of outstanding staff development and he has twice appeared on Channel 4 working with vulnerable children.

**Keynote Speech – The Power of Play**

This thought-provoking keynote highlights the importance of play not just from a developmental perspective but as a therapeutic process that can profoundly impact on children’s self-esteem, confidence and mental health. Interactive, humorous and with up-to-date information about the neuroscience and biochemistry of play, this keynote will help delegates rediscover their passion for play and help them to stand up for children’s rights to play in a society that does not seem to value this essential process.

**Workshops**

After the keynote you will have the opportunity to choose from a range of workshops to enhance your professional development. Workshops will include

- Ben Kingston Hughes – ‘Superheroes’ fun and interactive workshop
- Out of School SEND – Interactive session on high quality inclusive practice in the play space
- Early Years Safeguarding – ‘Protective Behaviours’ a practical down to earth approach to personal safety
- Ben Mitchell from Scrapstore returns this year and promises an interactive fun filled session

More information on workshops to follow.

**Additional information**

Lunch and refreshments will be included throughout the day

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<th>Day</th>
<th>Date</th>
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<tr>
<td>Out of county – excludes Pboro</td>
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**Please note:** Providers who have purchased Out-of-School and Holiday Club membership can claim one free place at this conference as part of the offer.
Conferences and Masterclasses – further details to be announced soon

Coming soon...

PEDAL

Spring term 2020

Forest School Conference

Spring term 2020

Safeguarding Conference

Summer term 2020

We are currently working on these and masterclasses
Further details and dates to follow
The Roles and Responsibilities of the Registered Provider

Audience
For settings that are; Voluntary managed, governor-led pre-school provision, limited companies, community interest companies, childminders and sole traders.

Aim
This two-hour workshop is for any registered provider, committee members or governors running early years and childcare settings and will explain the importance of the roles and responsibilities of the registered provider. It will explore the key responsibilities of the registered provider with regard to meeting the Statutory Framework for the EYFS (March 2017) – Safeguarding and Welfare requirements.

Throughout this course learners will
- Consider the role of essential personnel within the provision
- Recognise the key responsibilities of the registered person with regard to meeting the Statutory Framework for the EYFS (March 2017) – Safeguarding and Welfare requirements
- Identify essential documents providers must hold in their settings
- Explore the Statutory Framework for the EYFS (March 2017) – Statutory and Welfare requirements as a reference document
- Discuss Ofsted inspection outcomes and what they mean for registered providers

Additional information
Attendees should aim to familiarise themselves with the EYFS statutory framework prior to attending the training.
www.gov.uk/government/publications/early-years-foundation-stage-framework--2

This course is fully funded by the Early Years Service. There is no charge.

Level Basic

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<td>Meadows Community Centre, Cambridge</td>
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Getting it Right Legally

**Audience**

This two-hour workshop is for voluntary management committee members, sole traders, directors of other incorporated charitable or non-charitable companies and partnerships, to provide status and structure information for early years and childcare organisations.

**Throughout this course learners will**

- Explore relevant legal forms for early years and childcare settings
- Find out the difference between incorporated and unincorporated organisations
- Compare the most common early years and childcare legal forms/structures
- Identify the responsibilities associated with these legal forms
- Discuss case studies to consolidate understanding

**This course is fully funded by the Early Years Service. There is no charge.**

**Level** Basic

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For all course costs see page 11 for members and non-members
Safer Recruitment

Audience

Trustees, directors, sole traders, childminders, partnerships responsible for safe recruitment and staff working in management roles who will be assisting in recruiting staff to work with in the setting. We strongly recommend that at least one person per setting attend this course.

Aim

To identify the key features of staff recruitment that help deter or prevent the appointment of unsuitable people. To enable participants to review their policies, procedures and practice for recruitment in order to create a safeguarding culture in the setting.

Throughout this course learners will

• Understand the process of safer working practice
• Understand how to prepare and plan for recruitment
• Develop the skills to analyse and check job applications
• Develop effective interview skills and techniques
• Formulate, prepare for and carry out induction of new staff

Trainers Joint Business and Governance and Education Child Protection Team

Additional Information

Lunch is not provided, please bring a packed lunch.

Level Intermediate

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First Steps in Leadership

**Audience**
For practitioners who are interested in or are new to leading a team.

**Aim**
To energise and support new and aspiring leaders through a good understanding of leadership and an enthusiasm to provide excellent leadership practice.

**Throughout this course learners will**
- Build their confidence as a new or existing leader
- Explore creative ways of enabling a leadership style
- Develop an understanding of team dynamics
- Explore ways of ensuring team works together cohesively.

**Additional information**
This course replaces ‘First Steps in Leading a Team’

**Level** Intermediate

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New to Management

**Audience**
For practitioners who are new to setting management (managers or deputies) or are aspiring to management. Also for existing managers to refresh their knowledge.

**Aim**
To build confidence and skills for new managers, ensuring that they are confident in key aspects of Early Years Management.

**Throughout this course learners will**
- Look at Ofsted Grade descriptors for leadership and management.
- Explore the relationships between management, owners/committee and other staff
- Ensure that new managers are aware of statutory duties
- Support key management practices, such as induction, supervision and appraisals
- Enable managers to build up a collaborative network for support
- Have time for reflection on current styles of working.

**Additional information**
Practitioners should have a good knowledge of
- The EYFS Statutory Framework
- The Ofsted Inspection Handbook

This course replaces ‘First Steps in Leading a Team’

**Level** Intermediate

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Next steps in Leadership and Management

Audience
For established leaders and managers who wish to extend their knowledge and skills in leadership and management.

Aim
To develop confidence and skills in the dynamics of working with colleagues to deliver excellent provision in the EYFS.

Throughout this course learners will
- Explore different models of team dynamics
- Develop skills in coaching and mentoring to support other staff members
- Build confidence in how to handle difficult situations and hold critical conversations with staff, parents and other professionals
- Bring a positive approach to leading your team
- Consider team and manager well-being

Additional information
Practitioners should have a good knowledge of
- The EYFS Statutory Framework
- The Ofsted Inspection Handbook

This course replaces ‘Next steps in leading a team’
Lunch is not provided, please bring a packed lunch.

Level Intermediate

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Opening the Door to Team Well-being

Aim

This course is aimed at Early Years leaders, owners and committee members who are responsible for the management and development of staff well-being in the workplace.

Throughout this course learners will

- Examine some of the causes of workplace stress and consider the impact this may have on early years practice.
- Develop a range of ideas, strategies and responses that can support you in your role as advocate for practitioner well-being.
- Empower those with responsibility to develop professional practice and supportive strategies that will contribute to staff retention and reduce stress-related staff absence.

Additional Information

Lunch is not provided, please bring a packed lunch.

Level Intermediate

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Mentoring –
Developing Professionalism in the Early Years

Audience
This two-part course is for all providers, including owners, managers and committee members who have responsibility for mentoring apprentices and staff undertaking qualifications training in their provision.

Aim
To gain a good understanding of the importance and role of the mentor and how this supports the development of high quality staff in their provision.

Throughout this course learners will
• Reflect on what mentoring is
• Gain a good understanding of the roles and responsibilities of the mentor
• Understand qualifications programmes and the support needed to develop competent staff
• Learn how to design and evaluate a programme of support
• Consider how this supports high quality provision

Trainer Cambridge Early Years Teaching School Alliance

Additional information
This programme will be two half day sessions with tasks to complete between the two sessions.

Level All

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Interpreting the new Early Years Ofsted Inspection Framework

Audience
This course is for Managers and Leaders of Early Years provision using the Handbook for Inspecting Early Years in England under sections 49 and 50 of the Childcare Act 2006.

Aim
To gain a good understanding of the new framework which comes into practice from September 2019, its expectations, and how this may relate to high quality Early Years provision.

Throughout this course learners will
• Reflect on the document, the new descriptors, and the areas that settings will be judged upon
• Gain a good understanding of terminology
• Consider how to promote high quality provision.

Additional information
Please bring a copy of the new Early Years Ofsted Inspection Framework to the session.

Level All

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For all course costs see page 11 for members and non-members
CACHE/NCFE Level 4 Award for the Early Years Advanced Practitioner

**CACHE/ NCFE Accredited course**

**Audience**

This CACHE accredited CPD unit is aimed at private and voluntary sector early years staff who have a Level 3 Early Years qualification, who wish to become an Advanced Practitioner.

**Entry requirements**

- Attend and pass a pre-course interview, which may include a written task
- Must be in a supervisory role carrying out supervisions and mentoring with staff
- Must be able to identify and implement change within the setting
- Must have access to a computer/laptop/tablet and the internet to access e-portfolio

**Aim**

This demanding course is aimed at leaders and managers in Early Years settings wishing to reflect on and enhance their current practice. The course offers opportunities to critically analyse current approaches within their settings and identify changes which they will implement through a research project.

**Throughout this course learners will**

- Enable children to learn
- Promote health and well-being through physical activity and nutrition
- Understand how to work with children who have special educational needs
- Work in partnership with families and other professionals
- Implement change in the setting

**Course requirements**

Learners are required to attend 12 training sessions where they will gather evidence to meet CACHE specified criteria. Learners are required to undertake and pass a number of tasks which are set via e-portfolio.

**Level** Advanced

**Cost** £200

**To find out more and enrol contact:** eycqualifications@cambridgeshire.gov.uk
Child Protection Training – Important Information

Whilst online and face to face child protection training is available from other organisations, we strongly recommend that practitioners attend training delivered by the Early Years Service. This training has been validated by Cambridgeshire and Peterborough Safeguarding Children’s Board and includes all relevant and up to date local procedures and information. This training is subsidised for private and voluntary early years settings.

Practitioners that attend that Early Years Service Designated Person training or DP Refresher will also be provided with free access to the Early Years DP Knowledge Hub. This provides regular safeguarding updates and all key documents, plus the opportunity to ask questions and network virtually with other DPs. Practitioners will be invited to join the hub following completion of DP training.

We recommend that Child Protection Designated Persons (DP) attend refresher training every two years to ensure their knowledge and skills are current. Refresher course places are classed as Cambridgeshire Essentials within the membership package. Non-members have the option to pay-as-you-go.

For Child Protection Designated Persons, we strongly recommend that practitioners also access courses provided by the Cambridgeshire and Peterborough Adults and Children Board (formerly the Local Safeguarding Children’s Board) in addition to the training courses in this programme. Information can be found at: www.safeguardingcambspeterborough.org.uk
Basic Child Protection Training

**Audience**

This course is suitable for all practitioners working with children, especially staff new to safeguarding training. The course content is developed specifically for staff working within an early years and childcare setting. For experienced staff renewing their training, the Basic Child Protection Refresher Course may be more appropriate.

**Aim**

The course will introduce signs and indicators of possible abuse and neglect. In addition staff will become familiar with Cambridgeshire's safeguarding and child protection protocols. Cambridgeshire and Peterborough Safeguarding Children Board have validated this training for its quality and breadth of content.

This course will support compliance with section 3.6 of the statutory framework for the Early Years Foundation Stage, 2017: ‘Training made available by the provider must enable staff to identify signs of possible abuse and neglect, and to respond in a timely and appropriate way’.

A certificate will be issued on attendance which is valid for three years.

**Level** Basic

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**Autumn**

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Basic Child Protection Refresher Training

**Ideal for experienced staff**

**Audience**
This course is suitable for experienced practitioners refreshing their basic child protection knowledge. The course content is developed specifically for staff working within an early years and childcare setting.
For newly employed staff, Basic Child Protection Training will be more appropriate.

**Aim**
This course will present the latest safeguarding updates both nationally and locally. Staff will revisit a range of signs and indicators of abuse and neglect by using case studies to consider what to record and what the concerns may be. Cambridgeshire and Peterborough Safeguarding Children Board have validated this training for its quality and breadth of content.
A certificate will be issued on attendance which is valid for three years.
This course will support compliance with section 3.6 of the statutory framework for the Early Years Foundation Stage 2017: ‘Training made available by the provider must enable staff to identify signs of possible abuse and neglect, and to respond in a timely and appropriate way’.

**Additional information**
Staff must have attended the 3 hour basic child protection training course within the last three years.

**Level** Basic

**Autumn**

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Child Protection –
Training for Designated Personnel

Audience

The Designated Person (DP) for Child Protection should be a senior member of staff (ideally Level 3 with at least two years post-qualifying experience), and have attended the Basic Child Protection training course (within the last three years).

Consideration should be given to part-time and shift hours to ensure a DP is available in the setting at all times it is open. There may therefore be a need for more than one trained designated person in a setting.

Schools: This course is designed for practitioners working in early years and childcare settings and is only suitable for your staff if you have on-site childcare provision.

Aim

To gain an in-depth understanding of the roles and responsibilities of the Designated Person for Child Protection and to feel confident in fulfilling the requirements of the role.

This course will support compliance with section 3.5 of the statutory framework for the Early Years Foundation Stage, 2017: ‘A practitioner must be designated to take lead responsibility for safeguarding children’.

A certificate will be issued on attendance which is valid for three years.

Additional information

Participants must have attended the Basic Child Protection training course within the last three years.

Participants should read information emailed prior to the course (via the booking email).

This is a two-day course and the whole course must be attended.

Lunch is not provided, please bring a packed lunch.

Level Advanced

Autumn

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Child Protection –
Refresher Training for Designated Personnel

Audience
This course is for Designated Persons (DP) working in early years and childcare settings who have attended the two-day designated person training and require refresher training.

Please note: We recommend that DPs attend refresher training every 2 years to ensure their knowledge and skills are current.

Schools: This course is designed for practitioners working in early years and childcare settings and is only suitable for your staff if you have on-site childcare provision.

Aim
To refresh and update DPs understanding of their role and responsibilities when working in an early years or childcare setting.

Additional information
Participants should read information emailed prior to the course (via the booking email)
Lunch is not provided, please bring a packed lunch.
Level Advanced

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<td>22 November 2019</td>
<td>9.30am – 4.00pm</td>
<td>The Boathouse, Wisbech</td>
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<td>Mon</td>
<td>2 December 2019</td>
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<td>Hunts FA, Huntingdon</td>
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Spring

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<td>Cambs FA, Histon, Cambridge</td>
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<td>Tues</td>
<td>4 February 2020</td>
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<td>Bishop Woodford House, Ely</td>
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## Summer

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<td>Tues</td>
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<td>9.30am – 4.00pm</td>
<td>South Fens Business Centre, Chatteris</td>
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<td>Thurs</td>
<td>18 June 2020</td>
<td>9.30am – 4.00pm</td>
<td>CPDC, Cambridge</td>
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Child Protection – Safer Recruitment Training

Designated Person for Care Experienced Children Course (Early Years)

As a part of statutory guidance every setting is required to have a Designated Person for Care Experienced Children (CEC). It is best practice for it to be a senior member of staff.

This one day training course is an opportunity for the Designated Person for Care Experienced Children in Early Years settings to examine their role including: supporting the child, looking at the legal framework, statutory guidance and Ofsted expectations. There will be an opportunity to look at the Personal Education Plan (PEP) and consider best practice in pupil premium plus spending. An overview of attachment difficulties will be shared.

No charge

Bring your own lunch

To book your place please follow the link to booking bug: cambslearntogether.co.uk/school-improvement/cambridgeshire-s-virtual-school-for-looked-after-children/courses-and-bookings

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<tr>
<td>19 March 2020</td>
<td>9:30am – 2:30pm</td>
<td>Boathouse Business Centre, Wisbech, PE13 3BH</td>
</tr>
<tr>
<td>16 June 2020</td>
<td>9:30am – 2:30pm</td>
<td>Hemingford Golf and Conference Centre, PE28 9HQ</td>
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Domestic Abuse Awareness Raising

**Audience**
This training is suitable for Designated Persons for Child Protection who will gain the knowledge and confidence to manage disclosures of domestic abuse and provide support for children and families.

DPs will ideally book onto this training and also Domestic Abuse Risk Assessment training on the same date (in the afternoon).

**Schools:** This course is designed for practitioners working in early years and childcare settings and is only suitable for your staff if you have on-site childcare provision

**Aim**
National research shows that the impact on children experiencing or witnessing domestic abuse can be wide ranging, damaging and in some cases, dangerous. It can impair a child’s achievement, alter their behaviour and may lead to them becoming victims or perpetrators themselves; the lasting effects mean that early support and intervention are crucial.

The session will include reference to Domestic Abuse referral and assessment processes, including the Multi-Agency Risk Assessment Conference (MARAC) and the vital role that early years’ settings play in reducing the risk to children who live with domestic abuse and violence through the use of appropriate information sharing.

**Additional information**
Suitable for Designated Persons for Child Protection working in Early Years and Childcare settings.

**Level** Advanced

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<td>9.30am – 12.30pm</td>
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Domestic Abuse Risk Assessments and Safety Planning

**Audience**

This training is suitable for Designated Persons for Child Protection who will gain the knowledge and confidence to produce risk assessments and safety plan to provide support for children and families.

DPs must attend Domestic Abuse Awareness Raising training PRIOR to attending this training and will ideally book both on the same date (in the morning).

**Schools:** This course is designed for practitioners working in early years and childcare settings and is only suitable for your staff if you have on-site childcare provision

**Aim**

With growing numbers of domestic abuse cases being reported and the need to safeguard those affected by domestic abuse, settings are increasingly being asked to coordinate arrangements to protect not only the children in their care but also their staff. Recognising the complexities surrounding high risk domestic abuse cases, this workshop will introduce you to the risk assessment and safety planning process.

We will use case studies to produce risk assessments and safety plans that are both proportionate and effective in the execution of our safeguarding duties. We will also consider the vital steps settings can take to support the children in their care.

**Additional information**

Suitable for Designated Persons for Child Protection working in Early Years and Childcare settings.

**Level** Advanced

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Early Identification of Children with Emerging Needs and SEND in the EYFS

**Audience**

This course has been developed for practitioners working in private and voluntary settings in the Early Years Foundation Stage (EYFS). This course is for practitioners who do not have the designated person role but will actively contribute to high quality inclusive practice within their setting.

**Aim**

Practitioners will gain the knowledge and skills needed to identify and support children with emerging needs and SEND in partnership with their named SENCo DP.

**Throughout this course learners will**

- Become familiar with local and national agenda relating to SEND
- Understand the importance of early identification of emerging needs through completion of meaningful observations and accurate assessments
- Become familiar with the Assess, Plan, Do, Review cycle
- Consider the importance of partnership with parents and carers

**Additional information**

Whilst this is a new course it is very similar to the ‘Identifying and Supporting Children with Emerging Needs and SEND in the EYFS’ from the 2018-19 training programme.

**Level** Basic/Intermediate

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<td>23 January 2020</td>
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Supporting Children with Emerging Needs and SEND in the EYFS

Audience
This course has been developed for practitioners working in private and voluntary settings in the Early Years Foundation Stage (EYFS). This new course is for practitioners who support children with emerging needs or SEND within the context of their role. This course is not designed for setting SENCos but may be of use for newly qualified SENCos or those with limited experience who wish to gain practical ideas.

Aim
To enable practitioners to gain new ideas on strategies that will support inclusive practice within their setting

Throughout this course learners will
- Consider their responsibility for meeting the needs of children with emerging needs or SEND
- Consider their role in identifying children’s individual needs
- Explore practical strategies to support children with emerging needs and SEND
- Understand the importance of partnership with parents/carers and other agencies in supporting children with SEND

Level Basic

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<td>Weds</td>
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SENCo Training for Designated Personnel

**Audience**

This course is suitable for Level 3 practitioners with two years post qualifying experience. This is a Special Educational Needs Coordinator Designated Person training course (SENCo DP), settings may have a maximum of two trained DP – please do NOT book a place if you already have two trained DPs.

**Aim**

This course will provide participants with the necessary skills, knowledge and strategies to become the named SENCo DP in their setting.

**Throughout this course learners will**

- Become familiar with local and national agenda relating to SEND
- Understand the importance of early identification of emerging needs through meaningful observations and accurate assessments
- Understand the Assess, Plan, Do, Review cycle
- Consider the importance of partnership with parents/carers
- Make appropriate judgements about when and how to seek involvement from other agencies
- Reflect on strategies to support high quality inclusive practice

**Additional information**

Once this course has been completed, we strongly recommend SENCo training is updated annually by attending a SENCo Refresher Network and Briefing Session. This will ensure that practitioners are fully up to date with changes in the sector, both at a local and national level.

**Please note:** This is a Designated Person Training course so settings who already have 2 trained SENCo DPs in their setting will not be able to book places.

We recommend ‘Early Identification of Children with Emerging Needs and SEND in the EYFS’ and ‘Supporting Children with Emerging Needs and SEND in the EYFS’ as a good starting point for early years practitioners.

Lunch is not provided, please bring a packed lunch.

Please bring a folder in which to keep the course handouts.

**Level** Intermediate

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<td>21 &amp; 28 January 2020</td>
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<td>March Youth &amp; Community Centre</td>
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<td>Weds</td>
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<td>Tues</td>
<td>12 &amp; 19 May 2020</td>
<td>9.30am – 3.00pm</td>
<td>Meadows Community Centre, Cambridge</td>
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<td>Thurs</td>
<td>25 June &amp; 2 July 2020</td>
<td>9.30am – 3.00pm</td>
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SENCo DPs with 6 months practice can now undertake the CACHE/NCFE L3 Award for Special Educational Needs Coordinators in Early Years Settings see page 97.
SENCo Refresher Network and Briefing

**Audience**
This session is for practitioners who are the named Special Educational Needs Co-ordinator Designated Person (SENCo DP) for their setting. We strongly recommend that SENCo DPs access SENCo Refresher and Network Briefings annually.

**Outline of the session**
This network and briefing session will provide participants with an opportunity to network with other SENCo DPs and become familiar with local and national agenda relating to SEND. Participants will consider how to implement any changes to further develop high quality inclusive practice within their setting.

**Additional information**
Please bring your SEND Toolkit with you.

**Level** Intermediate

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SENCo DPs with 6 months practise can now undertake the CACHE/NCFE L3 Award for Special Educational Needs Coordinators in Early Years Settings see page 97.
CACHE/NCFE L3 Award for Special Educational Needs Coordinators in Early Years Settings

**CACHE/NCFE Accredited course**  **EY/PV**

**Audience**
Designed for practitioners already working in the Early Years Sector to gain recognition to their role of Special Educational Needs Coordinator (SENCo). Learners must have completed achieved a Level 3 Early Years qualification and the Designated Person training for Special Educational Needs Coordinator (or refresher training) within the last 18 months.

**Aim**
The Early Years Special Educational Needs Coordinator (SENCo) accredited qualification is suitable for a Level 3 practitioner. All early years providers are required to have arrangements in place to identify and support children with Special Educational Needs or Disabilities (SEND) and to promote equality of opportunity for children in their care. This is an important role to ensure the best possible educational outcomes are achieved for children with Special Educational Needs and Disabilities.

**Throughout this course learners will**
- Explore the role and responsibilities of the Special Educational Needs Coordinator in an early years setting
- Understand the strategies and techniques for supporting children and their families
- Increase knowledge of SEND Code of Practice.

**Additional information**
Learners will need to have attended Designated Person training or refresher training during the last 18 months. Throughout the course learners will need to make comprehensive notes and sign up to the SENCo hub, where they will be able to access information required to complete the course. Learners will need access to a computer and the internet as course will be 80% distance learning with tasks to complete via e-portfolio.

As we expect this course to be heavily over subscribed we will initially offer one place, to the Lead SENCo DP per setting.

**Price** £100 PVI settings

**Level** Advanced
Supporting Multi Lingual Learners

Audience
This course is suitable for practitioners throughout the Early Years and Childcare sector. It will be of particular interest to ENCos and anyone with an interest in language and communication development.

Aim
This two part course will support all practitioners working with bilingual and multilingual children.

Throughout this course learners will
- Develop understanding of how best to support children learning English in addition to other languages
- Consider how children acquire more than one language
- Explore some of the myths and misconceptions surrounding bilingualism
- Understand the importance and benefits of bilingualism
- Identify the elements of a supportive environment
- Consider the factors, issues and opportunities that might arise

Level Intermediate

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<td>Thurs</td>
<td>30 January &amp; 27 February 2020</td>
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Equalities Named Coordinator (ENCo)

**Audience**
This course is aimed at senior staff members (Level 3 with at least two years post-qualifying experience) who are taking on the named ENCo role.

**Note for schools:** This course is only suitable for your staff if you have on-site childcare provision.

**Course outline**
This course will cover all of the basic training requirements of the role of the named ENCo.

This course will enable the named ENCo to
- Develop an understanding of the roles and responsibilities of the ENCo
- Become familiar with the ENCo handbook
- Consider everyday equalities issues and explore effective strategies which could be used
- Develop a vision for their own setting, identifying strengths and areas for improvement

**Additional information**

*You must bring your ENCo handbook with you to the session*

All private, voluntary and independent settings have been provided with a copy of the Handbook for ENCOs free of charge. Additional handbooks can be purchased for £75.

This is a two-part course and participants must attend both parts to successfully complete the course.

Lunch is not provided, please bring a packed lunch.

**Level** Intermediate/advanced

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<td>9 &amp; 30 June 2020</td>
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Equalities Named Coordinator (ENCo) Refresher Network and Briefing Sessions

**Audience**
This session is aimed at senior staff members (Level 3 with at least two years post-qualifying experience) who have completed ENCo Named Coordinator training within the last three years.

**Note for schools:** This course is only suitable for your staff if you have on-site childcare provision.

**This session will enable the named ENCo to**
- Develop an understanding of any changes in legislation and best practice during the last three years
- Revisit the ENCo handbook and reflect on practice
- Discuss equalities issues and explore effective strategies which could be used.
- Increase their knowledge of equalities
- To network with other ENCo Named Coordinators

**Additional information**
You must bring your ENCo handbook with you to the course.

All private, voluntary and independent settings have been provided with a copy of the Handbook for ENCOs free of charge. Additional handbooks can be purchased for £75.

Lunch is not provided, please bring a packed lunch.

**Level** Intermediate/advanced

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<td>March Youth &amp; Community Centre</td>
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First Aid Courses

Section 3.25 of the Statutory framework of the Early Years Foundation Stage (March 2017) states:

‘At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the Statutory framework of the Early Years Foundation Stage’ (March 2017).


- Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate.
- PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies.
- Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.
- All newly qualified entrants to the early years workforce who have completed a Level 2 and/or Level 3 qualification on or after 30 June 2016, must also have either a full current PFA or an Emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at Level 2 or Level 3 in an early years setting.
- Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.’

Please note: This course is available from other training providers. The ‘full current PFA Certificate’ referred to above must be the 12-hour PFA course. It is important that you check that the course you attend includes the content that is listed in Annex A (see page 36) of the EYFS requirements.

Important information

This course includes an element of floor working requiring kneeling and some moderate physical activity. This forms part of the assessment criteria for certification.

Suitable clothing should be worn. Please arrive 10 minutes before the course start time. Late arrivals may be refused entry.

If making the booking on behalf of someone else then please ensure the above information is passed on to the attendee.

A good standard of English is required to understand the medical topics covered. This complies with 3.26 of Statutory Framework for the EYFS (2017).
12-Hour Paediatric First Aid

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<td>1 &amp; 8 February 2020</td>
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<td>9.30am – 4.30pm</td>
<td>CPDC, Cambridge</td>
</tr>
<tr>
<td>Sat</td>
<td>9 &amp; 16 May 2020</td>
<td>9.30am – 4.30pm</td>
<td>Oasis Community Centre, Wisbech</td>
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Lunch is not provided, please bring a packed lunch.

The cost for this course is £100.

**Please note** this course is subsidised for private and voluntary settings, childminders and out of school clubs. It is also available from other training providers. You are NOT able to use training credits for this course. You may book a maximum of two places on this course.

6-Hour Emergency Paediatric First Aid

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Lunch is not provided, please bring a packed lunch.

The cost for this course is £55.

**Please note** this is a subsidised course is for private and voluntary settings, childminders and out of school clubs. You are NOT able to use training credits for this course. You may book a maximum of two places on this course.
Early Years Leadership Briefings

Audience
For Early Years Foundation Stage Leaders in Schools

Aim
- To ensure that Leaders in schools with responsibility for the EYFS receive the latest advice and updates on local and national developments
- To provide a Forum to understand and share good practice
- To raise standards in practice and outcomes for children in early years across the county

Autumn

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<td>Hemingford Pavilion, Hemingford Grey</td>
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<td>Oliver Cromwell Hotel, March</td>
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Spring

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<td>Cambs FA, Histon, Cambridge</td>
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<td>12 February 2020</td>
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<td>Oliver Cromwell Hotel, March</td>
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<tr>
<td>Tues</td>
<td>9 June 2020</td>
<td>9.15am – 12.15pm</td>
<td>Hemingford Pavilion, Hemingford Grey</td>
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<td>Tues</td>
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<td>Oliver Cromwell Hotel, March</td>
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Schools members may book 2 places free of charge. The pay-as-you go price for non-members is on page 20.
Foundation Years Forums

Audience
The Forums are for staff working with children across schools, children's centres, childminders, private, voluntary and independent early years and childcare settings.

Content
The Forums are an opportunity to discuss how national and local developments impact on your work in your locality. The content will vary depending on where it is and you will get more information nearer the time.

Therefore, we strongly recommend that you attend the session for the locality you work in, to give you the opportunity to make a real difference to children’s outcomes.

You will also have an opportunity to talk to your Local Authority Advisers from Early Years Service, SEND Services and Child and Family Centres.

The programme timings are usually

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>6.45 – 7.00pm</td>
<td>Arrival and refreshments</td>
</tr>
<tr>
<td>7.00 – 7.30pm</td>
<td>National and local news</td>
</tr>
<tr>
<td>7.30 – 8.30pm</td>
<td>Theme – a taster of a current topic around practice and pedagogy</td>
</tr>
<tr>
<td>8.30 – 9.00pm</td>
<td>Networking and an opportunity to talk to your LA adviser (optional)</td>
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Autumn

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<th>Day</th>
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<th>Time</th>
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<tr>
<td>Mon</td>
<td>11 November</td>
<td>6.45pm – 9.00 pm</td>
<td>The Cambridge Belfry, Cambourne</td>
</tr>
<tr>
<td>Tues</td>
<td>12 November</td>
<td>6.45pm – 9.00 pm</td>
<td>Ashbeach Primary School, Ramsey St Mary</td>
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<td>Weds</td>
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<td>Oliver Cromwell Hotel, March</td>
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<td>Meadows Community Centre, Cambridge</td>
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<td>Wood Green, Godmanchester</td>
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<tr>
<td>Thurs</td>
<td>21 November</td>
<td>6.45pm – 9.00 pm</td>
<td>Premier Meeting Rooms Norman Cross</td>
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### Summer

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<tr>
<td>Mon</td>
<td>8 June 2020</td>
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<td>Meadows Community Centre, Cambridge</td>
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<td>Tues</td>
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<td>Premier Meeting Rooms Norman Cross</td>
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<td>The Cambridge Belfry, Cambourne</td>
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<td>18 June 2020</td>
<td>6.45pm – 9.00 pm</td>
<td>Oliver Cromwell Hotel, March</td>
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</table>

Forum places are included in the membership offer 2 places per setting, one place for childminders. Providers can also pay-as-you-go see page 20.
Leadership and Governance Briefings

**Audience**

Committee members, owners and managers from early years provision, schools and out of school settings.

**Aims**

- To provide updates on key legislative changes, local authority services and processes for leaders in the early years and childcare sector
- To provide general advice and information to support providers to support good management and governance
- To offer opportunities for peer support, discussion and networking

**Autumn**

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<td>The Cambridge Belfry, Cambourne</td>
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<td>Ashbeach Primary School, Ramsey St Mary</td>
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<td>Oasis Community Centre, Wisbech</td>
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**Summer**

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<tr>
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Up to two places at these sessions are free of charge to all Cambridgeshire out of school clubs and early years settings.
Let’s Moderate Together

**This is an annual programme for Early Years Curriculum Leads in private and voluntary settings**

- Are you confident in the assessment carried out in your setting?
- Have you got internal moderation process in place, e.g. are all staff members confident in assessment of children?
- Do you feel you are able to improve your team’s skills in assessment?
- Do you moderate with other settings or schools?

You are expected to attend the Let’s Moderate Together Programme on an annual basis. This programme is alongside the statutory moderation programme for schools and at least one practitioner from each setting is expected to take part.

There will be sessions where you look at clips and case studies of children and as a group moderate assessment decisions on ages and stages of their development.

In addition we will facilitate Moderation Networks, where you can bring your own case studies to be discussed and moderated as a group with other PVI settings. We will start using CASEY to support this process and give comparisons of data coming from, for example different types of cohorts and/or different geographical areas of Cambridgeshire.

Later during the term, we will support some networking between schools and settings to support the transitions school and clarify different expectations on children in different provision.

### Spring

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<td>Bishop Woodford House, Ely</td>
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<td>Weds</td>
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<td>Oasis Community Centre, Wisbech</td>
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<td>The Cambridge Belfry, Cambourne</td>
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</table>

These sessions are free of charge to all Cambridgeshire early years settings, childminders and schools.
Developing Early Readers and Writers in Reception and Key Stage 1

Audience
Reception, Year 1 and Year 2 Teachers, Early Years and Key Stage 1 Leaders, and/or English Subject Leaders.

Aims
• To consider how to create an engaging environment that promotes learning and supports the development of independent readers and writers
• To reflect on the use of quality texts to create a love of language, extending children's knowledge and use of vocabulary
• To consider real purposes for developing spoken language, reading and writing skills based on first-hand experiences and shared texts
• To identify cross-curricular opportunities where learning can be embedded and extended

Description
This half day course will provide an opportunity to reflect on practice, and consider how children can be given greater opportunities to develop the range of skills required to enable them to become readers and writers. Pedagogical approaches to teaching and learning will be considered. These discussions will link to principles around learning which identify that children's early exposure to language and literacy skills should be provided within meaningful and engaging opportunities, through which print concepts can be developed. The reciprocity of skill development will be a central theme, in conjunction with requirements from both the early years curriculum and national curriculum.

Outline
• Developing an effective environment that inspires communication through spoken and written English
• Utilising quality texts to support learning, making meaningful links to engaging tasks
• Identifying teaching opportunities that promote the need to communicate through spoken language and writing
• Looking at progression across Reception and KS1, and considering how to set a secure trajectory to reach age related expectations by the end of the year

Training team
This course is delivered jointly by the Primary and Early Years Service. Book online via www.cambslearntogether.co.uk/course-directory

Day  Date               Time             Venue
Mon  25 November 2019  1.30pm – 4.30pm  Cambridge Golf & Conference Centre, Hemingford Abbots

Cost £65 per place for Cambridgeshire LA maintained schools. £75 per place for out of county, Cambridgeshire academy and independent schools
Developing Good Mathematical Foundations in Early Years and Year 1

**Audience**
Class teachers and Mathematics Subject Leaders

**Aims**
- To examine effective strategies for engaging children with all levels of attainment in maths
- To consider principles of outstanding teaching and share best practice
- To identify and assess the role of concrete resources and pictorial representations in developing conceptual understanding

**Description**
This training is based on last year’s successful course, which has been expanded to two sessions this year. Participants will have an opportunity to identify and reflect on how we can support children’s development of mathematical foundations and encourage positive attitudes towards maths. Teachers are encouraged to bring along evidence of children’s understanding to discuss with colleagues during the session.

**Outline**

**Session 1:**
- Engaging children with mathematics in the world around them
- Developing a supportive and engaging environment that promotes a range of learning opportunities
- Working with parents to support early mathematical development
- Identifying and addressing barriers to learning

**Session 2:**
- Developing number sense and fluency in mathematics
- Providing opportunities for reasoning via role play and problem solving activities
- Using picture books and visual resources to stimulate mathematical talk and interest
- Examining the characteristics of outstanding teaching and sharing best practice

**Training team** This course is delivered jointly by the Primary and Early Years Service. Book online via www.cambslearntogether.co.uk/course-directory

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**Cost** £65 per place for Cambridgeshire LA maintained schools. £75 per place for out of county, Cambridgeshire academy and independent schools
Improving Progression in English for Reception and Year 1

Audience
Reception Teachers and Year 1 Teachers, Early Years Leaders and/or English Subject Leaders.

Aims
• To develop a clearer understanding of age-related expectations and progression across Reception and Year 1
• To identify real purposes for developing spoken language, reading and writing skills based on first-hand experiences and shared texts
• To recognise opportunities, including cross-curricular learning, where skills can be embedded, enhanced and extended

Description
This half day course aims to provide an opportunity for discussions which will focus on the need to secure high expectations, linking to outcomes for children during their time in Reception and Year 1. Delegates will be asked to reflect on the interwoven nature of skill development in language and literacy, in conjunction with the statutory requirements from both the early years curriculum and national curriculum.

Outline
• Clarifying the development and progression of skills between the statutory requirements at the end of EYFS and Year 1
• Understanding the expectations for learning outcomes and how children can demonstrate success in everyday provision
• Considering how pedagogical strategies to support differentiation can be appropriately utilised across provision

Training team
This course is delivered jointly by the Primary and Early Years Service. Book online via www.cambslearntogether.co.uk/course-directory

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<td>Mon</td>
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Cost £65 per place for Cambridgeshire LA maintained schools. £75 per place for out of county, Cambridgeshire academy and independent schools
New to Working in the Early Years Foundation Stage for Class Teachers and Teaching Assistants

**Audience**
The course is for class teachers and teaching assistants with some experience, but who are new to working in the Early Years Foundation Stage.

**Aim**
This full day aims to:

- Enable practitioners new to the EYFS to feel more confident in providing high quality provision that ensures good outcomes for all children
- Identify and discuss key features of effective teaching and learning in the EYFS
- Support practitioners to understand strategies for observation and assessment in the EYFS
- Identify how self-evaluation and action planning can prioritise future development

**Throughout this course learners will**
Develop their understanding of how young children learn and explore those aspects of teaching and learning that are unique to the Early Years Foundation Stage (EYFS). Led by our experienced Early Years Advisers, this practical session will help practitioners to share best practice and develop ideas to enrich teaching and learning for young children.

**Level** Basic

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<td>Thurs</td>
<td>31 October 2019</td>
<td>9.00am – 3.30pm</td>
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</table>
Characteristics of Outstanding Early Years Provision

Audience
This course is for teachers and teaching assistants working within the Early Years Foundation Stage. It is also suitable for all aspiring outstanding Early Years practitioners.

This half day session aims to
- Enable practitioners to feel more confident in evaluating and managing change that leads to high quality provision ensuring good outcomes for all children
- Identify and discuss key features of outstanding teaching and learning in the EYFS
- Support practitioners to become confident and effective advocates for outstanding EY practice
- Identify how self-evaluation and action planning can prioritise future development

Throughout this course learners will
Explore key characteristics of high-quality practice in early years, use observation and assessment to determine planning and consider how best to evidence children’s progress and attainment. Led by our experienced Early Years Advisers this practical session will help you to share best practice and develop ideas for making continuous improvements.

Level Advanced

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<td>Weds</td>
<td>26 February 2020</td>
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<td>Hemingford Pavilion, Hemingford Grey</td>
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Securing Judgements

**Audience**

This course is suitable for all practitioners in schools including class teachers, teaching assistants, assessment coordinators or year one teachers who are responsible for contributing towards the end of year EYFSP assessments.

This course is also suitable for practitioners in the PVI sector who have children in their setting who will be turning 5 on or before 31 August 2020.

**Aim**

- To ensure that practitioner knowledge and understanding of the EYFS profile is current
- To provide advice and guidance on making accurate judgements against the ELGs; focusing on Communication and Language and Mathematics
- To gain confidence using the exemplification materials and moderating with colleagues to ensure consistency of standards and judgements

**Throughout this course learners will**

Receive information and advice to prepare them for the end of year statutory assessment. (EYFSP)

**Additional information**

Learners are required to bring their own copies of the following resources:

- The Profile Handbook 2020
- EYFSP Assessment and Reporting Arrangements 2020
- The exemplification materials

**Level All**

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<td>Mon</td>
<td>16 March 2020</td>
<td>1.30pm – 4.30pm</td>
<td>Hunts FA, Huntingdon</td>
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<td>Weds</td>
<td>18 March 2020</td>
<td>1.30pm – 4.30pm</td>
<td>CPDC, Cambridge</td>
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<td>Thurs</td>
<td>19 March 2020</td>
<td>1.30pm – 4.30pm</td>
<td>Oliver Cromwell Hotel, March</td>
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<tr>
<td>Tues</td>
<td>24 March 2020</td>
<td>1.30pm – 4.30pm</td>
<td>Cambs FA, Histon, Cambridge</td>
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<td>Weds</td>
<td>25 March 2020</td>
<td>1.30pm – 4.30pm</td>
<td>Hemingford Pavilion, Hemingford Grey</td>
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Continuous Professional Development Courses

Many of the courses, masterclasses, conferences networks and forums throughout this training programme are also suitable for childminders. You will find a CM logo at the top of the page for relevant courses. Childminders are changed the same price as settings, either as a member or non-member.

Level 3 Early Years Educator (EYE) qualification

Limited funded places are available. See page 25 for further details.

Course booking terms and conditions, including cancellation or non-attendance

All terms and conditions outlined in the ‘Booking onto training courses’ section onwards apply to Childminders. Please see from page 12 onwards of this training programme.

Childminder Membership offer

Once again we are offering a great value membership package especially for Childminders. See page 18 for further details

Please note: All information, courses and funding is subject to change at any time throughout this year.

Childminder Support Sessions

The following sessions are for childminders only. These courses are free of charge to our members or £10 for non-members. Members can assign their place to a named Childminding Assistant if they are not attending.

Please note: If you cancel your place within 15 days of the support session or do not attend the session you will be charged £25.

You can book these courses on line at: www.cambslearntogether.co.uk

Using this method you will receive an immediate confirmation.
# Childminder Support Sessions

**Childminder Support Sessions in Cambridge City & South Cambridgeshire**
All sessions in this area will run between 7.00pm and 9.00pm

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<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Venue</th>
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<tr>
<td>Getting to Good and Working with the new Framework</td>
<td>Tuesday 24 September 2019</td>
<td>Meadows Community Centre, Cambridge</td>
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<tr>
<td>Child Protection</td>
<td>Monday 9 March 2020</td>
<td>Sawston Free Church</td>
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<tr>
<td>SEND</td>
<td>Wednesday 1 April 2020</td>
<td>Meadows Community Centre, Cambridge</td>
</tr>
<tr>
<td>Equalities</td>
<td>Tuesday 12 May 2020</td>
<td>Foxton Village Hall</td>
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<tr>
<td>Child Protection</td>
<td>Tuesday 9 June 2020</td>
<td>Meadows Community Centre, Cambridge</td>
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**Childminder Support Sessions in Huntingdonshire**
All sessions in this area will run between 7.00pm and 9.00pm

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<th>Venue</th>
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<tr>
<td>Child Protection</td>
<td>Wednesday 2 October 2019</td>
<td>Priory House, Huntingdon</td>
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<tr>
<td>SEND</td>
<td>Tuesday 29 October 2019</td>
<td>Manor Farm, Wyton</td>
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<td>Getting to Good and Working with the new Framework</td>
<td>Monday 2 March 2020</td>
<td>Priory House, Huntingdon</td>
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<tr>
<td>Equalities</td>
<td>Wednesday 22 April 2020</td>
<td>Priory House, Huntingdon</td>
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<tr>
<td>Child Protection</td>
<td>Wednesday 20 May 2020</td>
<td>Priory House, Huntingdon</td>
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**Childminder Support Sessions in East Cambridgeshire and Fenland**
All sessions in this area will run between 7.00pm and 9.00pm

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<tr>
<th>Title</th>
<th>Date</th>
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<tr>
<td>SEND</td>
<td>Wednesday 11 September 2019</td>
<td>Coates Village Hall</td>
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<tr>
<td>Child Protection</td>
<td>Monday 16 September 2019</td>
<td>The Glebe, Sutton</td>
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<td>Child Protection</td>
<td>Wednesday 29 January 2020</td>
<td>Oasis Childrens Centre, Wisbech</td>
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<td>Equalities</td>
<td>Tuesday 25 February 2020</td>
<td>Witcham Village Hall</td>
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<tr>
<td>Getting to Good and Working with the new Framework</td>
<td>Tuesday 28 April 2020</td>
<td>The Glebe, Sutton</td>
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Speech and Language Therapy Service Cambridgeshire and Peterborough

Training Offer for Early Years: 2019/20

The Children’s Speech and Language Therapy (SLT) Service offer training packages for Nursery school, Early Years settings and Health Visitors.

Where possible, training is co-delivered with colleagues in education and other professionals.

It is important that everyone who works with children has the appropriate knowledge and skills to:

- promote speech, language and communication development;
- identify those children who are experiencing difficulties;
- support children with SLCN.

(Speech, Language & Communication Framework (SLCF): [www.communicantionhelppoint.org.uk](http://www.communicantionhelppoint.org.uk))

For information about training in your area please look at the website:

cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/specialist-services/childrens-speech-and-language-therapy

In addition to the free training offered above, bespoke training can be arranged for individual or clusters of settings for which there may be a charge.

Training can be arranged in relation to all areas of speech, language and communication needs. To discuss your requirements, please contact:

**Peterborough**
anneka.otoo@cpft.nhs.uk

**Huntingdon and Fenland**
susie.robertson@nhs.net

**Cambridge and Ely**
lynnemillard@nhs.net
Cambridge Early Years Teaching School Alliance (CEY TSA)

Cambridge Early Years Teaching School (CEY TSA) is a group of Ofsted rated ‘Outstanding’ and ‘Good’ maintained Nursery schools. We have a track record of early years excellence in all EYFS areas. A key factor of CEY TSA is that all of our staff are working within Early Years settings and therefore have ‘hands-on’ knowledge and experience of the EYFS curriculum and the issues and challenges that face this sector.

CEY TSA main aim is to ensure we are able to support the training needs of staff in the pre-schools and foundation stage and to be responsive to the needs of the workforce. One strand of our work is enabling settings to have the confidence to support each other, which in the long-term increases the skills of the workforce and reduces CPD costs.

CEY TSA are committed to working in partnership with other organisations such as: Cambridgeshire County Council, Early Education, Faculty of Education and other early years experts like CREC (The Centre for Research in Early Childhood). Our primary objective is to ensure the early years workforce is provided with high quality training and support which will impact positively on outcomes for all young children.

We have experience in delivering leadership training and support, ITT, CPD and mentoring. We work in PVI and maintained nursery settings and schools up to the end of Foundation Stage. We offer professional training to people with years of experience as well as those new to the profession.

CEY TSA member schools have vast experience in SEND and EFL which they are willing to share.

If you are interested in training or support please contact:
info@cambridgeearlyyears.org
cambridgeearlyyears.org
<table>
<thead>
<tr>
<th>Venue Address</th>
<th>Address</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashbeach Primary School</td>
<td>Ashbeach Drove, Huntingdon PE26 2TG</td>
<td>01733 844 262 ashbeachprimary.co.uk</td>
</tr>
<tr>
<td>Bishop Woodford House,</td>
<td>Bishop Woodford House, Barton Rd, Ely CB7 4DX</td>
<td>01353 663 039 bishopwoodfordhouse.com</td>
</tr>
<tr>
<td>Retreat &amp; Conference Centre</td>
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</tr>
<tr>
<td>Cambridge Golf and Conference Centre</td>
<td>Hemingford Abbots Golf Complex, Cambridge Road, Huntingdon PE28 9HQ</td>
<td>01480 499 681 abbotsevents.co.uk</td>
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<tr>
<td>Cambridgeshire FA Headquarters</td>
<td>Histon Football Club, Bridge Road, Impington, Cambridge CB24 9PH</td>
<td>01223 237 373 cambridgeshirefa.com</td>
</tr>
<tr>
<td>Cambridge Professional Development Centre</td>
<td>Foster Road, Trumpington, Cambridge CB2 9NL</td>
<td>01223 844 880 cambridgeshire.gov.uk/cambridge-professional-development-centre-cpdc</td>
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<td>Coates Village Hall</td>
<td>1 The Fold, Coates PE7 2BP</td>
<td>01733 840 346</td>
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<tr>
<td>Ely City Golf Club</td>
<td>107 Cambridge Road, Ely, CB7 4HX</td>
<td>01353 662 751 elygolf.co.uk</td>
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<tr>
<td>Forest Owl Adventures</td>
<td>Owlswick, Grafham Rd, Ellington PE28 0AF</td>
<td>01234 868 637 forestowl.co.uk</td>
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<tr>
<td>Foxton Village Hall</td>
<td>2 Hardman Rd, Foxton, Cambridge CB22 6RN</td>
<td>01763 256 816 foxtonvillagehall.org.uk</td>
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<td>Hallmark Hotel</td>
<td>Bar Hill, Cambridge CB23 8EU</td>
<td>hallmarkhotels.co.uk</td>
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<tr>
<td>Hemingford Pavilion</td>
<td>Manor Rd, Hemingford Grey, Huntingdon PE28 9BX</td>
<td>01480 498 114 hemingfordpavilion.co.uk</td>
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<tr>
<td>Hinchingbrooke Country Park</td>
<td>Brampton Road, Huntingdon PE29 6DB</td>
<td>01480 451 568 huntingdonshire.gov.uk/hinchngbrookecountrypark</td>
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<td>Huntingdonshire FA</td>
<td>Ambury House, 4 Sovereign Court, Lancaster Way, Ermine Business Park, Huntingdon PE29 6XU</td>
<td>01480 414 422 huntsfa.com</td>
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<tr>
<td>Manor Farm</td>
<td>Sawtry Way, Wyton, Huntingdon PE28 2DY</td>
<td>07906 690 646</td>
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<tr>
<td>March Youth and Community Centre</td>
<td>34 Station Road, March PE15 8LE</td>
<td>01354 653 148 cambridgeshire.net/organisation/march-youth--community-centre</td>
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<td>Marriottt Hotel</td>
<td>Hinchingbrooke Business Park, Kingfisher Way, Huntingdon PE29 6FL</td>
<td>01480 446 000 marriott.com/hotels/travel/cbghd-huntingdon-marriott-hotel</td>
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<td>Meadows Community Centre</td>
<td>St Catherine's Road, Cambridge CB4 3XJ</td>
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<tr>
<td>Oasis Children's Centre</td>
<td>St. Michael's Avenue, Wisbech PE13 3NR</td>
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<td>01945 461 526</td>
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<td>wisbechcommunitydevelopmenttrust.btck.co.uk</td>
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<td>Oliver Cromwell Hotel</td>
<td>High Street, March PE15 9LH</td>
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<td>01954 206 600</td>
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<td></td>
<td>thecentreatover.co.uk</td>
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<tr>
<td>Premier Meeting Peterborough</td>
<td>Premier Inn, Junction 16, AIM, Norman Cross, Peterborough PE7 3TB</td>
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<td>Sawston Free Church</td>
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<td>Streatham Primary School</td>
<td>3 Wood Lane, Streatham, Ely CB6 3JN</td>
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<td>The Boathouse Business Centre</td>
<td>1 Harbour Square, Wisbech PE13 3BH</td>
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<td>Wood Green</td>
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