

Standards, Practice and Partnerships

Training Courses

Spring 2026



London Borough
of Hounslow

Terms and Conditions

Course Bookings

To book onto a course, click on the following link:

<https://fsd.hounslow.gov.uk/SynergyWeb/>

Sign in by entering your username and password.

Select **Modules** on the top left-hand corner and then select **Childcare / Service Provider**

If you haven't already previously done so, please add your name or staff member to your setting by selecting the **Staff** tab.

Select **Courses** from the tab bar and then **Course Search**

To do a detailed search, please complete any of the fields on the page. If you do not have any course details, select **FINISH** and all the courses will appear

If you require further details of the course, select **Details**

If you wish to book a place on a course, select **Request places**

Tick **Request Booking** for your staff member and press **Submit**.

We request that all applicants check the target group for each course prior to applying to ensure the course is relevant to them. Bookings should be made at least two weeks before the course date as organisers will be deciding on course viability at that time.

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

Charges and Payments

Full details of the course including the cost is shown on the **Course Website** link. Once your booking has been confirmed, please call 020 8583 2735 to make your payment over the phone. **We can no longer take payments by cheque.**

Cancellations

Applicants who have been approved for a place on a course can cancel their place up to two weeks before the course date without charge. After this date, course charges are non-refundable.

Cancellations on courses can only be accepted via email to:

earlyyearstraining@hounslow.gov.uk

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

Course Attendance

Please ensure you arrive 10 minutes early for the course that you have booked, late arrival will not be accepted for both online and face to face training. Parking is often limited and there are parking restrictions at most of the venues. Therefore, please use public transport where possible

Many courses are now delivered online – please see below:

If your course is an online course, all participants will join the training from their own location. Online courses are generally delivered via Microsoft Teams and Zoom, however, we cannot control internet connectivity in your own home/location. If you do tend to have occasional bandwidth issues at your location, we are advised that physically shutting down other devices while you are on your course can make a real difference. Even when on standby, devices such as iPads, phones etc are often performing background updates – so if you have concerns about your connectivity, turn everything else totally off during the course.

The link to access your training will be sent to you approximately 2 days before the course. The link is usually sent to the Manager or the email address on your Synergy staff record – please ensure this is forwarded to the relevant staff member in advance of the course. We are not able to forward links at short notice and not at all in the evenings or weekends therefore please ensure you have the link at least 24 hours before the course.

Your trainer will run the session in an interactive way, seeing and hearing directly from participants. Therefore, please be ready to join in as you would in a face-to-face session by:

- Attending on time
- Dressing appropriately
- Ensuring that any children in your care are being looked after by others
- Ensuring children are not present during the course as sensitive information/language may be shared
- Ensuring that you clearly identify yourself especially if you are using someone else's login

Managing participation during the course

The key aim for your session will be that the course is delivered in a positive, relaxed and stress-free way. In order to best achieve this, your trainer will talk through the suggested protocols for the day. We generally suggest you keep your microphone muted while the presentation is underway – and unmute during invited discussion time.

Standards, Practice and Partnerships
Hounslow House
7 Bath Road
Hounslow TW3 3EB
Tel: 020 8583 2735
Email: earlyyearstraining@hounslow.gov.uk

Standards, Practice and Partnerships

Training Courses

Spring 2026

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<u>Early Writing Matters</u>	Wed 14 January 2026 Wed 11 February 2026 Wed 11 March 2026	9.30am – 12.30pm
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<u>Communication Opportunities</u>	Thurs 15 January 2026	9.30am – 10.30am
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<u>Enhancing team performance through effective coaching & mentoring</u>	Mon 19 January 2026 Mon 9 March 2026	2pm – 5pm
Venue: Grasshoppers RFC	Facilitator: Alice Lewes	Page: 15
<u>Bucket Time Stage 3 & 4</u>	Tues 20 January 2026	2pm – 3pm
Platform: Microsoft Teams	Facilitator: Early Years Education Team	Page: 14
<u>SEND Code of Practice & Equalities Act: Statutory Requirements</u>	Tues 20 January 2026	6.30pm – 8pm
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<u>Full Paediatric First Aid – Blended</u>	Sat 24 January 2026	9am – 4.30pm
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<u>Sensory Needs – Tactile</u>	Wed 28 January 2026	10am – 11am
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<u>Using AAC in the Early Years</u>	Thurs 29 January 2026	1.30pm – 3pm
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<u>Safeguarding Refresher</u>	Thurs 29 January 2026	10am – 12pm
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<u>Child Protection for a Designated Safeguarding Lead</u>	Tues 3 February 2026	9.30am – 1pm
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Venue: Alexandra Montessori	Facilitator: Early Years Education Team	Page: 22
<u>Handling Sensitive Conversations</u>	Thurs 5 February 2026	9.30am – 12.30pm
Venue: Spring Grove House, West Thames College	Facilitator: EY Stronger Practice Hubs	Page: 23
<u>Structured Activity Time</u>	Thurs 5 February 2026	1.30pm – 2.30pm
Platform: Microsoft Teams	Facilitator: Early Years Education Team	Page: 24
<u>Mindful Strategies to Emotional and Behavioural Regulation in Early Years</u>	Thurs 12 February 2026	9.30am – 12.30am
Venue: Suite 19, Neals Corner	Facilitator: Expanding Horizons	Page: 25
<u>Foundations for Writing</u>	Wed 25 February 2026	9.30am – 12.30pm
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<u>Before I can write, I need to...</u>	Tues 24 February 2026	1.30pm – 3pm
Platform Microsoft Teams <u>Making Sense of Autism</u>	Facilitator: Early Years Education Team Wed 25 February 2026	Page: 27 6.30pm – 8.30pm
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Platform: Microsoft Teams <u>Understanding & Responding to Mouthing</u>	Facilitator: Early Years Education Team Wed 4 March 2026	Page: 29 3pm – 4pm
Platform: Microsoft Teams <u>Getting it Right for Babies</u>	Facilitator: Early Years Education Team Thurs 5 March 2026	Page: 30 9.30am – 12.30pm
Venue: Spring Grove House, West Thames College <u>What's in the Bag?</u>	Facilitator: Debbie Brace Tues 10 March 2026	Page: 31 9.30am – 10.30am
Platform: Microsoft Teams <u>SENCO Session 1: Statutory Requirement</u>	Facilitator: Early Years Education Team Thurs 12 March 2026	Page: 30 9:30am – 11:30am
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Food Safety & Hygiene Level 2 Course for Catering

Target Audience

All Educational Practitioners

Course Outline

Fully online course and assessment with no time limits

This Level 2 Food Hygiene course has been designed to help anyone who handles, prepares or serves food in the catering industry understand their legal responsibilities and know what constitutes best practice in regards to controlling food safety hazards, controlling temperatures, food storage, food preparation, personal hygiene and premises cleaning.

By law, all food handlers must have an understanding of the basic principles of food hygiene and know how to work safely so as to protect the food they serve from contamination.

The course provides learners with up-to-date food hygiene information using a range of written text, interactive exercises and video content to ensure learners thoroughly comprehend their food safety responsibilities.

Course Content

- Introduction to Food Hygiene and Safety
- Food Safety Legislation
- Microbiological Hazards
- Physical, Chemical and Allergenic Hazards
- Food Storage
- Food Preparation
- Personal Hygiene
- Food Premises Design, Layout, Size and Suitability
- Food Premises Cleaning and Disinfection

Course Aims

By the end of the course, you will:

- Understand your responsibilities, and those of your employer, under UK and EU food hygiene regulations, and be able to explain the principles of food safety management systems.
- Identify microbiological, physical, chemical, and allergenic hazards and understand why it's important to control contamination and how you can control it.
- Understand how premises should be designed to reduce hazards and be aware of your responsibilities around cleaning and pest control.
- Understand safe practices around food storage for different types of food, be able to explain the difference between 'use by' and 'best before' dates and know how to carry out effective stock rotation.
- Be aware of the importance of personal hygiene, how to carry out proper handwashing procedures, and recognise when it's important to wash your hands.
- Understand how to prepare food safely, including how to thaw, cook, cool, reheat, and hold hot food, as well as how to properly take food temperatures

Assessment

The online assessment is taken on completion of the training material. You will be asked 30 multiple choice questions with a pass mark of 80%.

PLEASE BOOK VIA THE PROVIDER PORTAL: <https://fsd.hounslow.gov.uk/SynergyWeb/>

Once you have booked onto the course, you will be sent a username and password that will give you instant access to your training.

Cost: £18 per delegate

Facilitator: High Speed Training

Fire Warden Training

Target Audience

All Educational Practitioners

Course Outline

Fully online course and assessment with no time limits

Having a designated fire warden at work is an important part of fire safety. The fire warden works together with the employer to ensure that fire safety measures and evacuation procedures are in place and effective.

This course will provide you with the necessary training required to be a qualified fire warden. It will educate you about what your legal duties are, will provide you with an understanding of fire, familiarise you with fire hazards and fire safety arrangements, and detail what your emergency evacuation procedures should entail. The information in the course will enable you to take responsibility for fire safety in your workplace and protect everyone's wellbeing.

Course Content

- Introduction to Fire Warden Training
- Understanding Fire
- Fire Risk Assessment
- Fire Safety Arrangements
- Personal Emergency Evacuation Plans
- Fire Evacuation Procedures

Course Aims

By the end of this course, learners will understand:

- Their role as a fire warden and their legal duties.
- The different types of fires.
- How fires may start and spread in a workplace.
- The different types of fire extinguishers and their uses.
- How to carry out a fire risk assessment.
- Common causes of fires in the workplace.
- Control measures to minimise the risk of fire.
- Fire detection, fire warning, and fire equipment.
- Requirements for fire plans.
- What their specific role is during emergency evacuation procedures.
- How to create Personal Emergency Evacuation Plans.
- How to carry out fire drills.

Assessment

The online assessment is taken on completion of the training material. You will be asked 12 multiple choice questions with a pass mark of 75%.

PLEASE BOOK VIA THE PROVIDER PORTAL: <https://fsd.hounslow.gov.uk/SynergyWeb/>

Once you have booked onto the course, you will be sent a username and password that will give you instant access to your training.

Cost: £30 per delegate

Facilitator: High Speed Training

Health & Safety Training for Employees

Target Audience

All Educational Practitioners

Course Outline

Fully online course and assessment with no time limits

A thorough understanding of health and safety is essential in all workplaces, regardless of job role and industry. This accredited Level 2 Health and Safety course ensures that you understand the most common health and safety risks in your workplace and the control measures that are needed to keep you safe.

The course covers the most crucial aspects of health and safety that are present in every workplace, such as manual handling, working at height, and fire and electrical safety. It also explains the necessary components of workplace welfare, including workplace stress and conflict.

Course Content

- Introduction to Health and Safety Law
- Risk Assessment
- Workplace Safety
- Workplace Welfare
- Manual Handling and Display Screen Equipment
- Hazardous Substances and Working at Height
- Noise, Vibration and Vehicle Safety

Course Aims

- Have knowledge of key health and safety topics and how to ensure good practice within them.
- Understand the responsibilities of employers and employees under health and safety legislation.
- Understand the importance of, and the key factors in, undertaking a risk assessment to prevent and control hazards.
- Know the hazards and ill health effects associated with specific work activities and processes.

Assessment

The online assessment is taken on completion of the training material. **You will be asked 20 multiple choice questions with a pass mark of 80%.**

PLEASE BOOK VIA THE PROVIDER PORTAL: <https://fsd.hounslow.gov.uk/SynergyWeb/>

Once you have booked onto the course, you will be sent a username and password that will give you instant access to your training.

Cost: £30 per delegate

Facilitator: High Speed Training

Unconscious Bias Training

Target Audience

All Educational Practitioners

Course Outline

Fully online course and assessment with no time limits

We all have unconscious bias. Our background, society and culture, stereotypes, and the media all influence how our brain makes judgements and assessments of people and situations. While this can be beneficial in speeding up our decision making, it can have a detrimental impact on our personal and working lives.

This Unconscious Bias training will give you the skills that you need to recognise your own pre-judgements and learn how to manage them. It will explain the types of bias, how they can impact your life, and give you techniques to stop them from taking control. By the end of the training, you will be confident in identifying and overcoming your own implicit biases.

Course Content

- What is Unconscious Bias? - Defining unconscious bias, types of unconscious bias, and positive bias.
- Unconscious Bias at Work -The impact of unconscious bias, hiring and recruitment, performance evaluations, and promotions and opportunities.
- How to Overcome Unconscious Bias - Benefits of diversity, controlling unconscious bias, identifying unconscious bias, implicit association test, steps to overcome bias, combating your bias, and case studies.

Aims of the course

Upon completion of this course, you will:

- Understand the difference between unconscious bias, prejudice and stereotyping, and understand the different types of bias.
- Be aware of the impact unconscious bias can have on the workplace, from recruitment to job progression and marketing.
- Develop the skills needed to overcome unconscious bias by understanding how to consciously make changes and break old habits.

Assessment

The online assessment is taken on completion of the training material. You will be asked 10 multiple choice questions with a pass mark of 80%.

PLEASE BOOK VIA THE PROVIDER PORTAL: <https://fsd.hounslow.gov.uk/SynergyWeb/>

Once you have booked onto the course, you will be sent a username and password that will give you instant access to your training.

Cost: £25 per delegate

Facilitator: High Speed Training

Challenging Behaviour Training

Target Audience

All Educational Practitioners

Course Outline

Fully online course and assessment with no time limits

As someone who works with children, it's likely that difficult behaviour is one of the most challenging issues that you face. Challenging behaviour can be hard work to manage, but it's important to consider the situation from the child's perspective: children rarely misbehave for the sake of it; rather there is an underlying cause that needs to be identified and supported.

This Challenging Behaviour training course provides learners with the knowledge they need to respond appropriately to a child's challenging behaviour. The course teaches learners how to communicate with children effectively, how to help children deal with any issues, and how to improve children's behaviour in a confident and constructive manner. The course explains a range of child behaviour management techniques that you can use in your setting.

The techniques discussed are applicable to children of all ages.

The course includes a series of activities for you to complete in order to help you relate the information given to your setting. At the end of the course, these activities can then be put together to create a context-specific plan for you to use.

Course Content

- Understanding challenging behaviour
- Establishing expectations
- How to respond using praise
- How to use rewards and incentives
- How to use commands effectively
- Dealing with non-compliance

Course Aims

By the end of this course, learners will:

- Understand what challenging behaviour is and how it is defined in your setting.
- Understand what might cause difficult behaviour and how to build positive relationships with children.
- Be aware of the different strategies and techniques for managing and responding to difficult behaviour.
- Understand how incentives and rewards can be used to motivate change.
- Understand how to communicate clearly with children in order to set limits and boundaries and help the child to learn what is appropriate behaviour.
- Know how to deal with non-compliance.

Assessment

- The online assessment is taken on completion of the training material. **You will be asked 20 multiple choice questions with a pass mark of 80%.**

PLEASE BOOK VIA THE PROVIDER PORTAL: <https://fsd.hounslow.gov.uk/SynergyWeb/>

Cost: £25 per delegate

Facilitator: High Speed Training

Early Writing Matters: Inspire, Create, Achieve - a deeper look at the Writing Framework

Target Audience

Reception practitioners and EYFS leads

Part 1: Foundations of Writing in EYFS

Course Content:

- The Simple View of Writing (conceptual model)
- Early Learning Goal for Writing
- Strategies for developing oral language and vocabulary

Course Objectives:

- Understand the importance of Reception Year for writing development
- Explore the link between spoken language, reading, and writing

Activities:

- Role-play and storytelling exercises
- Observing and assessing mark-making in play

Part 2: Building Transcription and Composition Skills

Course Content:

- Phonics-based spelling instruction
- Handwriting routines and motor skill development
- Oral-to-written sentence construction

Course Objectives:

- Teach handwriting and spelling effectively
- Support oral composition and sentence building

Activities:

- Fine motor skill stations (threading, tweezers)
- Dictation and sentence-building games

Part 3: Creating a Writing-Rich Environment

Course Content:

- Designing provision areas for purposeful writing
- Using play to develop imagination and language
- Strategies for supporting reluctant writers

Course Objectives:

- Embed writing opportunities in play and everyday routines
- Foster motivation and confidence in young writers

Activities:

- Audit classroom environment for writing opportunities
- Collaborative planning of themed writing corners

Please attend all three sessions

Date: Wednesday 14 January 2026
Wednesday 11 February 2026
Wednesday 11 March 2026

Time: 9.30am – 12.30pm

Venue: Spring Grove House, West Thames College, London Road, Isleworth, TW7 4HS

Cost: £50 per delegate

Facilitator: Early Years Stronger Practice Hub

Communication opportunities - Making Requests (Clear Containers)

Early Identification

Target Audience

Early Years Education Practitioners, Primary School Practitioners

Course Outline

A strategy that provides communication opportunities in everyday situations to elicit a communication / interaction from the child. Using knowledge of what motivates the child to create communication opportunities'

Date	Thursday 15 January 2026
Time	9.30am – 10.30am
Platform	Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.
Cost	£10 per delegate
Facilitator	Early Years Education Team

Bucket Time Stage 3 and 4

Early Intervention

Target Audience

Early Years Education Practitioners, Primary School Practitioners, Secondary School Practitioners

Course Outline

An activity to support a child with limited attention skills, used as the first steps towards encouraging a child to sit and attend. Bucket Time is a four-stage approach, but this session will only cover stage 3 and 4 for extended support once a child has worked through prior Bucket Time Stages'

Date	Tuesday 20 January 2026
Time	2pm – 3pm
Platform	Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.
Cost	£10 per delegate
Facilitator	Early Years Education Team

Sensory Needs – Tactile

Early Intervention

Target Audience

Early Years Education Practitioners, Primary School Practitioners, Secondary School Practitioners

Course Outline

A way of introducing tactile experiences at the child's pace in a calm, relaxed way to provide sensory awakening. Gradually, as the child becomes aware, alert and tolerant to the experiences, they begin to become more actively involved by exploring the experiences

Date	Wednesday 28 January 2026
Time	10am – 11am
Platform	Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.
Cost	£10 per delegate
Facilitator	Early Years Education Team

Enhancing Team Performance through Effective Coaching and Mentoring

Target Audience

Leaders and Managers

Course Objectives

- To identify the benefits of developing a 'coaching culture' when leading and managing their early years provision.
- Have knowledge of team members learning styles and value sets to develop emotional intelligence and become more self-aware.
- Identify and develop coaching and mentoring skills
- Have a deeper insight into effective communication and how this impacts on your ability to carry out effective communications.
- Practice key skills of coaching and mentoring

PLEASE ATTEND BOTH SESSIONS

Dates: Monday 19 January 2026 and Monday 9 March 2026

Time: 2pm to 5pm

Location: Grasshoppers RFC, Syon Lane, Osterley, TW7 5PN

Cost: £60 per delegate

Facilitator: Alice Lewes

SEND Code of Practice and Equalities Act - Statutory Requirements

Target audience:

Childminders who need to understand their statutory duties relating to children with SEND

Course outline:

This session will focus on relevant legislation relating to Special Educational Needs and Disability. Information on key statutory requirements and duties will be shared with consideration for policy and practice implications to ensure adherence to statutory requirements and duties. There will also be signposting throughout the session to the Hounslow SEND framework.

Course objectives:

- To provide an overview of the key concepts and share settings' statutory requirements and duties within the Equality Act 2010
- To highlight key implications for policy and practice in fulfilling duties within the Equality Act 2010
- To provide an overview of the key statutory requirements and duties from the SEND Code of Practice 2015
- To consider implications for policy and practice in fulfilling duties within the SEND Code of Practice 2015
- To signpost to key information on the Hounslow SEND Framework and where to obtain further information

Course outcomes:

Practitioners will have increased:

- Knowledge and understanding of key statutory duties within the Equality Act 2010 on Early Years settings
- Knowledge and understanding of key statutory duties on Early Years Settings set out in the SEND Code of Practice 2015
- Ability to make links between statutory duties and policy and practice within their settings
- Knowledge of where to find information on the Hounslow SEND Framework

Date: Tuesday 20 January 2026

Time: 6.30pm – 8pm

Platform: Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost: £20 per delegate

Facilitator: Early Years Education Team

Full Paediatric First Aid – Blended

Target Audience

Early Years Education Practitioners, Primary School Practitioners, Secondary School Practitioners

Course Outline

This innovative course blends 6 hours of practical training with 6 hours of eLearning. It focuses on the emergency scenarios that face professionals looking after young children and infants, including teachers, playgroup leaders, childcare providers, nannies and childminders. It meets the standards of Ofsted/EYFS and HSE requirements.

Course Content

Day 1: Practical Day

- Roles & Responsibilities of the First Aider
- Assessing an Emergency Situation & Prioritising Action
- Unresponsive Casualty (Not Breathing) – Infant & Child
- Unresponsive Casualty (Breathing) – Infant & Child
- Choking – Infant & Child
- Head Injuries
- Seizures
- Burns, Bleeds & Shock
- Anaphylaxis
- Assessment

Day 2: Interactive eLearning

- Asthma
- Croup
- Bites & Stings
- Suspected Fracture
- Neck & Back Injuries
- Head Injuries (recap)
- Burns & Scalds (recap)
- Diabetes
- Meningitis
- Minor Injuries
- Fevers
- Poisons
- Electric Shock
- Drowning
- Extreme Temperatures
- Assessment

Assessment

Learners will be assessed on the practical elements of the course and a final multiple-choice questionnaire (MCQ).

The interactive eLearning is completed online and must be completed before the practical training day.

Certification

On completion of the course, learners receive a Full Paediatric First Aid certificate valid for 3 years, which meets OFSTED / EYFS and HSE requirements

Date	Saturday 24 January 2026
Time	9am – 4.30pm
Venue	Grasshoppers RFC, Syon Lane, Osterley, TW7 5PN
Date	Saturday 28 February 2026
Time	9am – 4.30pm
Venue	Alexandra Montessori, 36 Springwell Road, Heston, Hounslow, TW5 9EJ
Date	Tuesday 3 March 2026
Time	9am – 4.30pm
Venue	Tudor Park, Browells Lane, Feltham, TW13 7EF
Date	Saturday 14 March 2026
Time	9am – 4.30pm
Venue	Grasshoppers RFC, Syon Lane, Osterley, TW7 5PN
Cost	£100 per delegate
Facilitator	Tiger Lily Training

Using AAC in the Early Years

Targeted Audience

SENCO's, Early Years Education Practitioners

Course Outline

The purpose of this session is to develop practitioners' knowledge and understanding on the use of AAC.

A combined virtual session with a Speech and Language Therapist and Early Years SEN Specialist Practitioner to discuss the use of Alternative and Argumentative Communication (AAC) methods. This will encompass both Aided Language Display (ALD) boards as well as Core Boards.

Course Objectives

- Introduction to AAC
- To understand how to use the Aided Language Display boards to meet the needs of children
- To feel confident to embed AAC methods of communication in your provision
- To be able to implement the core boards effectively
- To gain knowledge on how to use AAC with individual children and also groups of children

Date: Thursday 29 January 2026

Time: 1:30pm – 3:00pm

Platform: Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost: £20 per delegate

Facilitator: Early Years Education Team

Safeguarding Refresher

Including Child Protection and Understanding Hounslow Referral Pathways

Target Audience

This course is suitable for practitioners and safeguarding staff across Early Years, Primary and Secondary settings who need to update their safeguarding training or refresh their knowledge of local referral processes.

It is relevant for all staff with responsibilities for child protection, welfare concerns, reporting, or day to day safeguarding practice.

Course Outline

The overall aim of the course is to ensure that education professionals are confident in:

- Recognising abuse- identifying signs, indicators and patterns that may suggest a child or young person is at risk of harm
- Responding to concerns and making referrals- understanding how to respond appropriately to concerns, disclosures or allegations, who to speak to, what actions to take, and how to make a referral to local agencies
- Applying good safeguarding practice- overcoming barriers to reporting, understanding why safeguarding is everyone's responsibility, and responding safely and sensitively if a child or young person discloses information

On this course you will:

- Refresh your safeguarding knowledge, including learning from recent child safeguarding practice reviews
- Understand the duty of care that applies to all staff working with children and young people
- Receive updates on key safeguarding changes, policy updates and emerging risks
- Explore indicators, behaviours and vulnerabilities that may raise concern
- Explain the reporting and escalation procedures relevant to your setting and phase
- Build confidence in applying best practice in child protection
- Explore the importance of professional curiosity and ensuring the voice of the child or young person is central
- Discuss safer working practices and how to contribute to a positive safeguarding culture
- Apply learning to realistic scenarios across Early Years, Primary and Secondary phases

PLEASE SELECT ONE OF THE FOLLOWING DATES:

Date Thursday 29 January 2026

Time 10am – 12pm

Platform Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost £20 per delegate

Facilitator Early Years Education Team

Date Tuesday 3 March 2026

Time 6pm – 8pm

Platform Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost £20 per delegate

Facilitator Early Years Education Team

Child Protection for Designated Safeguarding Leads

Target audience

This course is designed for Designated Safeguarding Leads (DSLs), Deputy DSLs, Designated Safeguarding Officers and safeguarding responsible staff working in Early Years settings, Primary schools and Secondary schools.

It is suitable for anyone with lead responsibility for safeguarding, child protection, staff conduct concerns, or oversight of welfare and referral processes.

Course Outline

This training is particularly aimed at professionals who:

- Hold specific responsibilities for safeguarding and child protection
- Provide support, guidance and supervision to staff in their setting
- Manage concerns or allegations about staff conduct
- Lead on referrals, multi-agency working, and information sharing
- Oversee safeguarding practice, culture, and compliance within their organisation

Aims

The overall aim of this course is to strengthen safeguarding leadership by exploring the core responsibilities, statutory expectations and practical challenges of the Designated Safeguarding Lead role across all phases of education.

We will develop understanding of the types, signs and indicators of abuse, explore vulnerabilities and emerging risks, and consider key factors when responding to child welfare concerns or allegations. Participants will examine best practice in confidentiality, information sharing, multi-agency working and secure recording.

On this course you will:

- Explore the statutory roles and responsibilities of Safeguarding Leads across Early Years, Primary and Secondary phases
- Consider how individuals interpret and respond to information and disclosures
- Discuss how to overcome organisational barriers to reporting concerns
- Explore effective information sharing, threshold decisions and multi-agency working
- Consider approaches that promote positive outcomes for children and young people
- Examine safeguarding issues relating to staff, including allegations and low-level concerns
- Practice real-world safeguarding case scenarios relevant to all education phases

Training Requirements

Local Children's Safeguarding Partnership recommends that Designated Safeguarding Leads complete annual child protection refresher training. This may include specific safeguarding themes such as FGM, domestic abuse, online safety, contextual safeguarding and other emerging risks.

PLEASE ATTEND BOTH DATES

Date Tuesday 3 February & Tuesday 10 February 2026

Time 9.30am – 1pm

Venue Alexandra Montessori, 36 Springwell Road, Heston, Hounslow, TW5 9EJ

Cost £50 per delegate

Facilitator Early Years Education Team

Handling sensitive conversations

Target Audience

Early Years Education Practitioners

Course Outline

This course aims to support early years practitioners in having sensitive conversations which are necessary, but often ones that are difficult. It could be a conversation with a parent, or a conversation with another practitioner.

By the end of the session, participants will:

- Understand the principles and statutory guidance for sensitive conversations in Early Years
- Identify strategies to prepare for and manage difficult discussions
- Practice communication techniques that promote trust and respect
- Reflect on personal responses and biases when handling sensitive topics

Date: Thursday 5 February 2026

Time: 9.30am – 12.30pm

Venue: Spring Grove House, West Thames College, London Road, Isleworth, TW7 4HS

Cost: £20 per delegate

Facilitator: Early Years Stronger Practice Hubs

Structured Activity Time

Early Intervention

Target Audience

Early Years Education Practitioners, Primary School Practitioners, Secondary School Practitioners

Course Outline

The approach introduces adult led activities followed by a child's favourite activity. It is a framework in which a child can be introduced to a range of new skills and tasks to support learning. It can be a first step in teaching independence skills so that further down the line they will be able to do activities themselves. It incorporates the child's interests / motivators as a starting point.

Date Thursday 5 February 2026

Time 1.30pm – 2.30pm

Platform Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost £10 per delegate

Facilitator Early Years Education Team

Identiplay

Early Intervention

Target Audience

Early Years Education Practitioners, Primary School Practitioners

Course Outline

A way of introducing and helping the child to learn to play if they have limited play skills (research has shown that children with limited play skills can learn play sequences if prompted). The adult models / leads the play and two identical play kits are used. It is based on showing rather than telling the child

Date Friday 27 February 2026

Time 10.30am – 11.30am

Platform Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost £10 per delegate

Facilitator Early Years Education Team

Mindful Strategies to Emotional and Behavioural Regulation in Early Years

(Supporting Children Aged 2-5 years)

Target Audience

Early Years Education Practitioners

Course Outline:

This interactive session equips professionals with practical strategies to support emotional and behavioural self-regulation in young children. Learn how to create mindful environments, apply co-regulation techniques, and manage challenging situations using positive handling approaches.

Who is this course for?

- Early Years Teachers and Practitioners
- Nursery Managers and Leaders
- Nursery Assistant and Preschool Staff
- Reception teachers and EYFS Leaders
- SENCO
- Nannies and Childminders
- Parents and Caregivers
- Anyone working with children 0-5 years

What you will learn:

- Understand emotional and behavioural development in 2–5-year-olds.
- Identify common challenges with 2-5-year-olds and how to support them.
- Apply co-regulation strategies and in-the-moment calming techniques.
- Implement best practice approaches for positive handling.
- Develop inclusive strategies for neurotypical and neurodivergent children.

Date: Thursday 12 February 2026

Time: 9.30am – 12.30pm

Venue: Suite 19, Neals Corner, 2 Bath Road, Hounslow High Street, TW3 3HJ

Cost: £40 per delegate

Facilitator: Expanding Horizons Training Academy

Foundations for Writing

Building Strong Beginnings

Target Audience

Early Years Education Practitioners, nursery staff, childminders, and educators working with children aged 0–4

Session Objectives:

By the end of these sessions, participants will:

- Understand the developmental journey of writing from birth to age 4.
- Explore statutory and non-statutory guidance (EYFS, Development Matters, Birth to 5 Matters).
- Identify key foundations for writing, including physical, cognitive, and language development.
- Learn practical strategies to create environments that support early writing.
- Reflect on inclusive, play-based approaches to writing development.

Part 1: Physical beginnings

Part 2: Application of practices

Please attend both sessions

Date: Wednesday 25 February 2026
Wednesday 18 March 2026

Time: 9.30am – 12.30pm

Venue: Spring Grove House, West Thames College, London Road, Isleworth, TW7 4HS

Cost: £40 per delegate

Facilitator: Early Years Stronger Practice Hubs

‘Before I can write, I need to...’

Target Audience

SENCO's, Early Years Education Practitioners, Primary School Practitioners

Course Outline

A group intervention focusing on fine motor development to support with a child's prewriting skills.

Course Objectives

- To help children to develop hand and finger strength and the fine motor skills necessary for essential activities (writing, cutting, building)
- To focus on specific skills identified as needing support and transferring these into the wider setting/school environment
- To plan a range of fun and motivating Fine Motor Group development activities
- To provide opportunities for children to practise fine motor skills with adult support

Date: Tuesday 24 February 2026

Time: 1:30pm – 3:00pm

Platform: Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost: £20 per delegate

Facilitator: Early Years Education Team

Making Sense of Autism

Target Audience

Childminders

Course Outline

This module is an awareness-raising module for anyone working in early years settings. The module will:

- Introduce autism and the Three Areas of Difference
- Enhance your understanding and awareness of autism and how autism can affect children in early years settings
- Support your knowledge of the importance of understanding the individual child and their profile of strengths and needs
- Help you identify potential barriers for autistic children
- Assist you in beginning to make reasonable adjustments in the way you support autistic children
- Help you to reflect on the information you need to collect for creating a one-page profile

Date: Wednesday 25 February 2026

Time: 6.30pm – 8.30pm

Venue: Alexandra Montessori, 36 Springwell Road, Heston, Hounslow, TW5 9EJ

Cost: Free of Charge

Facilitator: Early Years Education Team

Makaton in 30 minutes

Target Audience

Early Years Education Practitioners, Primary School Practitioners, Secondary School Practitioners

Course Outline

Our weekly sessions support with everyday signing to assist with inclusive communication within your provision. A practical course designed to help build confidence and signing skills. Developing a consistent approach to Ordinarily Available Provision.

Please attend all 4 sessions

Date & Time: Friday 27 February at 2pm – 2.30pm **Week 1 – Weather and Seasons**
 Friday 6 March at 2pm – 2.30pm **Week 2 – Clothing**
 Friday 13 March at 2pm – 2.30pm **Week 3 – Transport**
 Friday 20 March at 2pm – 2.30pm **Week 4 – Outdoor Area**

Platform: Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost: £20 per delegate

Facilitator: Early Years Education Team

Understanding and Responding to Mouthing

Personal, Social and Emotional

Target Audience

Early Years Education Practitioners, Primary School Practitioners, Secondary School Practitioners

Course Outline

Considering underlying reasons / factors that may be contributing to mouthing. Focusing on the child's needs and possible redirection approaches'

Date	Wednesday 4 March 2026
Time	3.00pm – 4.00pm
Platform	Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.
Cost	£10 per delegate
Facilitator	Early Years Education Team

What's in the bag?

Early Intervention

Target Audience

Early Years Education Practitioners, Primary School Practitioners

Course Outline

It is an adult led activity that supports the development of prelanguage and language skills. Can be an opportunity to learn Makaton signs for pre-verbal children. Supports to teach vocabulary such as naming words for objects (nouns) and action words (verbs) for children with emerging language. Can also be delivered in a small group

Date	Tuesday 10 March 2026
Time	9.30am – 10.30am
Platform	Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.
Cost	£10 per delegate
Facilitator	Early Years Education Team

Sensory Needs – Lycra

Early Intervention

Target Audience

Early Years Education Practitioners, Primary School Practitioners

Course Outline

A child led approach to incorporate activities of movement and pressure. Activities to support the child's sense of body position and sense of movement. Supports in developing a regulated state (alertness, attention and calmer behaviour) by providing movement and pressure sensations.

Date	Thursday 19 March 2026
Time	2.00pm – 3.00pm
Platform	Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.
Cost	£10 per delegate
Facilitator	Early Years Education Team

Getting it right for babies – quality moments that matter

Target Audience

Early Years Education Practitioners/Managers who deliver early education and care to children and families under two

Course Aims

Discuss the vital role of the adult in supporting babies and young children to communicate from birth and how this happens through moments of connections

Refresh/Learn specific interaction strategies (4 coloured postcard prompts) to use with babies to support their developing communication and emotional development especially during care moments and when responding to babies whilst settling in.

Share ideas for songs/rhymes/Play that works well for babies

References

- Recent Ofsted publication – getting it right from the start
- The Association of infant mental health competency framework (L1)
- The latest research into baby rooms by Dr Mona Sakr and team at Middlesex university

Date: Thursday 5 March 2026

Time: 9.30am – 12.30pm

Venue: Spring Grove House, West Thames College, London Road, Isleworth, TW7 4HS

Cost: £40 per delegate

Facilitator: Debbie Brace

Becoming a Setting SENCO - Session 1: Statutory Requirements

Target audience:

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

Course outline:

This first session, in a series of four, will focus on relevant legislation relating to Special Educational Needs and Disability. Information on key statutory requirements and duties will be shared with consideration for policy and practice implications to ensure adherence to statutory requirements and duties. There will also be signposting throughout the session to the Hounslow SEND framework.

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

Course objectives:

- To provide an overview of the key concepts and share settings' statutory requirements and duties within the Equality Act 2010
- To highlight key implications for policy and practice in fulfilling duties within the Equality Act 2010
- To provide an overview of the key statutory requirements and duties from the SEND Code of Practice 2015
- To consider implications for policy and practice in fulfilling duties within the SEND Code of Practice 2015
- To signpost to key information on the Hounslow SEND Framework and where to obtain further information

Course outcomes:

Practitioners will have increased ~

- Knowledge and understanding of key statutory duties within the Equality Act 2010 on Early Years settings
- Knowledge and understanding of key statutory duties on Early Years Settings set out in the SEND Code of Practice 2015
- Ability to make links between statutory duties and policy and practice within their settings
- Knowledge of where to find information on the Hounslow SEND Framework

Date: Thursday 12 March 2026

Time: 9.30am – 11.30am

Platform: Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost: £20 per delegate

Facilitator: Early Years Education Team

Becoming a Setting SENCO - Session 2: SENCOS Role and The Graduated Response

Target audience:

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

Course outline:

Session 2 will focus on the SENCO role and the Graduated Response. The session will support SENCOs with understanding the importance of the SENCO roles and responsibilities. Early identification, with examples of effective systems and different assessment tools that can be used. Early intervention and how to co-ordinate Targeted Plans with interventions/strategies matched to the needs of children and as part of SEND Support.

N.B. This course is part of a group of two sessions and practitioners are advised to attend both SENCO 1 and SENCO 2.

Course objectives:

- To provide clarity on the SENCO role with particular emphasis on how to set up day to day systems to meet the statutory requirements of the SENCO role
- To explore the 'assess, plan, do and review' part of the SEND Support cycle as part of the graduated approach
- To explore how early identification can support improved outcomes for children with SEND
- To consider tiers of good SEND practice from environmental factors, group interventions to individual targeted plans which can be implemented as part of the SEND Support cycle
- To explore how early intervention can improve outcomes for children identified with SEND
- To consider the importance of parent partnership and engagement throughout the process

Course outcomes:

Practitioners will have increased ~

- Understanding of the role of the SENCO and the skills and professional qualities required to fulfil the role within the statutory requirements
- Understanding of the Graduated response 'assess, plan, do review' part of the SEN Support cycle
- Knowledge and understanding of how effective early identification and intervention can improve outcomes for children identified with SEND.
- Understanding of how to use the EYFS two-year progress check to support early identification
- Knowledge of specific assessment tools to support in the early identification of needs
- Confidence in identifying appropriate agencies for involvement and knowledge of referral routes
- Understanding of the targeted plan cycle (Targeted Plan) and how to demonstrate impact on progress through evidence matched to targets
- Knowledge of interventions and strategies and understanding of when these might be appropriate to use
- Monitoring and recording the impact of progress over time

Date: Tuesday 17 March 2026

Time: 9.30am – 11.30am

Platform: Microsoft Teams - This course is being delivered via Microsoft teams. Please ensure your device is compatible. We recommend you access this through a computer or laptop for the best experience.

Cost: £20 per delegate

Facilitator: Early Years Education Team

When Eating Is Difficult

Target audience

Setting SENCOs, Early Years Education Practitioners, Primary School Practitioners

Course outline

The course will aim to develop the practitioner's knowledge and understanding as to why eating is difficult for some children. The course will equip practitioners with the confidence and knowledge in implementing specific strategies and adaptations to support children with eating difficulties within the setting environment; as well as knowledge of advice that practitioners can share with parents and carers. The course will involve practical elements where practitioners will have opportunities to practice implementing food play sessions with children using a specific therapeutic approach.

Course objectives

- To provide a basic overview of typical feeding development.
- To explore reasons for eating difficulties including medical issues; developmental issues; sensory differences; and Autism characteristics and traits.
- To provide a basic overview of sensory processing and how it relates to feeding development and feeding difficulties.
- To provide knowledge in the use of specific approaches and strategies to support children with eating difficulties including:
 - A 'systematic desensitisation' approach.
 - '32 steps to eating'.
 - Food play including setting up and running individual and group 'fun with food' play sessions.
 - Food chaining.
- To provide knowledge in strategies that can be used during mealtimes at home and at setting, to support children with eating difficulties.

Course outcomes

- Practitioners will have increased understanding of the reasons and issues that contribute to a child having eating difficulties.
- Practitioners will be able to identify children presenting with eating difficulties and problem solve possible reasons for these.
- Practitioners will have increased knowledge of ways in which they can support children with eating difficulties as well as their parents and carers.
- Practitioners will be able to implement individual and group food play sessions, using a 'systematic desensitization' approach

Date Monday 16 March 2026

Time 1pm – 4pm

Venue Spring Grove House, West Thames College, London Road, Isleworth, TW7 4HS

Cost £20 per delegate

Facilitator Occupational Therapy