



Special Educational Needs Training and Services



“Come to the Edge!” he said. “We are afraid!” they said.

They came, he pushed them and they flew.

Apollinaire

Our partners provide bespoke generic and specialist SEN / Inclusion support to meet the needs of your vulnerable learners aged 3-25. We build capacity in families and amongst your staff and enable strategic school development. We deliver individual pupil assessments and interventions and have a proven record in facilitating access to LA funding / statutory processes. EDGE partners provide expertise in a wide range of categories of need, from a range of highly qualified, quality assured and experienced professionals.

Family and School Support is bespoke

email sarah@edgeinc.co.uk

or call 07790 500 487 to discuss how we can best meet your needs.

- ✚ CPD
- ✚ SENCo / Family / Parenting Support
- ✚ Behaviour Modification / Management
- ✚ Specialist Teaching (Dyslexia, Dyscalculia, MLD)
- ✚ Educational / Clinical Psychology
- ✚ Speech and Language Therapy
- ✚ Counselling
- ✚ Sleep Therapy
- ✚ Occupational Health / Physiotherapy
- ✚ Casework, Assessment and Report Writing
- ✚ Pre / Post OFSTED SEN Auditing and Action Planning

What You Say About Us

"I don't know what we would have done without your team during the past three years" Head Teacher (and OFSTED Inspector), March 2014

"We have gone from feeling that there was no future for us as a family to feeling that we have a future to look forward to" Parent June 2014

" We spent £1,200 engaging EDGE's services last term, as a result we made three successful IPF applications which generated over £30,000 for the school and enabled us to effectively include three pupils with varying needs." February 20, 2014

"Sarah is knowledgeable, committed to making a difference, creative and passionate about her work. Schools speak highly of Sarah as she is a respectful, personable and enthusiastic professional who is a pleasure to work with." April 16, 2013

CPD

INSET days and Twilight Staff Meetings – Special Educational Needs and Senior Leadership professional development for those working with children and young people.

EDGE Inclusion Training Partners

EDGE Inclusion Partners was established in Cheshire in 2010 and quickly developed a reputation for delivering exceptional, affordable training for individual schools, clusters of schools, parents and Local Authority teams in the North West of England, Birmingham and London.

Our training sessions have a fixed fee, which means all of your staff or all staff from your cluster of schools can attend and costs can be shared, representing tremendous value for money. We offer a huge range of training in the area of SEN and School Strategic Development and our workshops, seminars and presentations have consistently been rated as outstanding or very good.

'Absolutely first rate, we will definitely use EDGE trainers in the future' Autism Training, Academy Head May 2014

'A brilliant training session. A great balance of information and activities to encourage reflection and forward planning' The New OFSTED Framework and SEND Green Paper Update CPD, Cheshire Head, May 2014

'So helpful, thank you, come back soon!' SEN Processes Training, Cheshire SENCo, June 2012

'Inspirational' Dyslexia Workshop, Parent July 2013

Whenever possible our training is bespoke to the needs of the delegates and builds upon an existing skill / knowledge base.

We source practitioners and trainers from a range of professions to include clinical and educational psychologists, SEN, SIPs and curriculum advisors, speech therapists, physiotherapists and occupational therapists with the expertise to match the client's requirements. The following list of trainers/partners is not exhaustive but will give you an idea of the calibre of our associates.

Generic SEN Support

Sarah Rawsthorn B.Ed (Hons), M.Ed.



Director of EDGE Inclusion Partners, Sarah is highly qualified and experienced in the field of SEN. She has over 20 years experience working both as a mainstream and special needs teacher, FE Lecturer and local education authority advisor in London and the North West of England. Under Sarah's direction EDGE Inclusion Partners has flourished. EDGE is funded directly through Local Authority contracts, Big Lottery funded projects and school and family commissions. Sarah is a qualified IQM and ICAN assessor and is a regular contributor to SEN magazine and for the past four years has been invited to deliver training seminars at the major national education conferences. This year Sarah has delivered training on;

- Legislation – Changes in SEND Policy and Practice
- Revised OFSTED Framework- Implications for SEN
- SEN Auditing and Action Planning
- Funding Streams, Graduated Response and SMART IEPS
- Progress Assessment - PIVATS / P Levels
- Effective Deployment of Learning Support Assistants
- Achieving a Healthy Work Life Balance – Promoting Good Mental Health
- Developing Children's Resilience Skills
- Understanding and Enhancing Working Memory
- Dyslexia and Dyscalculia

Educational Psychology

Rebecca Duckhouse M.Sc, PGCE



Rebecca has worked as an EP for 15 years, across 2 local authorities and as an Associate EP with Edge since its conception. Rebecca's professionalism and expertise means that she has received consistently positive feedback from her work with EDGE. Rebecca has significant experience in pre-school, mainstream and special educational provisions, providing case work, training events, therapeutic interventions and school development work. Rebecca is studying for the Doctorate in Educational Psychology at Manchester University. Rebecca is an experienced speaker at national conference level and currently offers training in the following fields.

- Understanding Children's Behaviour
- Bouncebackability - Developing Resilience
- Basic Mental Health Awareness
- Professionals and Parents Working Together
- Pupil Emotional Health and Wellbeing
- Staff Emotional Health and Wellbeing
- Staff Sharing Circles
- Mid day Assistant Training

Jo Greer MEd, MSc, PGCE, CPsychol, AFBPsS, CSci

Jo is an experienced chartered psychologist, a qualified teacher, an Associate Fellow of the British Psychological Society and is registered with the Health Professions Council as an Educational Psychologist. She is currently completing a Doctorate in Educational and Child Psychology. Currently in private practice, Jo has completed accredited postgraduate training as an Expert Witness and provides psychological assessments to the court, alongside working as an associate of EDGE Inclusion Partners. She has a breadth and depth of experience working with children and young people in a variety of Local Authority roles and a wide range of educational and residential care settings. Jo is able to deliver CPD on the following themes:

- Attachment and Resilience
- Eliciting the Views of Children and Young People
- Therapeutic Skills for Teachers
- Solution Focused Skills

- Working with Vulnerable Children
- Dealing with Loss
- Understanding Self-harm
- Looked After Children / Adoption
- Emotionally Healthy Schools

EDGE associate educational psychologists can also offer development work in consultation with the school and in response to specific requirements. This would typically involve researching, addressing and evaluating wider issues of concern to schools to support school improvement.

Tim Watson MSc PGCE



Tim's childhood was spent between Scotland, India and Bangladesh which provided him with a wealth of different cultural, educational and family experiences. He has been working professionally with children, young people and their families in Education and Social Care settings for 20 years. He has worked as a Senior Educational Psychologist within Cheshire and Cheshire East, and has developed particular interests and skills in social and emotional aspects of learning and approaches to supervision. Within his specialist role with Cared for Children, Tim has also developed research interests in attachment and resilience and support of those involved in adoption and fostering.

Tim is committed to evidence-based practice through careful observation, selected assessment, consultation and intervention. He believes in building emotionally healthy relationships that are purposeful and meaningful. Tim demonstrates this by working flexibly and responsively to the needs of the child and the context in which s/he is in. Tim has excellent interpersonal skills with proven ability to build rapport with children, parents and carers as well as teaching and non-teaching staff.

Tim is able to offer assessment, advice and effective support at all stages of the Special Educational Needs (SEN) Code of Practice. Central to this advice and support is a 'strengths based' model where due consideration is given to the uniqueness of each child and each situation. He is committed to using a wide range of therapeutic approaches as well as standardised and dynamic assessment tools. These have all been effectively used in mainstream, specialist and residential educational provision and across ages ranging from pre-school to post 16.

He has delivered regional seminars and workshops and is an active contributor to further education courses at both Manchester and Edge Hill Universities. Tim endeavours to ensure that his own professional development is on-going, his involvement as a facilitator in conflict transformation training (Integrative Complexity – IC), developed by Cambridge University, is evidence of this desire to pursue further learning.

Clinical Psychology

Dr Samantha Todd B.A. (Hons), D.Clin.Psy.



Principal Clinical Psychologist specialising in assessment and intervention with children and adolescents with disabilities. Following her Honours Degree in Psychology, Dr Todd completed a Doctorate in Clinical Psychology, with further training and experience in cognitive behaviour therapy, brief interventions (such as Solution-Focussed Therapy) and risk assessment for self-injury. The main focus of her work for the past decade has been behavioural interventions. She is experienced in the delivery of Webster Stratton Incredible Years programmes, Triple P parenting programmes, and Parent Child Game. For the last seven years Dr Todd has worked more exclusively with children with disabilities, and has co-developed a parent-training programme for understanding and managing children's behaviour, entitled "Riding the Rapids: Living with Autism or Disability". Dr Todd is the author of The Little Book of Autism and is able to deliver CPD on the following themes:

- Understanding Autism Spectrum Conditions
- Changing Behaviour through Functional Analysis
- Anxiety and Depression in Children

Ruth Hind BSc Dip. Clin. Psych.



Ruth is a Consultant Clinical Child Psychologist and has worked with children and families in NHS CAMHS (Child and Adolescent Mental Health Services) for 20 years.

Ruth has worked primarily in community settings, collaborating closely with Tier 1 child professionals, such as health visitors, teachers, school nurses and social workers. As well as working in a team that provided a direct clinical service to primary and secondary schools, Ruth has also delivered consultation and training to school staff and other child health and education professionals.

Dr Karen Doody B.Sc (Hons), D.Clin.Psy.



Karen is a very experienced Chartered Clinical Psychologist, having completed her Doctorate 15 years ago. She spent 13 years working for the NHS in CAMHS (Child and Adolescent Mental Health Service) teams and the last two years working in private practice. The main focus of her work has been in supporting parents to develop more effective strategies to manage their children's problematic behaviour. She is experienced in delivering the Webster Stratton Incredible Years programme along with the Webster Stratton Dinosaur School. She also has experience of a variety of other parenting programmes, e.g. Parent-Child Game, Triple P, Mellow Parenting and combined her knowledge and experience of these approaches to co-develop an individual based Parenting Clinic in her previous post. Karen is also passionate about early identification and intervention with regard to mental health problems and spent three years delivering and supporting the Solihull approach within a previous post. This involved training approximately 150 health visitors, school nurses and learning disability nurses in this approach and also providing follow up supervision and consultation. A further specialist interest is Anxiety in children and Karen developed an anxiety management group programme for children. This produced very good outcomes and is still in place ten years on. Paediatric psychology is another passion of Karen's and was the focus of her undergraduate and doctoral theses. Along with contributing to GP training programmes, Karen has been a significant contributor to the "Child in Mind" training programme for Paediatricians. Karen utilises a variety of models within her work with children, parents and professionals; CBT, behavioural, solution-focused, psychodynamic and systemic models. Karen can provide specialist assessment and intervention along with group work, training, supervision and consultation.

Lead Professional and Independent Support Project Manager

Tamsyn Marceau



Tamsyn has worked extensively with children and families coping with a wide range of special educational needs for over 10 years as an RSW and HLTA. She has developed and maintained successful curriculum enrichment and extended services programmes in a special needs setting. Tamsyn has worked with extraordinarily challenging pupils and families who are often families in distress, as a result of their child's disability.

As an EDGE Lead Professional Tamsyn has delivered services through the Big Lottery funded LIFT project and the government Troubled Families initiative. She is currently heading up the EDGE Independent Supporter Project known as The Lighthouse Project. This project has been developed in response to the introduction of the new Children and Families Act in September 2014. The aim of the project is to support and enable families with children who have complex needs to improve educational, health and social outcomes through working with schools to ensure that EHC plans and budgets reflect need.

Behaviour Consultancy

Louise Corlett B.A. (Hons) QTS Dip SEN / BESD



Louise Corlett has proven success in a variety of educational contexts ranging from Primary teaching to Secondary assistant headship, to head of a Primary Behaviour Resource, local authority work and a 3 year role as a DFES North West advisor on Behaviour and Leadership. She enjoys working alongside schools and groups of schools to improve practice. A serving school improvement partner, Louise's strengths lie in offering supportive, realistic and direct challenge with good humour and sensitivity.

- ✓ Good and Outstanding Behaviour

- ✓ Practical Behaviour Management Tools and Processes
- ✓ Behaviour Management for MDA and TAs
- ✓ Developing Leading Behaviour Teachers Networks
- ✓ Behaviour for Learning, Learning Styles and Coaching
- ✓ Solution focussed approaches to problem solving

Mike Glazebrook BSc (Hons), PGCE

Mike has worked for both Cheshire and Wigan Behaviour Support Teams supporting Schools, Teachers, parents and individuals with 'Challenging behaviour' as well as being a Head of year in a challenging Salford Secondary School and KS2-4 Pupil Referral Unit. He still teaches 1.5 days a week in an SEBD school. With a combination of insightful content coupled with lively and interactive delivery Mike is a popular trainer who receives consistently high quality feedback.

Working with pupils with 'Challenging Behaviour' - No group in school causes more consternation than pupils with challenging behaviour. This course will look at de-escalation and appropriate response as an incident progresses looking at practical situations and legal responsibilities.

Restorative Approaches

A long term solution to behavioural difficulties within the whole school using a consistent approach to promote better relationships and sense of togetherness in the school environment which are the cornerstones to better teaching and learning.

Visual Arts Intervention Consultant and Practitioner

David Richardson BA Hons, PGCE in Behaviour and Attendance



Artist and Gallery Director David Richardson delivers and designs a range of creative programmes through visual art to support vulnerable or challenging learners in a variety of settings. David has developed and established alternative provision and established two LSU's in two high schools in Manchester and Stockport to improve overall outcomes for targeted vulnerable learners. He has also worked as an Inclusion Manager for targeted learners at KS's3 and 4. Programmes have also been delivered to other target groups such as Gifted and Talent Cohorts, Youth Groups and Summer Transition Programmes.

Through Visual Art, David's therapeutic person centred approach has been integral in his designed interventions to support learning both one to one and in-group work for vulnerable pupils

- Social / Emotional / Behavioural Needs
- Behaviour and Attendance
- Looked After Children
- Anger Management
- Traveller Families
- Drug/Substance Abuse
- Self Harm
- At Risk of Offending Behaviour
- Young Offenders
- At Risk of Permanent Exclusion

David has extensive experience in the design and delivery of training and presentations to support S.E.A.L based learning objectives through visual arts practice to NQT's and school co- professional staff. The design and delivery of all work can be tailored to meet specific requirements or to work alongside existing projects/summer programmes. As a fully qualified advisor for the National Arts Award all work can be accredited to this prestigious qualification through the gallery if required.

Speech and Language Therapy

Jane Mullen BSc (Hons), BA (Hons), MRCSLT, MASLITP, HPCreg



Jane has experience of working in both the NHS and private sector. She has worked in a range of settings including clinics, mainstream schools, language units and specialised schools. She has additional expertise in PECS, the Derbyshire Language Scheme and Narrative Therapy. Jane is EDGE's lead SLT and offers bespoke training sessions:

- How to identify Speech, Language and Communication Needs in the Classroom
- Understanding Reports and Programmes - Practical Advice for implementing Speech and Language Therapy Aims

Helen Adams BSc SLCN, M.Phil



Helen has significant expertise in the public and private sector, for example, leading a 3 year project working with 30 primary schools across Stockport to support them in the early identification of reception-age children who present with speech, language and communication needs. The project included: the introduction of the Language link screen which is now used across Stockport in all primary schools, together with the Narrative approach to develop expressive language. Helen also worked with the Educational Psychology service to pilot schools using a measure of verbal and non-verbal skills to identify children with specific language difficulty who were priorities for the speech and language therapy service to see. Helen is licenced to run the following courses:

- ELKLAN "Speech and Language Support in the Classroom" for teaching staff
- ELKLAN "Speech and Language Support for 3-5 year olds" for teaching staff
- Makaton
- What is the Communication Chain and How Can it Break Down?
- Understanding Non-verbal Communication, Listening, Attention and Using Visual Strategies
- Developing Memory Skills to Facilitate the Learning of Linguistic Concepts.
- Verbal understanding (1) - How to measure a child's understanding.
- Verbal Understanding (2) - A language scheme model which supports verbal reasoning skills.
- Encouraging expressive language
- Supporting children with Unclear Speech
- Management of Stammering

Physiotherapy

Elizabeth Hallows MCSP SRP LPC (Back-care Management)



Elizabeth is a very experienced Chartered Physiotherapist with a post graduate certificate in back care management and is an expert in manual handling. She advises organisations about systems needed to meet legislative requirements in this area, assesses disabled individuals with manual handling needs and delivers tailored training.

Moving and Handling Children and Young People

An introduction to assessing and meeting the manual handling needs of learners who need help to move, this workshop covers the legal requirements, as well as some of the practical aspects of manual handling.

Back Care for Teaching and Support Staff

This workshop will focus on the well-documented high incidence of back pain amongst teaching and support staff, and will enable delegates to identify practical ways of managing and reducing the risk factors.

Occupational Therapy

Kathryn Alexander BSc



Kathryn has worked in a variety of settings throughout Cheshire, at East Cheshire NHS Trust, Wrexham, Widnes and Halton PCT. In 2005, she joined Central and Eastern Cheshire PCT, (now East Cheshire Trust). All the posts have been in a paediatric setting, thus gaining experience from a variety of backgrounds. Kathryn continues to develop her clinical skills and is now trained to administer the SIPT (Sensory Integration and Praxis Test). She is working towards a Post-Graduate certificate in Sensory Integration, which will continue to a Masters degree.

Kathryn provides bespoke training to support children with a range of difficulties from ADHD to sensory processing and autism to developmental coordination disorder.

Counselling

Joanna Page BSc Cert. Counselling PGDip M.A. Counselling and Psychotherapy



Joanna and her team of colleagues provide emotional support for children, young people and their families. PROVIDING a tailored service for schools that is built upon a holistic approach: supporting children, parents/carers and their school in their journey towards a happy and successful outcome.

The Counsellors are specialised within different fields, supporting those who may have experienced a crisis, abuse, trauma, loss or significant change in their life. Working with children from age 5 upwards across primary, secondary, 6th form and specialist schools.

Whilst completing her Person-centred counselling training at The University of Salford 4 years ago Joanna initially volunteered with The Place 2 Be working as a play therapist in a Manchester primary school. Alongside this she worked with a young people's charity offering counselling within secondary schools in Cheshire. Once Joanna had qualified WITH HER Post Graduate Diploma in Counselling & Psychotherapy she worked in Runcorn as a Bereavement counsellor and a secondary schools counsellor for 2 years.

Expertise;

Person centred counselling

Play Therapy

CBT Techniques

Solution-Focused work

Motivational Interviewing

STORM

Bereavement Awareness

Cathy Vincent BSc PGDip MA Counselling

Senior Counsellor

Cathy began her career in Nursing as a RGN then worked as a Cabin Crew Manager, trainer and recruitment assessor. In 2000 she undertook a BSc majoring in Psychology. Following on from that I became a volunteer for Victim Support for several years. In 2011 I completed a Post Graduate Diploma in Counselling at the University of Manchester and an MA Counselling in 2013.

Cathy became as a volunteer counsellor in 2011 and worked at a local Primary School and later also began working as a Key Worker for the Troubled Families Initiative.

Cathy has plenty of professional and personal life experience which has enhanced her capacity as an EDGE Partner. In her role as EDGE Senior Counsellor Cathy takes referrals from clients with a wide range of needs and provides a bespoke counselling service.

EDGE Inclusion Partners also offers families the services of an experienced Respite Child Carer, Sleep Counsellor and a Key Worker, Lead Professional and Independent Supporter.

CRB /DBS references and C.V.s available on request.

Partner Rates

Partners offer bespoke support, consultancy, assessment or therapeutic intervention at half day, day and discounted annual SLA rates. To discuss or make a booking please contact sarah@edgeinc.co.uk.

Training Rates

2 hour Twilight Staff Meeting / half day INSET £425

Full day INSET £795

Costs are fixed per session not per person, there is no minimum or maximum number of delegates. When appropriate, we encourage clusters or partnerships of schools to attend and share costs.

Courses will be designed to meet the needs of the delegates attending e.g. LEA Officers, Senior Leaders, SENCos, Class Teachers, Learning Support Assistants, Midday Staff, Parents / Carers, Social Care Professionals.

Costs are inclusive of travel within the North West of England, travel costs are additional for outside the region.

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