

# Helen Arkell

Believe Achieve Succeed

## In-service



**For Schools and Colleges**

## In-service from Helen Arkell

The Helen Arkell Centre has many years' experience in delivering bespoke training, both in-house and to a range of institutions and organisations. We offer tailored in-service sessions responding to your own particular requirements. Consultations or meetings can be arranged to discuss your organisation's specific needs and/or gaps in knowledge and provision. We are interested in, and open to, different ideas and ways of delivering in-service sessions, maybe involving several schools in a locality, for example.

Our in-service sessions can take the form of half day, whole day or twilight meetings to suit your requirements. Likewise we can cater for differing numbers of staff or delegates, ranging from a small SEN department to broader staff gatherings of teachers and teaching assistants.

Our in-service training can be delivered within primary, secondary and FE/HE sectors.

We know we offer a great service but don't take our word for it – listen to our feedback:

*"10/10 We could have listened to Bernadette all day"* **East & West Sussex Patoss Study Day**

*"...everyone remained engaged throughout the morning and were keen to ask questions at the end all of which were answered well"* **Gilbert Scott Primary School**

*"All our TAs and SNAs were buzzing with the interesting & informative content of the course"*

*"Excellent. It was exactly the support/training we needed from Helen Arkell"*

**South Farnborough Infant School**

*"...brilliant. It was good to hear difficulties to look for but then to see possible strategies to use. Fantastic – very comprehensive ... we feel this met our needs perfectly."* **Leechpool**

*"It was lovely having Bernadette to speak to our parents... She was as always amazing, so interesting and informative. I have had so much positive feedback from parents."*

**Surbiton High School**

*"A brilliant inset and we have implemented some of the ideas into school. Thank you."*

**Weald**

*"I can't think of anywhere more finely tuned to the needs of dyslexic learners and sharing this information with a diverse audience. The knowledge and expertise at the centre is inspiring and second to none."* **Woodlane High School**

## Possible In-service Topics

The topics listed below are typical subject areas that have often been requested and delivered in the past. At Helen Arkell, our knowledgeable and experienced lecturers and trainers can 'pick and mix' the topics to provide information that will be of most value to your organisation.

## Overview of Dyslexia

The aim here is to introduce this specific learning difficulty in a general way, providing information in the following areas:

- Definitions of dyslexia
- Theories of dyslexia
- Impact of being dyslexic
- Barriers to learning

## Other SpLDs

It is widely known that Specific Learning Difficulties are often not experienced in isolation; they can be associated with a number of other problems that affect learning. This session aims to provide a working knowledge and understanding of other difficulties that often occur alongside dyslexia.

What is a SpLD?

- Types of SpLD
- Characteristics of dyspraxia, dyscalculia, dysgraphia, AD(H)D, ASD, S&L
- Strategies to support learners with these SpLDs

## Inclusive Classroom

It can be difficult to make provision for all abilities and needs within every classroom. This session focuses on giving workable ideas and strategies in this crucial area of teaching and support:

- What is an inclusive classroom?
- Who benefits from an inclusive classroom
- How can a classroom be made fully inclusive
- Ideas and practical suggestions for inclusive classrooms across the age range

## Developing Phonological Awareness

Sound phonological awareness is a well-known pre-requisite skill for the effective development of literacy skills. This session will cover:

- What is phonological awareness?
- Why is it important?
- Problems with its development
- Strategies to support the development of phonological awareness
- Weak phonological awareness in the older learner

## Teaching Phonics

The acquisition of good phonic skills can be extremely difficult for some learners while others develop these skills very easily. This session considers the following:

- What is phonics?
- The stages of the phonic structure
- Why is phonics so difficult for some learners?
- Identifying a learner's level of phonic knowledge
- Practical activities to develop phonic skills

## Speech and Language and Dyslexia

Speech and language is fundamental to literacy development. Problems with speech and language can be difficult to identify and the impact missed or misunderstood. This session provides an introduction to this vital area of a child's development and its effect on learning. It will include:

- Typical speech and language development
- Identifying difficulties with speech and language
- Problems with receptive language
- Problems with expressive language
- Strategies to support learners

## Practical Support for Reading, Spelling and Writing at KS1 or 2 or 3

Unexpected difficulty with acquiring literacy skills is often the most obvious indicator of learning difficulties, and schools can benefit from advice and inspiration in supporting learners to acquire these skills. Our in-services can be tailored for a specific age range or can cover one or more – whatever suits your organisation best. These sessions could cover:

- Underlying reasons for weak literacy skills
- Analysing the causes of these problems
- Ideas and strategies to support reading skills
- Ideas and strategies to support spelling skills
- Ideas and strategies to support writing skills

## Dyslexia and Numeracy Skills

Numeracy can be profoundly affected by dyslexic type weaknesses. Additionally, another recognised SpLD, dyscalculia, can greatly hamper learners' academic progress. This session provides information and guidance on this area of difficulty. It considers the fundamental skills required for numeracy, explains why certain problems are encountered and gives guidance on how to ascertain what is going wrong with numeracy development, as follows:

- Barriers to numeracy development
- Language of numeracy
- Skills required for numeracy
- Identifying points of breakdown
- Ideas and strategies to support numeracy development

## Practical Support with Numeracy at KS1 or 2 or 3

This practical session links naturally to the one above and focuses on providing ideas and activities to enthuse and engage learners who struggle with numeracy. It will introduce practitioners to new and novel ways to teach and reinforce elements of the numeracy curriculum:

- How to motivate the reluctant mathematician
- Resources to engage learners
- Strategies to overcome memory issues
- Strategies to overcome processing issues
- Strategies to overcome language issues

## Study Skills

It is never too early to begin acquiring good study skills and habits to support academic success. This is true for all learners and students, with or without SpLDs. This session is designed to be an introduction to this extremely large field and can be tailored to suit the age range you work with. It will include:

- Metacognition
- Memory and techniques to support it
- Learning preferences/styles
- Managing homework
- Techniques for exams and revision

## Specialist Assessments and Demystifying Reports

We often hear that reports produced by specialists in this field can be difficult for the lay person to understand. It is vital that practitioners within schools and SEN departments have a working knowledge of the findings of these reports. This session will address this area explaining tests used, test scoring and what the results/conclusions mean on a practical level.

## Support at FE and HE

Many students obtain a diagnosis of a SpLD on reaching Further or Higher Education, often having struggled through school with little or no knowledge or understanding of the particular difficulties they experience. It is very important that they understand their own profile as a student, including their strengths and weaknesses. It is also vital they receive appropriate support to study at this level. This session provides practical strategies and ideas for teaching staff to make the delivery of their subject matter suitable for students with a SpLD.

## Consultancy for Schools

We can provide specialist professionals to act as consultants to schools, for example we can mentor Special Educational Needs Co-ordinators (SENCOs), give advice about the provision and practices for learners with dyslexia, advise teachers on creating inclusive classrooms and set up screening procedures. We can also support schools in understanding the current Code of Practice and SEN reforms and give advice in preparation for OFSTED inspection.

## Continuing Professional Development (CPD)

We offer CPD for specialist teachers and specialist assessors enabling them to maintain their Practising Certificates.

## Demystifying Dyslexia/SpLDs for Parents

Ensuring parents have a clear understanding of their child's SpLD is vital in supporting them. Many parents welcome the chance to receive information and support with this. They also usually relish the opportunity to meet with other parents who are 'in the same boat'; it can be very comforting and supportive to do so. A short session from an independent provider such as Helen Arkell can be a worthwhile offering by a school or a group of schools.

## Resources

For all your teaching and learning resources please see the Helen Arkell online shop on our website or visit our well stocked shop at the Helen Arkell Centre in Frensham.

## Fees

Please get in touch with us to find out about costs.

For further information on any of the topics listed above or if there are other subject areas you would like to explore, please contact us at Helen Arkell.

**01252 792 400**

**[enquiries@arkellcentre.org.uk](mailto:enquiries@arkellcentre.org.uk)**

**[www.helenarkell.org.uk](http://www.helenarkell.org.uk)**

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Together we inspire people to believe in themselves, achieve their goals and succeed on their own terms.

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