



SES CPD Offer 2026-27

SES CPD Offer

SES are committed to supporting all school staff to develop their understanding of pupils' differing needs, and to build staff confidence and skills to meet these needs.

We offer a range of different CPD sessions tailored for school professionals; delivered by SES Specialist Teachers.

SES CPD

Free
CPD

Essential

Essential CPD sessions are suitable for all school staff and are free.

Please book here:

[SES CPD 2026-27 Essential Booking Form – Fill in form](#)

Charges
apply

Focused

Focused CPD sessions are suitable for whole school training and incur a cost.

Please contact SESCPD@suffolk.gov.uk to discuss your requirements.

Any Essential topic can be delivered in addition to our Focused topics. If you require a specific type of training that is not listed, please contact us and we will do our best to accommodate your training needs.

For any queries, please contact SESCPD@suffolk.gov.uk

Free
CPD

Essential CPD

Essential

Essential CPD sessions are suitable for all school staff and are free.

Please book here:

[SES CPD 2026-27](#)
[Essential Booking Form – Fill in form](#)

For any queries, please contact
SESCPD@suffolk.gov.uk

- The Inclusive Classroom (Primary)
- The Inclusive Classroom (Secondary)
- Inclusive practice to support pupils with a Cognition & Learning need (Primary)
- Inclusive practice to support pupils with a Cognition & Learning need (Secondary)
- Engagement Model: an Overview
- Adaptations to support pupils with working memory difficulties
- How to identify Dyslexia/Literacy Difficulties in YR and KS1
- Dyslexia and Literacy Difficulties: Practical strategies to identify and support needs
- Dyscalculia and Maths Difficulties: Practical strategies to identify and support needs
- Dyspraxia/DCD: Understanding and supporting needs
- Autism Awareness
- Sensory Processing Awareness and Strategies to support
- Girls and ASC
- ADHD Awareness and strategies to support pupils in the classroom
- Emotional Regulation
- Firm Foundations for Language Development in EYFS
- Building Language for Life and Learning KS1/KS2
- Building Language for Life and Learning KS3/KS4
- Deaf Awareness – supporting children with a hearing loss in the EYFS and Primary years
- Deaf Awareness - supporting pupils with a hearing loss in Secondary and Post 16 settings
- Supporting learners with a Vision Loss – Good classroom practice
- Preparing for School: Transition Planning into EYFS and throughout the primary phases for children with SEND
- Preparing for High School and beyond: Transition Planning into Y7, and preparing for adulthood for CYP with SEND
- Strategies to support Metacognition Skills (Primary)
- Strategies to support Metacognition Skills (Secondary)

Essential CPD

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The Inclusive Classroom (Primary)

A 75-minute training session on the importance of developing an inclusive primary classroom. It explores strategies to further enhance existing good practice. It covers topics such as building relationships, the classroom environment, peer to peer support, managing cognitive load, meta-cognition and transition.

Learning Objective: To equip primary staff with inclusive strategies that support access, participation, and positive outcomes for all learners.



The Inclusive Classroom (Secondary)

A 75-minute training session on the importance of developing inclusive practice in secondary settings. It explores strategies to further enhance existing good practice. It covers topics such as relational approaches managing cognitive load, meta-cognition, universal provision and transitions

Learning Objective: To equip secondary staff with inclusive strategies that support access, participation, and positive outcomes for all learners.

Please book here: [SES CPD 2026-27 Essential Booking Form – Fill in form](#)



Essential CPD



Inclusive practice to support pupils with a Cognition & Learning need (Primary)

An opportunity to explore differentiation, adaptive teaching methods and strategies to support your primary-based inclusive teaching practice.



Learning Objective: To equip primary staff with adaptive classroom strategies to enable pupils with a cognition and learning need to access learning and make progress.



Inclusive practice to support pupils with a Cognition & Learning need (Secondary)

An opportunity to explore a range of strategies focused on Cognitive and Metacognitive strategies alongside the use of Technology in the classroom to meet the needs of pupils with a cognition and learning need in Secondary settings.

Learning Objective: To equip secondary staff with adaptive classroom strategies to enable pupils with a cognition and learning need to access learning and make progress.

Please book here: [SES CPD 2026-27 Essential Booking Form – Fill in form](#)

Essential CPD

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The Engagement Model: An Overview

Join us to find out what the Engagement Model is, who it is for and how it can be implemented within your setting. An introduction to assessing children working at this level, as well as, exploring the power of observation.

Learning Objectives:

To enable staff to understand and use the Engagement Model to assess engagement, inform provision, and evidence appropriate progress for pupils working below the national curriculum.



Following attendance on this course, you will automatically receive an invitation to the in-person follow up networking session.

Please book here:
SES CPD 2026-27
Essential Booking
Form – Fill in form

Essential CPD

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Adaptations to support pupils with Working Memory Difficulties

Develop your understanding of some of the factors that can impact working memory and cognitive load and explore strategies to overcome and remove barriers.

Learning Objective:

To support staff to use practical classroom strategies that reduce memory demands and help pupils with Working Memory Difficulties follow instructions, retain key information and make progress.

How to identify Dyslexia/Literacy Difficulties in YR and KS1

What are the early signs of a dyslexic profile, what can we look out for in EYFS and KS1 and how can we best support pupils in the classroom who are at risk of literacy difficulties? An overview of the risk factors for pupils with dyslexia and some strategies for supporting them to develop key literacy skills.

Learning Objective: To equip EYFS and KS1 staff to identify early literacy and dyslexia indicators and respond through effective classroom practice.

Dyslexia and Literacy Difficulties: Practical strategies to identify and support needs

An opportunity to explore practical ideas to support reading and writing in the primary and secondary classroom.

Learning Objective: To strengthen classroom practice so pupils with dyslexia and literacy difficulties can access learning and make progress.

Please book here: [SES CPD 2026-27 Essential Booking Form – Fill in form](#)

Essential CPD

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CPD

Dyscalculia and Maths Difficulties: Practical strategies to identify and support needs

Understanding the difference between maths difficulties and dyscalculia. Providing strategies to support both.

Learning Objective: To strengthen classroom practice by identifying maths difficulties and applying strategies that support pupils to access and progress in mathematics.



Dyspraxia/DCD: Understanding and supporting needs

An introduction to Dyspraxia/DCD and its implications in educational contexts, to develop awareness and signpost further sources of information.

Learning Objective: To support staff to use classroom strategies that help pupils with dyspraxia manage organisational and learning demands.

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CPD

Please book here: [SES CPD 2026-27 Essential Booking Form – Fill in form](#)



Essential CPD

Autism Awareness

A 90-minute training session which provides essential tools and strategies for supporting children and young people with autism or C&I needs, as well as helping you to identify some of the key difficulties and challenges that children may face in school.

Learning Objective:

To support school staff to develop an understanding of autism and use inclusive classroom strategies that reduce barriers, support participation, and enable pupils to make progress.

Sensory Processing Awareness and Strategies to support

A 90-minute training session focusing on sensory processing needs – this course provides a little theory and lots of help so you can identify and support sensory processing needs in your setting. *(Please note this training is not about clinical hearing/vision loss.)*

Learning Objective:

To support sensory processing differences and use sensory-informed strategies that help pupils regulate, engage, and access learning.

Girls and ASC

A 90-minute training session to support you in identifying C&I needs and autism in girls – often a hidden group. This course looks at how these needs can present in girls and, crucially, offers tools and strategies to support.

Learning Objective:

To equip staff to identify girls with C&I needs and adapt classroom practice to support inclusion and progress.

[SES CPD 2026-27 Essential Booking Form – Fill in form](#)



Essential CPD

ADHD Awareness and strategies to support pupils in the classroom

A 90-minute training session that explores the needs associated with pupils with a diagnosis of ADHD, awaiting diagnosis or presenting with similar needs. Offering practical strategies for how to support pupils' engagement with learning, managing emotions and peer interactions.

Learning Objective: To support staff to understand ADHD and use practical classroom strategies that reduce barriers, improve focus and engagement, and enable pupils to make positive progress.

Emotional Regulation

A 90-minute training session that focuses on providing an understanding of why a pupil may present with distressed behaviours. This CPD provides universal and targeted strategies to support emotional regulation and explores the graduated response to escalating behaviours.

Suitable for: Senior Leaders, SENCOs, Teachers, Pastoral staff and Teaching Assistants working with primary and secondary aged pupils



Please book here: [SES CPD 2026-27 Essential Booking Form – Fill in form](#)

Essential CPD

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Firm Foundations for Language Development in EYFS

A 90-minute training session that explores the foundations of early communication and language development. Focusing on preverbal development, listening and attention skills and the links between play and language. Offering practical strategies to build joint shared attention and develop adults use of high-quality language modelling in the classroom.

Learning Objective: To strengthen language-rich classroom practice that supports early communication, interaction, and learning in the EYFS.

Building Language for Life and Learning KS1/KS2

An overview of language and communication barriers commonly experienced by learners in primary school classrooms with 'quick win', straightforward strategies.



Learning Objective: To equip staff with strategies that build learners' language for learning and participation across the KS1 and KS2 curriculum.

Building Language for Life and Learning KS3/KS4

A 60-minute interactive training session to examine the language skills secondary aged students require for effective learning in secondary school and to prepare them for post 16. We'll share strategies staff in secondary schools can use to support and build students' language and communication skills.

Learning Objective: To equip staff with strategies that build learners' language for learning and participation across the KS3 and KS4 curriculum.

Please book here: [SES CPD 2026-27 Essential Booking Form – Fill in form](#)

Essential CPD

Deaf Awareness – supporting children with a hearing loss in the EYFS and Primary years

A 60-minute training session for those new to supporting a deaf learner in the EYFS or Primary school. The session will look at what deaf friendly practice looks like for this age group, consider age related challenges and explore strategies that are effective.

Learning Objective: To equip EYFS and primary staff with practical strategies to support children with a hearing loss to access learning effectively.

Please book here:
[SES CPD 2026-27](#)
[Essential Booking Form –](#)
[Fill in form](#)

Free
CPD

Deaf Awareness – supporting pupils with a hearing loss in Secondary and Post 16 settings

A 60-minute training session for those new to supporting a deaf learner in Secondary & Post 16 settings. The session will look at what deaf friendly practice looks like for this age group, consider age related challenges including exam access arrangements and explore strategies that are effective.

Learning Objective: To equip secondary and Post-16 staff with practical strategies to support children with a hearing loss to access learning effectively.



Supporting learners with Vision Loss: Good classroom practice

A 60-minute training session which focuses on practical suggestions for supporting learners in your setting who have vision loss. Open to anyone supporting learners of any age.

Learning Objective: To strengthen classroom practice so pupils with vision loss can participate fully and achieve positive outcomes.



Essential CPD

Free
CPD



Preparing for School: Transition Planning into EYFS and throughout the primary phases for children with SEND

A 90-minute session looking at why transition planning is so important for children with SEND, and offering practical tools and strategies that you can use to support children in your setting with transition.

***Focusing on EYFS
and Primary phase
(*Spring & Summer only)***

Learning Objective: To support primary staff to plan and implement effective transition practices that reduce anxiety, remove barriers, and enable children with SEND to settle, engage, and access learning successfully.



Please book here:
[SES CPD 2026-27](#)
[Essential Booking Form – Fill in form](#)

Preparing for High School: Transition Planning into Y7 and through High School for CYP with SEND

A 90-minute session looking at why transition planning is so important for children with SEND, and offering practical tools and strategies that you can use to support children in your setting with transition.

***Focusing on Yr 6-7
and Secondary phase
(*Spring & Summer only)***

Learning Objective: To support secondary staff to plan and implement effective transition practices that reduce anxiety, remove barriers, and enable pupils with SEND to settle, access learning, and make progress through Y7 and beyond.

Essential CPD

Free
CPD



Strategies to support Metacognition Skills (Primary)

This CPD session focuses on using metacognition to improve pupils' learning. It explains how helping students plan, monitor, and evaluate their work can build independence and progress, particularly for those with SEND, and provides practical classroom strategies such as modelling thinking, scaffolding tasks, using structured questioning, and embedding reflection into everyday teaching.

Learning Objective:

To support primary staff to use practical classroom strategies that develop pupils' metacognitive skills, enabling them to plan, monitor, and reflect on their learning and make progress.

Strategies to support Metacognition Skills (Secondary)

This CPD session focuses on using metacognition to improve pupils' learning. It explains how helping students plan, monitor, and evaluate their work can build independence and progress, particularly for those with SEND, and provides practical classroom strategies such as modelling thinking, scaffolding tasks, using structured questioning, and embedding reflection into everyday teaching.

Learning Objective:

To support secondary staff to use practical classroom strategies that develop pupils' metacognitive skills, enabling them to plan, monitor, and reflect on their learning and make progress.

Please book here:

SES CPD 2026-27

Essential Booking Form – Fill in form

Charges
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Focused CPD

Focused

If you would like to discuss Focused tailored training for your school via our traded offer, **please contact:**
SESCPD@suffolk.gov.uk
to discuss your requirements.

Focused CPD sessions are suitable for whole school training and incur a cost.

- Understanding SEND assessment and small step progress
 - Effective use of Teaching Assistants
 - Supporting learners with Down Syndrome in a mainstream setting
 - Developing independent learners
 - Reading Comprehension – why do pupils struggle and how to support
 - Explicit instruction for spelling and writing, including transference to the classroom
 - Supporting learners who are not making progress on your school's synthetic phonics programme
 - Specific interventions that support dyslexia (e.g. Beat Dyslexia)
 - Interventions to support social communication
 - Setting up independent workstations and work packs
 - Language to support behaviour and emotions
 - Mental Health & Wellbeing Awareness
 - Attachment Awareness
 - Trauma Awareness and approaches to support pupils
 - ELKLAN
 - Makaton Awareness
 - Selective Mutism
- These CPD courses are available as group bookings for staff from one school/trust only)*

Any Essential topic can be delivered in addition to our Focused topics. If you require a specific type of training that is not listed, please contact us and we will do our best to accommodate your training needs.

Charges
apply

Focused CPD

Understanding SEND assessment and small step progress

An introduction to SEND assessment with the opportunity to explore both National and Suffolk specific guidance. We will be exploring approaches to evidencing and tracking small step progress for children with SEND.

Learning Objective:

To support school staff with understanding of SEND planning and assessment, national and Suffolk assessment guidance and formative, informative and summative assessments.

Effective use of Teaching Assistants

How to work well as a team to most effectively utilise support staff in the classroom.



Learning Objective:

To equip teachers with practical strategies for the effective use of teaching assistants; to share ideas that enhance the impact of support staff and to identify best practices for collaborative teamwork.

Supporting learners with Down Syndrome in a mainstream setting

Develop understanding and methods to best support students with Down Syndrome in a mainstream setting.



Learning Objective:

To support school staff in developing a clear understanding of Down's syndrome, including its diagnosis and impact within the classroom, and to explore effective strategies for supporting young people with Down's.

Focused CPD

Developing independent learners

This CPD session explains what may impact on a pupil's ability to be independent and confident learners. It includes universal and targeted strategies schools can use to develop confident and independent learners within primary or secondary schools.

Learning Objective:

To develop an understanding of the importance of resilience in becoming an independent learner, and to explore the factors that may influence a pupil's ability to be resilient, confident, and independent. Participants will also gain practical strategies that can be implemented at both Universal and Targeted levels.



Focused CPD sessions are suitable for whole school training and incur a cost. Please contact SESCPD@suffolk.gov.uk to discuss your requirements. (Any 'Essential' topic can be delivered in addition our Focused topics).

Reading Comprehension – why do pupils struggle and how to support

This training explores why some pupils struggle with reading comprehension. Together, we will look at the skills needed for successful reading comprehension and evidenced teaching strategies/approaches you can apply to your Assess, Plan, Do and Review cycles.

Learning Objective: By the end of this session, participants will develop an understanding of why some pupils may struggle with reading comprehension; explore practical strategies to support and enhance these skills; and examine the simple view of reading in relation to successful comprehension, alongside considerations for effective teaching approaches informed by current research.

Focused CPD



Charges
apply

Explicit instruction for spelling / writing including transference to the classroom

This training will give practical strategies on how to support either spelling or writing at the word and sentence level including how to transfer strategies to the classroom.

Learning Objective:

Participants will develop a deeper understanding of dyslexia and its impact on learning, while exploring practical strategies to support pupils with specific learning difficulties (SpLD's) in both classroom settings and targeted interventions, alongside considering approaches to identification and assessment within a universal and targeted provision framework.

Supporting learners who are not making progress on your school's synthetic phonics programme

This training will look at how to understand the cognitive processes underlying challenges with literacy progress and give practical strategies to support pupils who are not making progress. The training will be personalised to your school's synthetic phonics programme.

Learning Objective:

Understand how cognitive processes affect literacy development, identify pupils struggling with phonics, and apply practical strategies to support progress and adapt teaching to meet pupils' needs.

Specific interventions that support dyslexia (e.g. Beat Dyslexia)

Training for groups of TA/LSAs to plan, deliver and monitor your schools chosen literacy intervention, some examples are:

AcceleRead/AccelerateWrite, Sound Discovery, Beat Dyslexia, etc
(this list is not exhaustive, please ask)

Learning Objective:

To develop an understanding of the key concepts underpinning the Beat Dyslexia intervention, to learn how to place a pupil appropriately within the programme, and to explore effective strategies and practical approaches for successful implementation.

Focused CPD

Charges
apply



Focused CPD sessions are suitable for whole school training and incur a cost.

Please contact SESCPD@suffolk.gov.uk to discuss your requirements. (Any 'Essential' topic can be delivered in addition to our Focused topics).

Interventions to support social communication

This training introduces some of the core tools and strategies to teach and support social communication for pupils with communication & interaction needs

Learning Objective:

To understand the key principles underpinning communication and social skills interventions, be able to identify how a range of resources can be used effectively with pupils and recognise how targeted interventions support specific social skills, whilst gaining an introduction to relevant theory and practical strategies.

Setting up independent workstations and work packs

This training provides practical support and advice for schools wishing to set up independent workstations and work packs to support pupils with communication & interaction difficulties

Learning Objective:

To understand how to set up a personalised workstation, explore relevant theory, apply effective strategies, and reflect on practice.

Focused CPD



Focused CPD sessions are suitable for whole school training and incur a cost. Please contact SESCPD@suffolk.gov.uk to discuss your requirements. (Any 'Essential' topic can be delivered in addition to our Focused topics).

Language to support behaviour and emotions

Charges apply

This 60-minute course will support attendees to understand the communication barriers for children & young people with (sometimes hidden) Speech, Language and Communication Needs (SLCN) and how this can impact their behaviour.

We will discuss the importance of using accessible questions to support restorative conversations and share ideas and strategies to support children's communication skills in your setting.

Learning Objective: To understand the relationship between SEMH and SLCN, explore context and impact, and apply language-supporting strategies to meet needs, reflect on practice, and plan next steps.



Focused CPD

Charges
apply

Mental Health & Wellbeing Awareness

This training explains low level mental health needs, how this can affect a pupil's presentation in school and offers practical strategies to support the pupil.

Learning Objective:

To develop a clear understanding of emotional wellbeing and the importance of positive mental health.

Participants will also be equipped with practical universal and targeted strategies to promote wellbeing in their setting and provided with opportunities for reflection to support effective implementation.

Attachment Awareness

This training offers a basic overview of attachment theory, and the differing profiles that children may present. It includes practical, universal and targeted strategies, that are proven to support children within the primary or secondary educational setting.

Learning Objective:

To develop an understanding of Attachment Theory and its impact on children's development and experiences within school settings.

Focused CPD sessions are suitable for whole school training and incur a cost. Please contact SESCPD@suffolk.gov.uk to discuss your requirements. (Any 'Essential' topic can be delivered in addition to our Focused CPD).

Trauma Awareness and approaches to support pupils

This training offers an overview of trauma, and the impact trauma can have on children and their brain development. It includes practical, universal and targeted strategies, that are proven to support children within the primary or secondary educational setting.

Learning Objective:

To understand the impact of adversity, trauma and ACEs on pupils, including the effects on brain development, and to apply trauma-informed approaches and strategies to effectively support those who have experienced adversity.

Focused CPD

Charges
apply

Selective Mutism

A virtual half-day training session to develop an understanding of what Selective Mutism is. Included in the training is advice about how to reduce anxiety and increase support for young people. Useful resources and contacts will also be shared.

**Delivered twice per year*

Learning Objective:

To support school staff to develop an understanding of Selective Mutism and use inclusive classroom strategies that reduce barriers, support participation, and enable pupils to make progress.

Please contact
SESCPD@suffolk.gov.uk to
discuss your requirements.
(Any 'Essential' topic can be
delivered in addition to our
Focused topics).

ELKLAN (5-11)

An externally accredited course. This course is written for professionals supporting all children with their communication development but especially those with speech, language and communication needs (SLCN) in primary schools and specialist units. It will equip you with tools and methods to enhance your pupils' learning in the classroom and promote quality first teaching. Teaching methods include practical activities, videos and group discussions. It is also available without accreditation. ***This accredited course is delivered in 10 sessions over 10 weeks. There is an element of assessed course work.***

Learning Objective: To equip school staff with tools and methods to enhance pupils' learning.

Makaton Awareness

Many children and adults with communication difficulties use Makaton, either as their main method of communication or to support speech. Makaton can be useful for those who struggle with understanding concepts, those who have poor literacy skills, and those with English as an Additional Language. This course can be tailored to support your setting, with a focus on the earlier levels

Focused CPD - On request, delivered as a 4-hour block or 2 X 2 hours.

Learning Objective: To equip school staff with Makaton to support learners with communication difficulties.

Email SESCPD@suffolk.gov.uk, if interested.

Further Training



Free
CPD

Essential

Please book here:

[SES CPD 2026-27](#)
[Essential Booking Form – Fill in form](#)

Charges
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Focused

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