



Aspire's CPD and Training Offer

Training addresses:

REVIVE - Bridlington Avenue, Hull

ASA Nest - ASA school, Bilton Grove, Hull

Further course details and contents descriptions follow the dates.

Please book through: e.davidson@asp.hlt.academy

Friday 13th June 2025

Safer Handling - 8.30 - 3.30pm ASA NEST

£150 per delegate; book 10 places for the price of 8.

Making Sense of Autism - 11am - 3pm REVIVE

£45 per delegate

Good Autism Practice - 11am - 3pm REVIVE

£45 per delegate

Friday 27th June 2025

Understanding Anxious Non-Attendance - 12pm - 3.30pm REVIVE

£35 per delegate

Friday 4th July 2025

Understanding the Teenage Brain (The Solihull Approach)

Training for Colleagues to Support Families, Their Children and Their Mental Well-Being (including an introduction to PACE, Attachment Styles and Strategies) - 9.30 - 2.30pm - ASA NEST. £45 per delegate.

Thursday 26th June and July 3rd July

Online - 2 hours split over 2 dates in 1 hour sessions - Artificial Intelligence and Online Safety 3.15- 4.15
£20 per delegate for both sessions.

Wednesday 18th July 2025

'An Introduction To' Workshops at REVIVE 9am - 4pm

- 1) Making Sense of Neurodivergence - 1 hour 50 mins
- 2) An Introduction to Trauma - 1 hour 50 mins
- 3) An Introduction to Attachment Styles - 1 hour 50 mins
- 4) The Role of the EAA (Emotionally Available Adult) - 1 hour

Free on a first come, first served basis when booking on any other paid course.

£45 per delegate for all 4 sessions without a paid booking.

Thursday 17th July 2025

Safer Handling - York Venue TBC

Safer Handling - REVIVE Hull

£150 per delegate; book 10 places for the price of 8.

Please see below for course details and descriptions:

Safer Handling

Delivered by accredited Safer Handling trainers, at least one of which also holds TISUK level 5 Practitioner status. This training focuses on de-escalation followed by the practical training of the holds/physical interventions. Safer Handling physical interventions are reasonable and proportionate for the safety of all and enable a child to regulate whilst keeping themselves and others safe.

Safer Handling provides the necessary knowledge, confidence and skills to manage this in the safest way possible. Safer Handling takes into account consideration factors such as SEN needs, SEMH difficulties and those who have a disability.

The Solihull Approach - Understanding the Teenage Brain

Delivered by an accredited Solihull Approach Train the Trainer and Dyadic Developmental Psychotherapy (DDP) Level 1 holder. This course is designed to give delegates an understanding of the teenage brain and how best to support young people within the context of this development. Sessions will focus on practical strategies for staff in schools to support students as well as activities and sessions that can be delivered to parents and carers. This will include sessions on

- Brain development and neuroscience
- PACE
- Fight, Flight, Freeze

- Attachment styles, both in children and in caregivers
- The Solihull Approach (see below)

Resources and strategies, which can be cascaded to, and shared with, parents, will form part of this session.

The Solihull Approach (™) is a parenting approach focused on building strong, nurturing relationships between children and caregivers, ultimately promoting children's emotional health and well-being. It emphasizes three key concepts: containment, reciprocity, and behavior management, to help parents understand and support their children's behavior and emotional development.

Artificial Intelligence and Online Safety

These two short online sessions will focus on Online Safety and the emerging Artificial Intelligence landscape. There will be some consideration of:

- Legalities around Online Safety and the sharing of nudes
- Responses to online safety in school
- Artificial Intelligence and the future online landscape
- Sextortion, AI Companions and Chatbots, Deepfakes and the growth of CSAM (Child Sexual Abuse Material)

Understanding Anxious Non-Attendance

Delivered by an Autism Education Trust Trainer who is also an experienced Attendance lead. The trainer holds TISUK Level 5 and TISUK Child-Parent therapy qualifications. Aspire is an AET Licence holder.

Who is this module aimed at?

The module is suitable for professionals working directly with autistic pupils aged 5-16 in mainstream and specialist schools.

What will you learn?

- The module will help delegates to:
- Understand the importance of meeting support needs to reduce Anxious Non-Attendance.
- Understand the individual experience of Anxious Non-Attendance.
- Be able to implement effective strategies, both at whole school and individual practitioner level, to support pupils experiencing, or at risk of, Anxious Non-Attendance.

Making Sense of Autism

Delivered by one of our Autism Education Trust Trainers. Aspire is an AET Licence holder.

This module is for everyone working in schools, raising awareness for anyone working in schools. This includes teaching and support staff, office and ancillary staff, caterers, caretakers, transport staff and governors.

What will you learn?

- Enhance your understanding and awareness of autism and how autism can affect children in schools
- Know the importance of understanding the individual child and their profile of strengths and needs
- Identify potential barriers to learning for autistic children
- Begin to make reasonable adjustments in the way you support autistic children
- Reflect on the information you need to collect
- for creating a one-page profile

Good Autism Practice

Delivered by one of our Autism Education Trust Trainers. Aspire is an AET Licence holder. This is a module for practitioners who work directly with autistic children in schools, and it provides guidance on processes and tools that can help practitioners to implement good autism practice.

What will you learn?

- Develop your knowledge and understanding of good autism practice
- Reflect on and improve your practice in working with autistic pupils
- Understand strategies and approaches you can draw upon for autistic pupils you work with
- Reflect on the kind of information you need to collect for creating a person-centred education plan
- Consider how to involve the autistic pupil and their family in setting learning goals

'An Introduction to' Workshops Day

These are overview 'Taster' sessions with highly experienced, trained and qualified practitioners. The sessions are designed to provide a 'flavour' of the more in depth and follow on training offered by Aspire. Delegates will learn and be able to take away knowledge and skills to practically apply to their settings and the vulnerable children they work with.

Making Sense of Neurodivergence

Delivered by one of our Autism Education Trust Trainers. Aspire is an AET Licence holder.

This module is for anyone working in a school environment, whether they be teachers, learning support assistants, school meals supervisors, school business managers, site staff or office staff. This module would also be suitable for taxi drivers and school escorts

What will you learn?

- The training will support delegates to:
- Understand that neurodivergence is a difference rather than a deficit or disorder.
- Recognise areas of difference in neurodivergence and how these can affect neurodivergent pupils.
- Listen to and learn from the perspectives of neurodivergent pupils and their parents/carers.
- Reflect on their practice and implement reasonable adjustments to support neurodivergent pupils.

An Introduction to Trauma

Delivered by one of our accredited TISUK Level 5 Practitioners.

This is for all staff working with vulnerable children and young people, who have experienced trauma which has not been 'met'.

What will you learn? An overview of 'trauma' how it affects children and teenagers. An overview of PACE and an introduction to ways all schools can interrupt the negative trajectory, which occurs when a child's trauma is not dealt with.

An Introduction to Attachment Styles

Delivered by an accredited Solihull Approach Train the Trainer and Dyadic Developmental Psychotherapy (DDP) Level 1 holder.

This session provides an overview of the main attachment styles: Secure, anxious, avoidant, and disorganised, how they present and how this impacts on a student's behaviours, challenges and regulation.

The Role of the EAA (Emotionally Available Adult)

Delivered by one of our accredited TISUK Level 5 Practitioners.

For all those allocated or chosen 'Emotionally Available Adults' in school - this is all of us. Every interaction is an opportunity for an intervention.

The link between our experiences, brain development, and emotions is well documented - how we behave and our ability to learn follow on from this. Emotionally available adults are ordinary people. In Schools sometimes we recognise the need and allocate, sometimes we are chosen and it's important we don't reject.

Research shows access to an emotionally available adult before the age of 18 can buffer against the risks of childhood adversity and prevent a whole range of negative mental and physical health problems, learning difficulties and challenging behaviour.

It's also important that we are prepared to 'hold' their challenges; that their trauma and feelings are not too big for us when they are ready to share and to not diminish their experiences by trying to make them feel better.