



Auriga Outreach Training Menu

Invest in whole school or individual training for your staff. Choose from our training menu below or ask about our bespoke consultation package. All trainings can be tailored to the needs of your school.

Training length: 60-90minutes

Pricing structure:

Individual- £100

Whole school training- £350

Multiple
booking
discounts
available.

Consultation packages are designed in collaboration with your school, pricing will depend on the number of hours and training packages required.

For all booking and enquiries

Email: kmorgan@aurigaacademytrust.org.uk



Auriga Outreach Training Menu

01



Developmental Language Disorder

DLD is the most common SEN affecting up to 3 students in every mainstream class of 30. It is highly undiagnosed and unknown to most yet is more common than Autism and ADHD. Learn how to recognise the signs and support language in all lessons.

02



Speech, Language & Communication Needs

What is SLCN and what can we do to support? Learn the science and theory behind the practice as well as practical tips for the classroom.

03



SEN lesson essentials

What should be included in every lesson to make it as accessible as possible to children with SLCN, sensory needs and challenging behaviour.

04



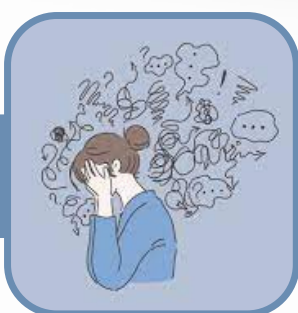
Behaviour as information

What can behaviour tell us, how can we record it and how can we learn from it? Evidence based practice.



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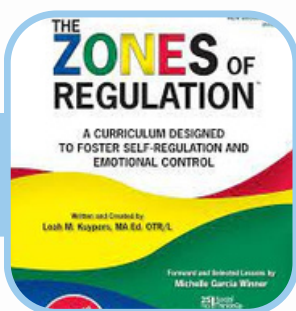
05



Stress & reframing behaviour

The science behind stress, triggers and how to lessen their impact for pupils.

06



Embedded ZOR

How to embed zones in the whole school approach from a neurodiversity affirming point of view. Improve, behaviour, regulation and wellbeing for all.

07



Gestalt Language processing

What is Gestalt language processing and how does it change our approach to teaching and learning language?

08



Intensive interaction

What is Intensive interaction, how to use it and how to adapt it for highly verbal children including Gestalt language processors.





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Word Aware

A whole school evidence based approach to teaching and reinforcing vocabulary learning skills, in class and beyond.

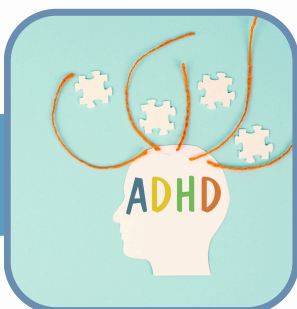
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Autism awareness and support

What is the latest in Autism research? How can we support our Autistic learners and staff?

11



ADHD awareness and support

What is the latest in ADHD research? How can we support our learners and staff with ADHD?

12



Selective Mutism

What is selective mutism and how can we support pupil's communication in all environments. Including personal accounts from young people themselves.





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Sensory circuits

How to set up a sensory circuit to alert, organise and calm pupils ready for learning.

14



Structuring movement breaks

How do we make time out of the lesson effective and meaningful? How do we get our pupils back into a space for learning?

15



Sticky learning

How to make learning stick! Concept and vocabulary teaching that stays with the pupils.

16



Primitive reflexes and play

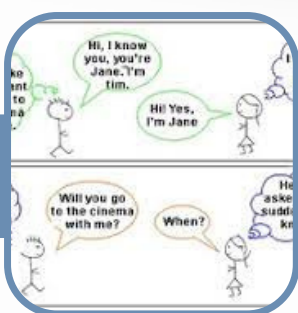
What are the primitive reflexes? How does retaining them affect development? What can we do to progress through play?





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Comic strip conversations

Learn how to create a visual conversation tool that helps to unpick social situations, conflicts and the unspoken feelings of others.

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Modelling & prompting

Examining the prompting hierarchy; when to step in and when to step back.

19



Affective Questioning

How to use the appropriate level of questioning for each child and scaffold those tricky ones.

20



AI -what do I do with it?

How can AI help us reach our SEND learners and how can they use it to better access our teaching?



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Oracy

How and why to include oracy tasks in learning, with evidence base and practical tips.

22



Emotion Coaching

Learn the 5 step method to helping pupils deal with big emotions, in a supportive and constructive way.

23



Eating disorder & Neurodiverse populations

Research suggests that there is a link or commonalities between Autism, ADHD and eating disorders. What does this mean for our pupils and how do we support them? Including personal testimonies.

24



Pathological Demand Avoidance (PDA)

When does demand avoidance become PDA? What can we do to get these pupils engaged?



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