

**Salford Speech and Language Therapy Service
Free Virtual Training Offer 2021-22**

	2nd half Autumn	1st half Spring	2nd half Spring	1st half Summer	2nd half Summer
How to deliver a programme and measure progress	Thursday 2 nd December 2-3pm	Thursday 20 th January 3:30-4:30pm	Friday 11 th March 2-3pm	Thursday 28 th April 3:30-4:30pm	Friday 10 th June 2-3pm
Developmental Language Disorder	Thurs 18 th Nov 3.30-4.30pm		Thurs 3 rd March 2-3pm		Thurs 16 th June 3.30-4.30pm
Speech Sound Development		Mon 14 th February 3.30 – 5pm		Wed 4 th May 2-3.30pm	
Colourful Semantics Level 1 and Level 2	Level 1 Tues 7 th December 2-3.30pm		Level 1 Weds 23 rd March 3.15-4.45pm	Level 2 Tues 17 th May 3.15-4.45pm	Level 2 Mon 4 th July 2-3.30pm
Stammering Awareness		January 18 th 3:30 – 5pm		March 24 th 2-3:30pm	

To book – Please email Fiona.taylor@salford.gov.uk with

- **Staff name, role, email address and school**

Course	Training Objectives	Suitable for
<i>How to deliver a programme and measure progress</i>	<ul style="list-style-type: none"> • What do we need to learn a new skill? • Including their interests • Learning in different contexts • Giving help • Measuring progress • Problem solving • Case studies 	<p>Teaching Assistants completing SALT programmes</p> <p>SENCOs in order to support delivery of SALT interventions</p>
<i>Developmental Language Disorder</i>	<ul style="list-style-type: none"> • What is DLD? • How to recognise characteristics of DLD • To know when to seek support from SALT • Strategies to support children and young people who have DLD 	<p>All staff</p>
<i>Speech Sound Development</i>	<ul style="list-style-type: none"> • Be aware of typical and a-typical processes of speech sound development • Know when to request Speech and Language Therapy Support for a child • Have an awareness of strategies and activities to support a child's speech sound production • Show an understanding of the link between speech sound development and literacy • Understand the long term impacts of speech sound difficulties 	<p>Staff within EYFS and Key Stage 1 SENCOs</p>
<i>Colourful Semantics – Level 1</i>	<ul style="list-style-type: none"> • To understand the Colourful Semantics structure (focus on early sentence structure) • To understand some of the theory behind Colourful Semantics • To understand and be confident to use the 7 week programme 	<p>Staff within EYFS and Key Stage 1 where a Colourful Semantics programme has been recommended. SENCOs</p>
<i>Colourful Semantics – Level 2</i>	<ul style="list-style-type: none"> • To understand some of the theory behind Colourful Semantics. • To understand the Colourful Semantics structure (with a focus on 2 clause sentence structure + adjectives). • To understand and be confident to use the 6 week programme. 	<p>Staff within KS1 and KS2 where a Colourful Semantics programme has been recommended. SENCOs</p>
<i>Stammering Awareness</i>	<ul style="list-style-type: none"> • What do we already know about stammering? • Facts • Demands and Capacities model • Strategies 	<p>Suitable for all staff who work with children/young people who stammer.</p>

