

STLS School and EY Core Training Offer



Date of issue: September 2026

Active from: Term 1 2026

The STLS Core Training Offer is outlined below. **All requests for training must be made via the STLS Training Request Form** (MS Forms) which can be found here on KELSI: [STLS Training Request Form](#)

All training courses are free to KCC schools (including maintained nurseries) and EY PVI settings, other than Makaton, which has a minimal cost to cover Makaton training materials for delegates **and some Thrive modules**.

Schools/EY settings are able to request training delivery for their school individually, or across schools/EY settings, e.g. within their trust/community/collaboration.

STLS plan to extend the range of training packages over the coming year, expanding the offer to schools. Please scroll down to see all training packages available or click on the relevant link below to find out more about a particular package.

The **packages in black font are for school staff** and **packages in blue font are for EY staff**, although it is possible for staff who work with pupils in Key Stage 1 to attend, if appropriate. If you are unsure, please discuss with your Link Specialist Teacher. Makaton is available for all ages.

Adaptive Teaching and Learning
ADHD
Autism Education Trust (now known as the Neuroinclusive Education Network)
Colourful Semantics
Comic Strip Conversations
De-escalation and Positive Behaviour Approaches
Demand Avoidant Profiles
Down Syndrome (EY, KS1 and lower KS3)
Enhanced EY Emotional Regulation
Executive Functioning
Language Through Colour
Lego® as an Intervention
Makaton (EY, KS1-KS5)
More Than a Milestone
Precision Teaching
Reciprocal Reading
Sensory Regulation
Severe and Persistent Literacy Difficulties
Social Stories™
Social Stories™ and Comic Strip Conversations
Thrive Approach

Title of training package, duration and delivery type	Target audience	Age phases	Further details of the course
Adaptive Teaching and Learning All modules – half day (3 hours) Or separate modules can be delivered individually, see 'Further details of the course' column Face-to-face training	Class Teachers, Senior Leaders, SENCo, Teaching Assistants	EYFS KS1 – KS4	To explore barriers to accessing the curriculum across dimensions. To improve knowledge and understanding of the many ways the classroom can be made accessible for all. To reflect on own practice and identify how it can add to repertoire of skills to ensure all learners can thrive. Approximate timings for separate modules: *Context and background module: Pre-course reading and watching *Introduction module: 30 minutes Module 1 : Explicit Instruction: 40 mins Module 2: Cognitive and Metacognitive strategies: 40 mins Module 3: Scaffolding: 40 mins Modules 4 and 5: Flexible grouping & Using technology: 30 mins *Compulsory modules You can request combinations of modules and you don't have to do all modules, e.g. a school may request three separate sessions. Session 1 staff meeting for teachers: ➤ Introduction module & Module 1 = 1 hour 10 mins Session 2 staff meeting for teachers ➤ Modules 2, 4 & 5 = 1 hour 10 mins Session 3 training for TAs ➤ Introduction module & Module 3 = 1 hour 10 mins

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Colourful Semantics* 1.5 hours or 2 x 45 minutes Face-to-face training <i>* Colourful Semantics and Language Through Colour use the same principles but vary in colour coding used. If you are unsure, please check with your Link ST.</i>	Class Teachers, Senior Leaders, SENCo, Teaching Assistants	EYFS KS1 – KS4	To develop an understanding of Colourful Semantics as an approach to support learning. To be confident in implementing Colourful Semantics in 1:1 sessions, small groups and the classroom environment. To increase awareness of how Colourful Semantics can support all children, particularly those with speech, language and communication needs.
Comic Strip Conversations 1 hour Face-to-face training	Class Teachers, Senior Leaders, SENCo, Teaching Assistants, Midday Supervisors	EYFS KS1 – KS4	To be aware of the rationale behind and the function of Comic Strip Conversations. To feel confident to use the Comic Strip Conversations approach. To explore examples of Comic Strip Conversations through published resources and examples.
De-escalation and Positive Behaviour Approaches Package 1 - 2.5 hours or 2 x 1 hour 15 mins (includes legislation information) Package 2 – 1.5 hours (less time for discussion and does not include legislation information) Face-to-face training	Class Teachers, Senior Leaders, SENCo, Teaching Assistants, Midday Supervisors	EYFS KS1 – KS4	Discuss and identify the causes, effects and the functions of behaviour. Relational responses to overwhelming behaviours. To help understand how our own behaviours can impact on various situations. To provide a range of positive strategies for managing behaviours within the classroom.

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Demand Avoidant Profiles 1 hour Face-to-face training or virtual	All staff	EYFS KS1 – KS4	To understand the characteristics of a demand avoidant profile. To feel confident in the use of DAP support strategies. Understand the terminology around PDA and DAP.
Down Syndrome EY package: 1.5 hours School package: 2 hours Or 2 x 1 hour Face-to-face training	All staff	EYFS KS1, lower KS2	This training is available to all EY settings and schools who want to increase their knowledge and understanding of Down Syndrome and their awareness of how to meet the specific needs of children with Down Syndrome.
Enhanced EY Emotional Regulation Scheduled training: 2 hours Requested training: 2 hours or 2 x 1 hour Face-to-face training	All staff	EYFS KS1 (where appropriate)	This <i>scheduled and requested training</i> is designed for individuals who want to enhance their knowledge and skills in emotional regulation. Throughout the session, we will look at case studies and consider support strategies. This session is an opportunity for personal reflection and sharing our knowledge to find solutions. By the end of the training, participants will gain practical insights and tools to apply in their day-to-day work. Participants are expected to complete the free online course Prime Importance of Personal, Social and Emotional Development prior to attending this workshop.

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Executive Functioning 3 hours Or 2 x 1.5 hours Or 3 x 1 hour Face-to-face training	All staff	EYFS KS1 – KS4	To have a secure understanding of what executive functioning is and core dimensions associated with it. Understand the impact that executive functioning has on wellbeing, engagement and involvement . To know how to further develop executive functioning skills. To explore key strategies and adaptations to support pupils with EF differences.
Language Through Colour* Package 1- 1.5 hours or 2 x 45 minutes Package 2 – 2.5 hours Or 2 x 1¼ hours (more practical activities) Face-to-face training <i>* Colourful Semantics and Language Through Colour use the same principles but vary in colour coding used. If unsure, please check with your Link ST.</i>	Class Teachers, Senior Leaders, SENCo, Teaching Assistants	EYFS, KS1-KS4	To develop an understanding of Language Through Colour as an approach to support learning. To be confident in implementing Language Through Colour in 1:1 sessions, small groups and the classroom environment. To increase awareness of how Language Through Colour can support all children, particularly those with speech, language and communication needs.
Lego® as an Intervention Package 1 – 3 hours Package 2 – 1.5 hours (less content on theory and background of Lego as an intervention and less time for activities). Face-to-face training	All staff	EYFS, KS1-KS4	To explain the theory/background behind the use of LEGO® kit building as an intervention for developing communication and social skills in children. To describe how to set-up and run a LEGO® based intervention group. For delegates to feel more knowledgeable and confident in planning and implementing a LEGO® intervention group.

Title of training package, duration and delivery type	Target audience	Age phases	Further details of the course
Makaton Taster session: 1.5 hours Level 1: 6 hours Level 2: 6 hours Level 3: 6 hours Level 4: 6 hours You do not need to have attended the Taster Session to attend Level 1, but you do need to have completed the previous levels for Levels 2, 3 and 4. Face-to-face training	All staff	EYFS, KS1-KS4	This training is available to early years settings and schools. There will be a minimal cost for the electronic manual for Levels 1-4. Free Taster Session: Includes learn ways Makaton can be used to help children communicate and covers some core vocabulary and resources. Level 1 training provides a practical introduction to the Makaton Language Programme. Sessions include discussing commonly asked questions, hints and tips for effective signing and symbol use and how to start using Makaton in everyday situations at home or work. You will also learn the signs and symbols from Stages 1 and 2, and some of the Additional stage, of the Core Vocabulary. Level 2 training builds on the knowledge you gained in Level 1 training. You will learn the signs and symbols from Stages 3 and 4, and the rest of the Additional stage, of the Core Vocabulary. Level 3 training helps you to improve and develop your signing and symbol skills and how to use them effectively every day. You will revise the signs and symbols you learned in your Level 1 and 2 training, and learn the signs and symbols for Stages 5 and 6 of the Core Vocabulary. Level 4 completes the Core Vocabulary and develops your understanding and skills in using Makaton to support people with a wide range of communication differences. You will revise the signs and symbols you learned in your Level 1, 2 and 3 workshops and learn the signs and symbols for Stages 7 and 8 of the Core Vocabulary.

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More Than a Milestone Daytime sessions = 3 hours Evening sessions = 2.5 hours Scheduled training sessions are delivered online. Requested training can be delivered online or in-person.	All staff	EYFS, KS1 (where appropriate)	This <i>scheduled and requested training</i> is designed for practitioners who want to enhance their knowledge and skills in identifying and supporting children experiencing significant developmental delay. Throughout the session, key topics will be covered including how to adapt practice, support transition, create inclusive environments, and implement key strategies that ensure that every child reaches their full potential. By the end of the training, participants will gain practical insights and tools to apply in their day-to-day work. Whether you are new to this area or looking to refresh your understanding, this course provides a comprehensive overview to support your professional development.
Precision Teaching Package 1 - for those who will be implementing the intervention 1.5 hours or 2 x 45 mins Package 2 – for teachers/SLT who wish to have an overview of the intervention 1 hour Face-to-face training	Class Teachers, Senior Leaders, SENCo, Teaching Assistants	EYFS, KS1-KS4	To know what Precision Teaching is & who it is for. To understand the benefits of Precision Teaching. To know how to deliver Precision Teaching effectively.

Reciprocal Reading 1.5 hours or 2 x 45 mins Face-to-face training	Class Teachers, Senior Leaders, SENCo, Teaching Assistants	EYFS, KS1-KS4	To know what Reciprocal Reading is & who it is for. To understand the benefits of Reciprocal Reading. To know how to deliver Reciprocal Reading effectively.
Sensory Regulation Package 1 - 1.5 hours or 2 x 45 mins Package 2 – 2 hours or 2 x 1 hour (same content but includes more time for activities, discussion and reflection) Face-to-face training	All staff	EYFS, KS1-KS4	An overview of the sensory system and how this impacts a CYP's ability to be successful in the school environment, access learning and support regulation. The session will include signposting to further training and resources for schools and the offer of a follow-up consultation.
Severe and Persistent Literacy Difficulties 1.5 hours or 2 x 45 mins Face-to-face training	All staff	EYFS, KS1-KS4	What is dyslexia? How does it feel to be dyslexic? What does dyslexia look like in the classroom? How to support children with severe and persistent literacy difficulties in the classroom.
Social Stories™ 1 hour Face-to-face training	All staff	EYFS, KS1-KS4	To be aware of the rationale behind and the function of Social Stories™. To feel confident to write a story using the principles of writing a Social Story™. To learn how to evaluate the effectiveness of a Social Story™ and how to plan for next steps. To explore examples of Social Stories™ through published resources and examples.

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Social Stories™ and Comic Strip Conversations 2 hours or 2 x 1 hour Face-to-face training	All staff	EYFS, KS1-KS4	To be aware of the rationale behind and the function of Social Stories™ and CSCs. To feel confident to write a story using the principles of writing a Social Story™ and use the Comic Strip Conversations approach. To learn how to evaluate the effectiveness of a Social Story™ and how to plan for next steps. To explore examples of Social Stories™ and Comic Strip Conversations through published resources and examples.
Thrive Approach Overview information of all training programmes Please see specific programmes offered below with further details.	All staff	Varied: Each programme is targeted at a specific age-range	The Thrive Approach is an evidence-informed, developmental and relational approach to supporting the social and emotional development of children and young people. It helps schools understand the needs that may sit behind behaviour and equips staff with practical approaches to strengthen relationships, support emotional regulation, promote engagement with learning and improve wellbeing. Thrive can be used as part of a whole-school approach, as well as to identify and respond to the individual social and emotional needs of children and young people. Please note: Some Thrive training programmes are chargeable. Please see specific programmes offered below with further details.

Title of training package, duration and delivery type	Target audience	Age phases	Further details of the course
Thrive Approach Childhood Licensed Practitioner Duration: 14 x 3 hours sessions over approximately 3 months, combining live training, e-learning, mentoring and practical application. Course sessions may be scheduled weekly or fortnightly.	Teachers, SENCOs, pastoral and inclusion staff, teaching assistants and other staff with responsibility for supporting social and emotional development.	3-11 years	Childhood Licensed Practitioner training develops a deeper understanding of children's social and emotional development and how this influences behaviour, relationships and readiness to learn. Practitioners learn to identify and assess social and emotional needs, understand behaviour through a developmental and relational lens and plan appropriate targeted support. Training combines developmental theory, neuroscience and attachment-informed practice with practical application. Practitioners learn to use Thrive-Online to assess need, develop action plans and monitor progress, supporting a consistent and evidence-informed approach to SEMH provision.
Thrive Approach Adolescence Licensed Practitioner Duration: 14 x 3 hours sessions over approximately 3 months, combining live training, e-learning, mentoring and practical application. Course sessions may be scheduled weekly or fortnightly.	Teachers, SENCOs, pastoral, inclusion and behaviour staff, teaching assistants and other professionals working directly with young people.	11-25 years	Adolescence Licensed Practitioner training focuses on social and emotional development during adolescence and the ways in which this can influence behaviour, relationships, attendance, engagement and learning. Practitioners develop their understanding of adolescent development, stress regulation, attachment and the impact of experiences such as trauma, loss, change and anxiety. They learn to identify underlying social and emotional needs and use relational and developmentally appropriate approaches to support regulation, engagement and positive relationships. Practitioners are trained to use Thrive-Online to assess need, plan targeted support and monitor and evidence progress.

Title of training package, duration and delivery type	Target audience	Age phases	Further details of the course
Thrive Approach Leading Emotionally Healthy Primary Schools (LEHPS) Duration: 12 hours – four x 3-hour sessions	Headteachers, Deputy and Assistant Headteachers, SENCOs and senior or middle leaders with responsibility for wellbeing, inclusion, safeguarding, SEND or pastoral provision	Primary	Leading Emotionally Healthy Primary Schools supports school leaders to develop a strategic, whole-school approach to emotional health and wellbeing. The training explores how children's social and emotional development influences behaviour, relationships and learning and considers how school culture, systems, policies and everyday practice can create the conditions in which children feel safe, understood and ready to learn. Leaders consider how Thrive can be embedded across the school and aligned with wider priorities for inclusion, behaviour, attendance, SEND and school improvement, supporting a consistent and sustainable whole-school approach.
Thrive Approach Leading Emotionally Healthy Secondary Schools (LEHSS) Duration: 12 hours – four x 3-hour sessions	Headteachers, Deputy and Assistant Headteachers, SENCOs and senior or middle leaders with responsibility for wellbeing, inclusion, safeguarding, SEND, behaviour or pastoral provision.	Secondary	Leading Emotionally Healthy Secondary Schools supports leaders to develop a strategic and sustainable whole-school approach to emotional health and wellbeing during adolescence. The training explores the relationship between adolescent development, behaviour, relationships, engagement and readiness to learn. Leaders consider how school culture, policies, systems and routines can support social and emotional development and relational practice across their setting. The course supports leaders to consider how Thrive can be embedded within wider approaches to inclusion, behaviour, attendance, SEND, safeguarding and school improvement.

Title of training package, duration and delivery type	Target audience	Age phases	Further details of the course
Thrive Approach Thrive Continuing Professional Development (CPD) Varies according to individual CPD course.	Thrive Licensed Practitioners.	3–25 years, dependent on course undertaken originally	Thrive CPD provides ongoing opportunities for Licensed Practitioners to maintain, refresh and extend their knowledge and practice. A range of CPD opportunities enables practitioners to deepen their understanding of areas relevant to social and emotional development, relationships, regulation, behaviour, inclusion and wellbeing, while continuing to develop the quality and impact of Thrive practice within their setting. Licensed Practitioners are required to complete a minimum of four hours of Thrive CPD each year, from the year following qualification, to maintain their Licensed Practitioner status.
Thrive Approach Family Thrive Course Leader Duration: Three x 3-hour sessions, alongside e-learning.	Thrive Licensed Practitioners who wish to extend their practice to work directly with parents and carers.	Childhood and adolescence	Family Thrive Course Leader training equips Thrive Licensed Practitioners with the knowledge, skills and resources to deliver the Family Thrive programme to parents and carers. The training supports practitioners to translate Thrive’s developmental and relational approach into an accessible programme for families. Course Leaders develop the skills and confidence to help parents and carers understand the social and emotional needs that may lie behind behaviour, strengthen relationships and use practical strategies to support emotional regulation and wellbeing at home. Once trained, Family Thrive Course Leaders can deliver the six-session Family Thrive programme to groups of parents and carers, supporting a shared language and understanding between home and school and strengthening partnership working with families.

Minimum numbers *for all training*

Please note that if there is not a sufficient number of delegates, the training may not be able to go ahead. In these circumstances, you will be contacted by STLS prior to the training and other options may be explored.

Maximum numbers *for requested training*

Equally, if requests are for a large number of delegates, this may not be possible. The lead trainer will explore alternative options with you.

For any queries please contact: stlstraining@kent.gov.uk