

## Collingwood Offer Package Summer 2026 Training and Consultancy Options

### Core Training Offer:

Sessions are for 1 hour (longer and further depth upon request). A number of these sessions are run weekly 3.30 p.m. - 4.30 p.m. online for staff to access.

### Core Offer - SEND

#### ADHD

Develop knowledge and understanding of Attention Deficit Hyperactivity Disorder, how this can present in young people and strategies to support in schools.

#### Autism Spectrum Conditions

Learn about Autism Spectrum Conditions and associated conditions. This includes strategies to support young people with diagnosis or traits in an education setting.

#### Visual aids, including Social Stories and Comic Strips Conversations

Learn about the use of visual aids to support learning. This includes a practitioners guide to writing and using Social Stories and Comic Strip Conversations.

#### Sensory Processing

Exploration of strategies and resources to be used in the classroom and at home to support pupils to remain engaged in their learning.

#### Pathological Demand Avoidance (PDA)

Introduction to the presentation of pupils with PDA, strategies and support that can be given to support engagement with the curriculum and within the classroom.

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## Core Offer - Communication and Behaviour

### Communication Skills

Further enhance our use of rapport, spoken language, body language, facial expressions and listening skills to support communication with pupils.

### De-escalation strategies and supporting young people in crisis situations

Learn strategies to support young people in crisis, develop de-escalation knowledge and understanding in relation to mind and body connection; how to support regulation and provide safe adults in your setting.

### Using the Zones of Regulation

Learn the basics of the Zones of Regulation, how this can be used to support young people to communicate and regulate their feelings.

### Makaton (non-accredited)

A bespoke session to teach staff how to support communication using Makaton Signing.

## Core Offer - Mental Health and Wellbeing

### An introduction to Mental Health for young people

A detailed introduction to mental health in relation to young people; information regarding some disorders and how to provide support.

### Self harm and supporting pupils

An in-depth exploration of self harm, discussion and strategies to support in times of crisis.

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## Suicide awareness

Develop knowledge and understanding in relation to suicide, the language used, stigma and support that can be offered to young people.

## Eating disorders - awareness and supporting pupils

Learn about the categories of eating disorders, how this relates to self image and mental health; how to support young people and their families through this.

## Trauma informed practice in schools

A session dedicated to developing our understanding, knowledge and skills around supporting young people who have experienced trauma and score more highly on their ACE's assessment.

## Attachment and Trauma

Exploring the effects of a child having unmet attachment needs and how schools can support and address these needs through day to day practices.

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## Dates and timings of Summer 2026 Weekly Online Sessions:

|  |  |
|--|--|
| Wednesday 22nd April 2026<br>3.30 p.m. - 4.30 p.m. | Communication Skills   |
| Wednesday 29th April 2026<br>3.30 p.m. - 4.30 p.m. | Crisis and De-escalation   |
| Wednesday 6th May 2026<br>3.30 p.m. - 4.30 p.m.    | Introduction to Thrive   |
| Monday 11th May 2026<br>3.30 p.m. - 4.30 p.m.      | Autism - understanding and supporting our young people with ASD. |
| Monday 18th May 2026<br>3.30 p.m. - 4.30 p.m.      | Social stories, comic strips, conversations and visual aids.     |
| Half Term - 25th May 2026                          |  |
| Wednesday 3rd June 2026<br>3.30 p.m. - 4.30 p.m.   | Trauma - supporting our young people                             |
| Wednesday 10th June 2026<br>3.30 p.m. - 4.30 p.m.  | Anxiety and associated Disorders                                 |
| Wednesday 17th June 2026<br>3.30 p.m. - 4.30 p.m.  | ADHD   |
| Wednesday 24th June 2026<br>3.30 p.m. - 4.30 p.m.  | Introduction to Youth Mental Health                              |
| Monday 29th June 2026<br>3.30 p.m. - 4.30 p.m.     | Zones of Regulation  |
| Monday 6th July 2026<br>3.30 p.m. - 4.30 p.m.      | Pathological Demand Avoidance                                    |
| Wednesday 8th July 2026<br>3.30 p.m. - 4.30 p.m.   | Sensory Processing   |

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To attend these live online sessions please email [offer@collingwood.northumberland.sch.uk](mailto:offer@collingwood.northumberland.sch.uk) to receive joining instructions.

## Bespoke Core Training Offer:

If you would like to book a core training session bespoke to your setting, costs are as follows:

All sessions are 1 hour unless otherwise arranged. Consultancy and accredited courses are excluded.

|                             | Staff Group Rate (25 or less) |
|-----------------------------|-------------------------------|
| <b>Level 1</b> - 1 session  | £120                          |
| <b>Level 2</b> - 2 sessions | £210                          |
| <b>Level 3</b> - 4 sessions | £400                          |

Prices are for both online and in person sessions.

## Accredited and guided learning

### Introduction to ASD

#### Modular course - self study

1 hour taught study, approximately 10 hours of self-directed time

A modular, self study course which will upskill staff in aspects of ASD and strategies to support young people in Educational Settings.

The course is to be completed by staff using resources and videos to develop knowledge and understanding around supporting Autistic learners.

(£95 per person)

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## Accredited Training:

Mental Health First Aid (MHFA England):  
Youth Mental Health First Aid (YMHFAider)  
and

Adult Mental Health First Aid (MHFAider)  
And Refresher courses for both (every 3 years)

Accredit staff to support your pupils, staff, parents and carers as a first line of support for their mental health and well being.

Training options:

Accredited training in **MHFA (Adult) and YMHFA (Youth)** - 2 days per course or equivalent twilight session

**MHFA Awareness Course (4hours)** - an introduction to Mental Health.

**Refresher for Adult and Youth MHFAiders** - a half day course for relicensing of already trained MHFAiders (to be completed every 3 years to remain a licensed by MHFA).

All can be delivered in person or online by a qualified Instructor (prices upon request).

## Safety Intervention Training (SIT)

### Intervention™ Foundation Training

CPI Safety Intervention™ Foundation training, formerly known as MAPA®, is for those who need to prevent and/or intervene in crisis situations. The programme focuses on prevention and teaches staff de-escalation skills as well as non-restrictive and restrictive interventions.

2 day training course - in person (prices upon request)

Blended Course - 3 hour session and then 1 full day (prices upon request)

Minimum 8 / maximum 12 for full course

## Parents and carers Core Offer

Host a course or purchase individual places (price on request)

## Who's in charge? - Trained Instructor delivery

A child to parent violence and abuse (CPVA) programme aimed at parents whose children are being abusive or violent toward them or who appear out of parental control.

Who's in Charge? is a group session which runs over 9 weeks. Each session lasts 2.5 hours and there is a follow up session after 2 months.

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## Family Thrive - Trained Thrive Instructor Delivery

Family Thrive is a short course that schools run for parents and carers to help them understand the Thrive Approach and how it makes a difference to the wellbeing of children – and therefore the whole family.

Family Thrive offers families simple strategies and activities that help build positive relationships with children, ensuring that there is a common approach to wellbeing and relationships at home and at school.

## Sessions for parents and carers

Engage your parents further by offering them the opportunity to access our online and face to face parent engagement and training sessions.

These are available throughout the term online and parents can be upskilled regarding areas such as:

- EHCP's and the annual review process
  - Thrive in the home
- Mental health and wellbeing for them and their children
  - Online safety sessions
- All aspects covered in the various school offers: SEND, ASD etc.

## Core Leadership Offer

### Headteacher Wellbeing Offer

Join our Headteacher Core Group offer. This is an informal opportunity for you to have time and space to catch up with other professionals in Education and take time to engage in support and social sessions with your own wellbeing in mind. This is facilitated by experienced leaders trained in this area.

1:1 Coaching/Supervision

Drop-ins and Coffee and catch up time.

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## Core Consultancy Offer SEND Peer Review

A school-led review focussing on identification of strengths and areas of development of the SEND process and practise through a collaborative approach. This is bespoke to the provision's needs and priority.

## SEND Consultancy

Consultancy with a highly experienced Leader of SEND and Inclusion. This is a bespoke strategic offer, and based on the needs of the provision. This can include SEND structures within each provision and SEND needs and provision.

## SEND Curriculum Consultancy

An experienced Leader of Curriculum will work with you for a half day to develop and cater your curriculum to support SEND learners. Where appropriate they will support in adapting your curriculum to ensure pupils are both challenged and supported. You will receive bespoke assistance in changing your curriculum for the needs of SEND learners.

**For further information and booking please email**

**[offer@collingwood.northumberland.sch.uk](mailto:offer@collingwood.northumberland.sch.uk)**

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## SEND Core Training Offer

- Sensory Processing
- Autism Spectrum Conditions
- Attention Deficit Hyperactivity Disorder (ADHD)

### Sensory Processing

Exploration of strategies and resources to be used in the classroom and at home to support pupils to remain engaged in their learning through supporting their sensory needs.

A session where we identify the ways in which learners can be over or under-stimulated. The course will signpost attendees to practical resources that support all areas of sensory regulation.

### Autism Spectrum Conditions

A training session focusing on Autism Spectrum Conditions and other associated conditions such as Anxiety, PDA and OCD. Learn traits and commonalities of these conditions and explore the difficulties that young people can face. Learn a range of strategies to support young people, including consideration on the impact of sensory difficulties.

### ADHD

Develop knowledge and understanding of Attention Deficit Hyperactivity Disorder, how this can present in young people and strategies to support in schools. Develop an understanding of Attention Deficit Hyperactivity Disorder and the traits associated with this condition. Put yourself into the shoes of a person with ADHD to explore their difficulties and strategies that can be employed to support.

### Who are these for?

All of these sessions are suitable for Teachers, Teaching assistants, learning support assistants, SLT, special schools, Alternative Provisions, Mainstream schools, Specialist Support bases.

**Delivery:** Online or In Person.

### For more information and to book, contact:

Collingwood School and Media Arts College  
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# THE COLLINGWOOD OFFER



## Communication and Behaviour Core Training Offer

- **Communication Skills**
- **De-escalation strategies and supporting young people in crisis situations**
- **Zones of Regulation**
- **Makaton (non-accreditation)**

### Communication Skills

A training course to explore how communication can impact young people. Explore the role of the human brain in communication and responses. Look further into the intricacies of communication: listening, speaking, body language, language, building relationships and emotions. All of these factors combined allow for communication. Consider how you can do this more effectively.

### De-escalation Strategies

A training course to explore how communication can impact young people. Explore the role of the human brain in communication and responses. Look further into the intricacies of communication: listening, speaking, body language, language, building relationships and emotions. All of these factors combined allow for communication. Consider how you can do this more effectively.

### Zones of Regulation

Learn the basics of the Zones of Regulation, how this can be used to support young people to communicate and regulate their feelings. This session will support you to develop knowledge and understanding of the 'Zones of Regulation' approach and how this in turn supports emotional understanding and communication with young people. You will understand the terminology used and have the confidence to use this approach with young people, developing strategies to support young people to recognise their feelings and emotions and to self-regulate.

### Makaton (non-accreditation)

A bespoke session to teach the basics of Makaton signing that can be used to support all learners in the classroom with communication needs. This session is tailored to the needs of your learning environment through teaching signs and symbols that help support spoken language. This method of communication is presented in spoken word order to support spoken language in adults and children.

### Who are these for?:

All of these sessions are suitable for Teachers, Teaching assistants, learning support assistants, SLT, special schools, Alternative Provisions, Mainstream schools, Specialist Support bases.

**Delivery:** Online or In Person

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## Mental Health Core Training Offer

- Introduction to mental health for young people
- Self harm and supporting pupils
- Suicide awareness
- Eating disorder - awareness and supporting pupils
- Trauma informed practice in schools

### An Introduction to Mental Health for Young People

A detailed introduction to mental health in relation to young people; information regarding some disorders and how to provide support. This session covers a brief introduction to Mental Health (MH) signs and symptoms, risk factors and information regarding a number of conditions and disorders. You will learn about the prevalence of mental health concerns for young people and how we can support them in our settings and with external support.

### Self Harm and Supporting Pupils

Self-harm is a term used when someone injures or harms themselves on purpose rather than by accident. We will explore our knowledge and understanding of self harm. We will discuss what it is and means, how it may occur, methods used and how we can support young people who do this. This session will also cover safety planning and the types of external support available for young people.

### Suicide Awareness

Develop knowledge and understanding in relation to suicide, the language used, stigma and support that can be offered to young people. In this session we will explore Suicide in relation to Mental Health and Wellbeing, discuss the stigma around suicide and the language that may be used when discussing suicide.

### Eating Disorder - Awareness and Supporting Pupils

Eating disorders are serious and sometimes fatal illnesses that cause severe disturbances to young people's eating behaviour. In this session we will learn about the categories of eating disorders, how they relate to self image and mental health; how to support young people and their families through this.

### Trauma Informed Practice in Schools

This session is an exploration into key evidence based research to identify how to support young people who have experienced childhood trauma. We will look to apply skills, knowledge and understanding to our working with young people in order to support them to engage in their learning and succeed in various aspects of their lives. We will identify key principles of trauma informed practice including PACE, the use of ACE's scores and the Protect, Relate, Regulate and Reflect system.

### Attachment - Secure and Insecure Attachment

In this session we will explore what it means to have secure attachment and unmet attachment needs. We will develop our knowledge and understanding of the Rage, Panic, Grief, Care, Seeking and Play system and how we can support healthy development in these areas for our young people.

### Who are these for?:

All of these sessions are suitable for Teachers, Teaching assistants, learning support assistants, SLT, special schools, Alternative Provisions, Mainstream schools, Specialist Support bases.

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# THE COLLINGWOOD OFFER



## Introduction to Autism Spectrum Disorder - A Modular Course

A modular, self study course which will upskill staff in aspects of ASD and strategies to support young people in Educational Settings.

The course is to be completed by staff using resources and videos to develop knowledge and understanding around supporting Autistic learners.

Resources are provided, including all the templates that are required to complete the self-guided study aspect. The self-guided tasks will receive feedback from the course leaders at Collingwood School.

Programme of study:

- Module 1: Introduction to autism
- Module 2: Communication and social interaction in individuals with autism
- Module 3: Social demands on autism
- Module 4: Sensory processing, perception and cognition in autism
- Module 5: Review and reflect, shine a light on behaviour
- Module 6: Interventions for autistic people

### Who is this for?

School staff who would like to increase their understanding of Autism, both in general, and within their setting. The course will also provide strategies for those working with Autistic pupils and give an opportunity to embed the learning within a practical context.

**Title:** Autism Spectrum Disorder - Modular Course

**Time:** 1 hour taught study, approximately 10 hours of self-directed time.

**Cost:** £95

**Delivery:** Online

**Enquiries:** [offer@collingwood.northumberland.sch.uk](mailto:offer@collingwood.northumberland.sch.uk)

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## Mental Health First Aid Refresher

Mental health should be treated equally to physical health – and just like physical first aid, MHFA England recommend Mental Health First Aiders take the MHFA Refresher course every three years to ensure your mental health knowledge, awareness, and skills are up to date.

The four-hour MHFA Refresher course will support you as an MHFAider® by:

- Renewing your skills
- Updating your knowledge of mental health support
- Giving you the chance to practise applying the Mental Health First Aid action plan



As an MHFAider you will need to take the MHFA Refresher course every three years to ensure your continued membership of the Association of Mental Health First Aiders® which provides ongoing development and support plus confidence to fulfil your role.

Members will receive exclusive access to a wide range of resources, from training and qualifications to events and research. This includes:

- **The MHFAiderSupport App®.** Access to features such as a 24/7 text support service, signposting to a national database of health services, and insights that teach critical self-care skills
- **Access to the MHFA England Online Learning Hub.** This includes resources such as course manuals and MHFAider guides
- **First-hand insights.** Learn from real people sharing their honest and lived experiences of mental health conditions
- **Online networking.** You'll be invited to exclusive quarterly webinars to help you carry out your role with confidence, skill, and care
- **Monthly newsletters.** You'll be kept up to date with all the latest news from our community

So, if it's time to update your skills, book onto the MHFA Refresher now to get the tools and knowledge to continue performing your role confidently and effectively.

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As a parent, guardian, or someone who works with young people, you are often the first to notice when a young person is experiencing emotional distress.

The Youth MHFA course gives you the tools and confidence to step in and provide support.



## What you'll learn

- How to spot early signs of poor mental health in young people
- Ways to offer initial support and guide them to professional help
- Practical techniques for creating a mentally healthy, supportive environment
- Tips for self-care, to ensure you maintain your own wellbeing

## Support beyond the course

Our commitment to your learning extends far beyond the training room. After completing the Youth MHFA course, you'll be invited to join England's first and only membership body for Mental Health First Aiders, the **Association of Mental Health First Aiders**®, providing you with continuous learning opportunities and a support network to help you in your role.

- **Exclusive resources:** Gain access to toolkits, films, and more to keep your knowledge fresh
- **Stay connected with the MHFAider Support App**®: Access a 24/7 support service and tools to help you on the go
- **Regular webinars:** Connect with other Youth MHFAiders® and continue growing your mental health expertise

Help a young person with  
the Youth Mental Health  
First Aid course

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## Mental Health First Aid Training

**Train as an MHFAider® and you'll get three years of MHFAider Support and Benefits to help you feel empowered and confident in your role.**

With MHFA England® training you will be accessing the very best evidence-based MHFA® course available. Our training is grounded in research and developed with clinical practitioners. It is proven to increase MHFAiders confidence in supporting people with mental health issues.

With our new offer, training doesn't stop when the course comes to an end. We provide continuous support for MHFAiders – well beyond your initial certification – so you are confident, empowered and motivated to carry out your role.



### Why become a MHFAider?

By training with us you will gain:

- A deeper understanding of mental health and the factors that can affect people's wellbeing
- Practical skills to spot the triggers and signs of mental health issues
- The confidence to step in and support someone to recover their health by guiding them to appropriate support
- Three years of access to the MHFAider Support App® with 24/7 digital support
- Access to exclusive resources, ongoing learning opportunities, and the benefit of joining England's largest community of trained MHFAiders

### Why choose MHFA England training?

- 91% of people had a better understanding of mental health after completing their MHFA England course
- Since MHFA England was founded in 2007, our Instructor Members have trained hundreds and thousands of MHFAiders
- All MHFA England Instructor Members are accredited by the Royal Society of Public Health, meaning you can expect a quality assured and consistent training experience
- We are committed to improving the mental health of the nation

### Become a qualified MHFAider!

MHFA England has partnered with Royal Society for Public Health (RSPH) to create an internationally recognised MHFAider qualification.

The RSPH Level 3 Award in Mental Health First Aid helps you embed your learning further. It is an opportunity to demonstrate your commitment to the role and your expertise as an MHFAider, whilst furthering your own development.

If you want to know more about how we can develop your mental health support skills, get in touch today.



**To learn more or book onto an online course contact:**

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## Safety Intervention Training (SIT) Intervention Foundation Training

CPI Safety Intervention™ Foundation training, formerly known as MAPA®, is for those who need to prevent and/or intervene in crisis situations. The programme focuses on prevention and teaches staff de-escalation skills as well as non-restrictive and restrictive interventions

This training will be delivered by a qualified instructor. You may choose to have this delivered on your site or we can host as required.

Staff will complete the de-escalation and theory day, followed by the physical aspects on day two. Full attendance and participation is required. Participants will be assessed to ensure they have reached the required standard before certification is awarded.

2 day training course - in person

### Who are these for?

All of these sessions are suitable for Teachers, Teaching assistants, learning support assistants, SLT, special schools, Alternative Provisions, Mainstream schools, Specialist Support bases

**Delivery:** in person

**Title:** Safety Intervention Training (SIT)

**Time:** 2 full days, 9 a.m. - 4.30 p.m.

**Cost:** upon request, dependent upon number of participants.

**Delivery:** All training is in person

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## Group work for Parents/Carers Who Have Experienced Domestic Abuse

### 'Who's in Charge?'

A child to parent violence (CPV) programme aimed at parents whose children are being abusive or violent toward them or who appear out of parental control.

Who's in Charge? is a group session which runs over 9 weeks. Each session last 2.5 hours and there is a follow up session after 2 months.

**Part 1:** Aims to change parental attitude, and in particular reduce blame, guilt and shame.

**Part 2:** Explores the use of consequences to change unwanted behaviour and empower parents/carers.

Most parenting advice assumes that children are co-operative. However, most parents who attend Who's in Charge? typically have children who have stopped co-operating, who often appear to care about very little, who may deliberately sabotage parents attempts to apply consequences, and who may escalate their violence when parents implement behavioural control strategies.

**Part 3:** Supports parents to make changes within the home while working on a few advanced topics; anger; assertiveness; self-care.

The course aims to first support and empower, second to encourage practical changes (usually in terms of rules and consequences) and third to reinforce these changes and cover some advanced topics.

### Overall aims of Who's in Charge? Groups:

- Reduce parent's feelings of isolation.
- Challenge parent's feelings of guilt.
- Lessen deterministic thinking about causes (e.g. "he can't help it.. he has ADHD" or "... he saw his father be violent") – it is always multi-causal.
- Reinforce belief in possibility of change (without giving false hope or creating complacency).
- Clarify boundaries of what is acceptable and unacceptable behaviour.
- Arm parents/carers with some simple concepts that have proved empowering: e.g. entitlement, the power of being irresponsible, etc.
- Examine strategies for creating meaningful and practical consequences for unacceptable behaviour.

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Family Thrive offers families simple strategies and activities that help build positive relationships with children, ensuring that there is a common approach to wellbeing and relationships at home and at school.

The Family Thrive programme is intended to be delivered to parents and carers whose children are aged between 5 and 11 years of age. It is also intended for schools who have adopted the Thrive Approach and can also be used to support parents in those who have not.

Family Thrive offers families simple strategies and activities that help build positive relationships with children, ensuring that there is a common approach to wellbeing and relationships at home and at school.

The family Thrive programme is intended to be delivered to parents and carers whose children are aged between 5 and 11 years of age. It is also intended for schools who have adopted the Thrive Approach and can also be used to support parents in those who have not.

The course will help parents and carers to understand:

- How being in relationship helps their child's emotional development
- How children's brains and nervous systems develop
- How play and creativity is important for their child's healthy emotional development
- How to understand behaviour as communication
- How to support their child at times of challenge and change.

## Family Thrive

Family Thrive is a short course that schools run for parents and carers to help them understand the Thrive Approach and how it makes a difference to the wellbeing of children – and therefore the whole family.



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## Consultancy Offer

- **SEND Peer Review**
- **SEND Consultancy**
- **SEND Curriculum Consultancy**

### **SEND Peer Review**

A school-led review focussing on identification of strengths and areas of development of the SEND process and practise through a collaborative approach. This is bespoke to the provision's needs and priority.

### **SEND Consultancy**

Consultancy with a highly experienced Leader of SEND and Inclusion. This is a bespoke strategic offer, and based on the needs of the provision. This can include SEND structures within each provision and SEND needs and provision.

### **SEND Curriculum Consultancy**

An experienced Leader of Curriculum will work with you for a half day to develop and cater your curriculum to support SEND learners. Where appropriate they will support in adapting your curriculum to ensure pupils are both challenged and supported. You will receive bespoke assistance in changing your curriculum for the needs of SEND learners.

**Please contact us directly to discuss your individual requirements and discuss costs.**

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