

# East Renfrewshire Educational Psychology Service Healthier Minds Service

## CLPL Programme 2024-2027

*“Everyone Attaining, Everyone Achieving, through Excellent Experiences.”*



## Key Themes

East Renfrewshire Educational Psychology Service in collaboration with Healthier Minds have developed the following CLPL Programme to support practitioners to achieve our key departmental priorities as outlined in the Education Local Improvement Plan (2024-27). The Educational Psychology Service has identified key outcomes that underpin our contribution to these departmental priorities:

<b>Empowerment and Leadership</b>	<ul style="list-style-type: none"> <li>• To enhance our culture of professional enquiry at a local, regional and national level.</li> </ul>
<b>Social Justice and Wellbeing</b>	<ul style="list-style-type: none"> <li>• To improve how children and young people with diverse needs are supported to overcome barriers to inclusion in school, by developing the skills, confidence and practice of the workforce in areas relevant to educational psychology;</li> <li>• To embrace our role as Corporate Parents for care experienced children and young people by Keeping The Promise;</li> <li>• To further develop how we apply educational psychology to improve learner experiences and deliver a rights based culture across East Renfrewshire, with a key focus on wellbeing;</li> <li>• To support the implementation of agreed actions from the local and national ASL reviews to improve outcomes for children and young people;</li> </ul>
<b>Pedagogy and Learning</b>	<ul style="list-style-type: none"> <li>• To support our families, carers and ELCs, through consultation, assessment, intervention, and training, to create environments where children can have the best start in life and receive the support they require to develop and achieve at each stage;</li> </ul>
<b>Attainment, Achievement and Progress</b>	<ul style="list-style-type: none"> <li>• To support our schools in improving the attainment of disadvantaged children and young people through effective application of educational psychology;</li> </ul>

In order to achieve these outcomes, our programme provides education staff and our partners with training, resources and coaching in key themes to enable them to promote the progress of children and young people and to support their wellbeing. Our programme aims to empower practitioners to develop inclusive pedagogical practices, by focusing on activities that will help us deliver positive change, specifically in social justice and wellbeing, and in the attainment, achievement and progress of disadvantaged children and young people.

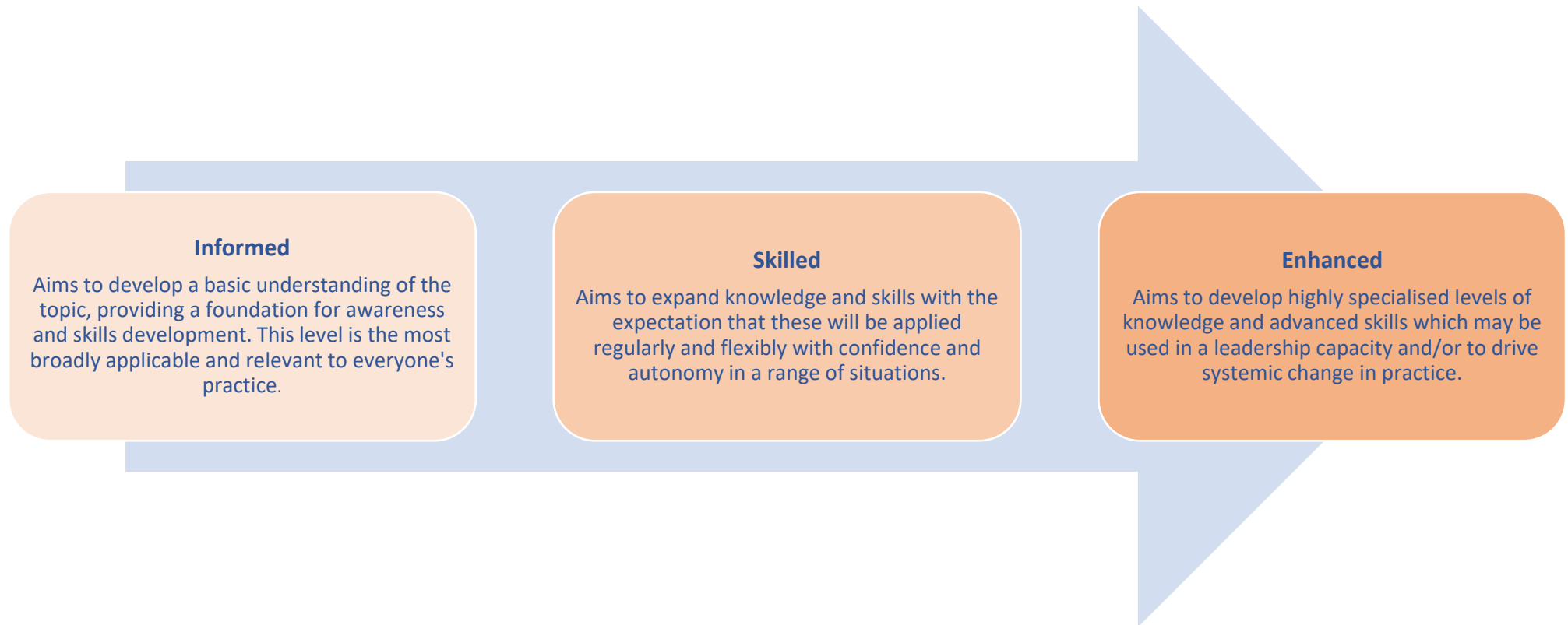
## Key Principles

Our programme is underpinned by the following principles:

- **Differentiation:** *The CLPL programme has a range of opportunities for practitioners with differing levels of knowledge, skill and experience, therefore activities are aimed at practitioners who need introductory information (informed), those who are experienced (skilled) and those who are more specialised (enhanced).*
- **A Relationship-Based Approach:** *Our programme recognises the impact of trauma and adverse childhood experiences on development and learning, and advocates the use of relationship-based, nurturing approaches to support children and young people's wellbeing and promote their progress.*
- **Evidence-Based Practice:** *Our programme and resources are informed by a strong evidence-base, grounded in educational psychology theory and research.*
- **Capacity Building:** *Our programme will empower practitioners by developing their capacity to implement evidence-based practice and lead change where it is necessary, so that the diverse needs of our children and young people are properly understood, assessed, and supported.*
- **Implementation Factors:** *All components of the CLPL programme consider those factors that facilitate the uptake of training and the implementation of new skills to practice.*
- **Local and National Priorities:** *The CLPL programme is aligned with current and relevant educational policy and guidance, including the outcomes of the local and national Additional Support for Learning (ASL) Reviews.*

## Developing Inclusive Practice - Informed, Skilled, Enhanced

The framework aims to promote progression in knowledge and skills using an 'informed', 'skilled', and 'enhanced' approach to represent increasing levels of expertise and responsibility in a particular area. Informed indicates an introductory, foundational awareness, skilled implies more regular practical application, and enhanced signifies leadership and driving cultural change.



## CLPL Activities

Our CLPL offer involves a wide range of activities, including access to and collaborative development of resources, coaching for application, and opportunities to engage in professional enquiry. These activities aim to support staff to implement positive changes within their working context, by supporting them to apply new knowledge and skills within their practice.




## Contents

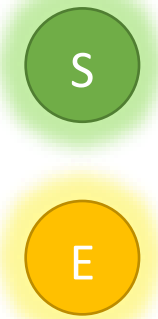

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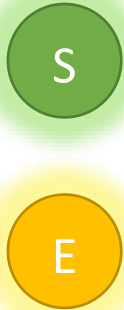
## Social Justice and Wellbeing


Title	Aims and Outcomes	Session Details	Participants	Informed/Skilled /Enhanced
<b>Focus on Nurture and Trauma-Informed Approaches</b>				
<p><b>Nurturing Our Schools and ELCs: Core Training*</b></p> <p><i>Nurturing... An Understanding of brain development, attachment and trauma</i></p> <p>(Formerly Introduction to Nurture)</p>	<p>This core introductory training will provide practitioners with the theoretical knowledge and understanding required for nurturing practice including:</p> <ul style="list-style-type: none"> <li>- an introduction to attachment theory and its application to the classroom</li> <li>- an overview of early brain development and how this might be influenced by experiences</li> <li>- an introduction to what we mean by trauma informed practice</li> </ul>	<p>18th September 2025</p> <p>9.30-12.00pm</p> <p>Eastwood House</p>	<p>ELCC/Primary/Secondary staff</p> <p>Sign up through CPD Manager</p>	
<p><b>Nurturing Our Schools and ELCs: Core Training*</b></p>	<p>This core introductory training will provide practitioners with an understanding of the 6 Nurture Principles and how these can be Implemented in daily practice.</p>	<p>18th September 2025</p> <p>1.00-3:30pm</p>	<p>ELCC/Primary/Secondary staff</p>	


<p><i>Nurturing... the application of the Nurture Principles</i></p> <p>(Formerly Introduction to Nurture)</p>	<p><b>Please note, these 2 sessions will be held on the same day. Participants are welcome to attend one or both sessions. It is not compulsory to attend both.</b></p> <p><b>* Please note these modules are categorised as core as participants are required to have an understanding of their content in order to access other modules in the Nurturing Schools and ELCs series (detailed below)</b></p>	<p>Eastwood House</p>	<p>Sign up through CPD Manager</p>	
<p><b>Nurturing Our Schools and ELCs: The Nurture Network</b></p> <p>Nurturing...Sensory Development</p>	<p>These sessions blend a traditional training model with a practitioner-led network and aims to facilitate the implementation of nurture in focused areas of practice.</p>	<p>Nurturing...Sensory Development Module</p> <p>30<sup>th</sup> October 2025 13:30-15:30 Collaboration Room, Eastwood HQ</p> <p>Nurturing...Sensory Development Network</p> <p>11<sup>th</sup> November 2025 13:30-15:30 Collaboration Room, Eastwood HQ</p>	<p>ELCC/Primary/Secondary staff who have completed Introduction to Nurture/Core Modules or Equivalent.</p> <p>Schools will receive details of how to sign up via email.</p>	


<p><b>Nurturing Our Schools and ELCs: The Nurture Network</b></p> <p>Nurturing...Boundaries</p>	<p>These sessions blend a traditional training model with a practitioner-led network and aims to facilitate the implementation of nurture in focused areas of practice.</p>	<p>Nurturing... Boundaries Module</p> <p>26<sup>th</sup> February 2026 13:30-15:30 Collaboration Room, Eastwood HQ</p> <p>Nurturing...Boundaries Network</p> <p>12<sup>th</sup> March 2026 13:30-15:30 Collaboration Room, Eastwood HQ</p>	<p>ELCC/Primary/Secondary staff who have completed Introduction to Nurture/Core Modules or Equivalent.</p> <p>Schools will receive details of how to sign up via email.</p>	
<p><b>Nurturing Our Schools and ELCs: The Nurture Network</b></p> <p>Nurturing...Topic TBC</p>	<p>These sessions blend a traditional training model with a practitioner-led network and aims to facilitate the implementation of nurture in focused areas of practice.</p>	<p>Module</p> <p>12<sup>th</sup> May 2026 13:30-15:30 Collaboration Room, Eastwood HQ</p> <p>Network</p> <p>26<sup>th</sup> May 2026 13:30-15:30 Collaboration Room, Eastwood HQ</p>	<p>ELCC/Primary/Secondary staff who have completed Introduction to Nurture/Core Modules or Equivalent.</p> <p>Schools will receive details of how to sign up via email.</p>	




<p>A Nurturing Response to Trauma and Adversity (NRTA)</p> <p>*Previously Compassionate Connected communities</p>	<p>A professional learning opportunity to support the application of Nurture Principles as a response to Trauma and Adversity.</p> <p>Through the use of Practitioner Enquiry participants will be supported to embed the nurture principles at a whole school level.</p>	<p>2025-26 dates have been agreed with the existing cohort.</p>	<p>Primary staff who have responsibility for leading Nurturing approaches at whole school level (Enhanced)</p> <p>New cohort for 26-28 to be recruited circa April 2026.</p>	
<p>Understanding And Responding to Behaviour that Causes Concern</p> <p>Level 1</p>	<p>Universal training for all staff to support greater understanding of behaviour and behaviour that causes concern:</p> <ul style="list-style-type: none"> <li>• The function of behaviour</li> <li>• Behaviour as communication</li> <li>• Assessment/analysis of behaviour</li> <li>• The emotional crisis curve</li> <li>• Positive Behaviour Support Plans (Proactive, Active, Reactive strategies)</li> <li>• De-escalation and calming strategies</li> <li>• Keeping yourself and others safe</li> </ul>	<p>Dates and Venue TBC</p>	<p>ERC Workforce that support children and young people</p>	




	<ul style="list-style-type: none"> <li>• Staff wellbeing</li> </ul>			
<p>Understanding And Responding to Behaviour that Causes Concern</p> <p>Level 2</p>	<p>Intensive training for a small number of staff supporting children with more complex needs and have been identified as requiring physical intervention strategies to keep themselves and others safe.</p> <p>Participants must have completed level 1 training prior to advancing to level 2.</p> <p>Builds on learning from level 1, plus</p> <ul style="list-style-type: none"> <li>• Legal issues around restraint and seclusion</li> <li>• Current local and national policy (Included Engaged and Involved Part 3)</li> <li>• Training in physical intervention strategies from the Behaviour Support Strategies (BSS) model</li> <li>• Restraint Reduction Plans</li> <li>• Recording and monitoring procedures</li> <li>• Post incident support: Debrief and learning review</li> <li>• Lived experience examples</li> </ul>	<p>Requests for level 2/training in physical intervention strategies must be agreed via the Education Resource Group (ERG)</p>	<p>Education staff who are supporting children with more complex needs and have been identified as requiring physical intervention strategies to keep themselves and others safe.</p> <p><b>Participants must have completed level 1 training prior to advancing to level 2.</b></p>	

	<p>Level 2 will continue to involve the following:</p> <p>Training Needs Analysis Initial training (number of days to be negotiated with the BSS training provider) Annual Refresher training (1 day) Practice sessions for trained staff</p>			
<p><b>Focus on Children and Young People’s Mental Health and Wellbeing</b></p>				
<p>Children and Young People’s Mental Health and Wellbeing</p> <p>A Professional Learning Resource</p>	<p>This online learning resource has been designed for all staff working with children and young people. The resource takes a whole school approach centred around prevention and early intervention to promote positive mental health and wellbeing for everyone in the school community.</p> <p>Aims:</p> <ul style="list-style-type: none"> <li>to provide school staff with knowledge and understanding of mental health and wellbeing in schools</li> <li>to provide a range of opportunities to learn about</li> </ul>	<p>Access online Log-in required</p> <p><a href="#">CYPMH – Professional Learning Resource</a></p>	<p>All ERC Workforce:</p> <p>The 1<sup>st</sup> 2 topics are relevant to all practitioners while the 3<sup>rd</sup> and 4<sup>th</sup> topics are more education specific.</p> <p>Education Practitioners:</p> <p>All 4 topics</p>	

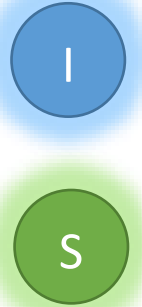

	<p>experiences and advice from practitioners and young people.</p> <p>Four main sections split into bitesize topics. The core content should take around 6-7 hours to complete and there are suggestions for further learning. Learners can move through topics at their own time and pace in any order:</p> <ul style="list-style-type: none"> <li>• An Overview of Mental Health and Wellbeing</li> <li>• Factors Influencing Mental Health and Wellbeing</li> <li>• Applying Prevention Based Approaches to Mental Health and Wellbeing in Schools</li> <li>• School Staff Wellbeing</li> </ul>			
<p>Scottish Mental Health First Aid</p>	<p>2 full day sessions for this certificated award.</p> <p>This course will provide participants with the knowledge and skills to identify, understand and respond effectively to a person in distress.</p>	<p>30<sup>th</sup> April and 7<sup>th</sup> May 2026</p> <p>9.30-4.00</p> <p>Barrhead Council offices Civic Room 2</p>	<p>All ERC workforce</p> <p>Sign up link:</p> <p><a href="https://forms.office.com/e/yiZmU6rSkA">https://forms.office.com/e/yiZmU6rSkA</a></p>	

	<p>These sessions will be led by the Healthier Minds Team: Wendy Jenkins (Principal Teacher Healthier Minds) &amp; Frankie Robertson (Recovery &amp; Service Development Co-ordinator)</p>	<p>Participant must attend both days</p>		
<p>Understanding Anxiety: How to Support Children and Young People aged 10-18 using Cognitive Behavioural Approaches (Individual, Group and Whole Class)</p>	<p>Two sessions looking at how to use cognitive behavioural approaches to support children and young people aged 8-18 with mild anxiety. We will refer to the existing Healthier Minds: Understanding Anxiety resources and discuss how they can be adapted for use with different age groups.</p> <p>The content includes the fight, flight or freeze response, physical signs of anxiety and suggest ideas for activities that could be used with classes, small groups or individuals.</p> <p>These sessions will be led by the Healthier Minds Team: Wendy Jenkins (Healthier Minds Principal Teacher).</p>	<p><b>Session 1:</b> 30<sup>th</sup> October 2025 3.45-4.45 Teams – link will be sent out prior to the session</p> <p><b>Session 2:</b> 6<sup>th</sup> November 2025 3.45-4.45 Teams – link will be sent out prior to the session</p>	<p>Practitioners with responsibility for supporting children and young people to understand emotional wellbeing.</p> <p>Participants should attend both session 1 and session 2.</p> <p>Sign up link: <a href="https://forms.office.com/e/LF6ZSJFeS1">https://forms.office.com/e/LF6ZSJFeS1</a></p>	


<p>Supporting Boys with Emotional Wellbeing: Next Steps &amp; Enhanced Nurture Approaches</p>	<p>This session will explore issues related to the mental and emotional wellbeing of boys. We will discuss strategies and signpost to useful resources for supporting boys.</p> <p>This session will be led by Healthier Minds and Children 1<sup>st</sup>: Holly Harris (Healthier Minds Support Worker)</p>	<p>15<sup>th</sup> January 2026</p> <p>3.45-4.45</p> <p>Teams – link will be sent out prior to the session</p>	<p>Practitioners with responsibility for supporting children and young people to understand emotional wellbeing.</p> <p>Sign up link:</p> <p><a href="https://forms.office.com/e/fLJQ9Rsmww">https://forms.office.com/e/fLJQ9Rsmww</a></p>	 
<p>Social Media and Mental and Emotional Wellbeing</p>	<p>This session will include signposting to additional research, resources and support for staff who wish to learn more about the topic.</p> <p>This session will be led by the Healthier Minds Team and Children 1st</p>	<p>19<sup>th</sup> March 2026</p> <p>3.45-4.45</p> <p>Teams – link will be sent out prior to the session</p>	<p>All ERC Workforce</p> <p>Sign up link:</p> <p><a href="https://forms.office.com/e/QvC5zzSSfX">https://forms.office.com/e/QvC5zzSSfX</a></p>	
<p>Sleep: Signposting and Support</p>	<p>This session will signpost to useful resources for supporting young people who have difficulties with sleep and provide some ideas on how to best support them.</p>	<p>Thursday 11<sup>th</sup> December</p> <p>3.45-4.45pm</p>	<p>Adults with responsibility for supporting children and young people to understand emotional wellbeing.</p> <p>Sign up form:</p>	


	<p>This session will be led by the Healthier Minds Team:                  Joanne Boyle (Healthier Minds Support worker) &amp; Wendy Jenkins (Healthier Minds Principal Teacher)</p>	<p>Teams - link will be sent out prior to the session</p>	<p><a href="https://forms.office.com/e/zC9L8GZx1T">https://forms.office.com/e/zC9L8GZx1T</a></p>	
<p><b>Bereavement, Loss and Grief Sessions:</b></p> <p>Session 1: Introduction to Bereavement, Loss and Grief</p>	<p>These sessions will provide information about how to support children and young people who have experienced bereavement, loss and grief.</p> <p>This introductory session will cover theories of bereavement and support approaches.</p>	<p>Monday 8<sup>th</sup> Dec 26                  3.45-4.45pm</p> <p>Teams - link will be sent out prior to the session</p>	<p>Adults with responsibility for supporting children and young people to understand emotional wellbeing.</p> <p>Sign up form:</p> <p><a href="https://forms.office.com/e/3zVJsNarjz">https://forms.office.com/e/3zVJsNarjz</a></p>	
<p><b>Bereavement, Loss and Grief Sessions:</b></p> <p>Session 2: Curricular Lessons</p>	<p>This session will explore the universal curricular lessons that can be used with whole classes from P1-S6 or with targeted groups.</p>	<p>Monday 19<sup>th</sup> Jan 26                  3.45-4.45pm</p> <p>Teams - link will be sent out prior to the session</p>	<p>Education practitioners interested in introducing a universal approach to supporting bereavement, loss and grief in their setting.</p> <p>Sign up form:</p> <p><a href="https://forms.office.com/e/3zVJsNarjz">https://forms.office.com/e/3zVJsNarjz</a></p>	 



<p>Bereavement, Loss and Grief Sessions:</p> <p>Session 3: Give us a Break</p>	<p>This session will introduce the South Lanarkshire Council 'Give us a Break' programme which can be used to support small groups of children who have experienced a bereavement or loss.</p>	<p>Monday 16<sup>th</sup> March 26</p> <p>3.45-4.45pm</p> <p>Teams - link will be sent out prior to the session</p>	<p>Education practitioners interested in introducing a targeted approach to supporting bereavement, loss and grief in their setting.</p> <p>Sign up form:</p> <p><a href="https://forms.office.com/e/3zVJsNarjz">https://forms.office.com/e/3zVJsNarjz</a></p>	
<p>Bereavement, Loss and Grief Sessions:</p> <p>Session 4: Bereavement Charter</p>	<p>This session will explain the Scottish Bereavement Charter and one primary school's experience.</p>	<p>Monday 11<sup>th</sup> May 26</p> <p>3.45-4.45pm</p> <p>Teams - link will be sent out prior to the session</p>	<p>School senior leaders interested in working towards the Scottish Bereavement Charter in their school or setting</p> <p>Sign up form:</p> <p><a href="https://forms.office.com/e/3zVJsNarjz">https://forms.office.com/e/3zVJsNarjz</a></p>	
<p>Supporting Problematic Eating</p> <p>Level 1</p>	<p>Learn about support for eating disorders, find Information, resources and where to get help for young people, their friends, parents and carers, and professionals through the Healthier Minds Website.</p>	<p>Self-led online learning</p> <p><a href="#">Support for Eating Disorders</a></p>	<p>All ERC workforce</p>	



<p>Supporting Problematic Eating</p> <p>Level 2</p>	<p>Extend your learning about problematic eating and eating disorders through Beat’s learning platforms.</p> <p>Beat Eating Disorders is the leading charity in the UK. Their website has a wealth of information and supports. SPOT (Schools Professionals Online Training) has been designed to help support those working in schools to understand eating disorders and help build confidence when speaking to pupils about mental health.</p>	<p>Beat’s Learning Platforms: SPOT (Schools Professionals Online Training)</p> <p>Registration required</p> <p><a href="#">eLearn</a></p>	<p>Practitioners with responsibility for supporting children and young people to understand emotional wellbeing particularly those likely to support children and young people with eating disorders.</p>	
<p>Healthier Minds Peer Champions:</p> <p>Developing Peer Approaches to Supporting Emotional Wellbeing and Suicide Prevention in Educational and Community Organisations</p>	<p>A practical and interactive session for staff implementing peer mentoring in their organisation.</p> <p>Course objectives:</p> <ul style="list-style-type: none"> <li>• Increase the opportunities for peer mentoring in schools and community organisations</li> <li>• Understand the needs for those in a supporting role</li> <li>• Identify organisational considerations and processes</li> </ul>	<p>22<sup>nd</sup> January 2026</p> <p>3.45-4.45</p> <p>Teams – link will be sent out prior to the session</p>	<p>Practitioners with responsibility for supporting children and young people to understand emotional wellbeing and who are considering peer mentoring in their organisation.</p> <p><a href="https://forms.office.com/e/FZtDpSje2F">https://forms.office.com/e/FZtDpSje2F</a></p>	



	<ul style="list-style-type: none"><li>• Explore approaches to suicide prevention</li></ul> <p>We recommend practitioners access an online mental health and wellbeing resource prior to attending a Peer Champion Session (registration required)</p> <p><a href="#">CYPMH – Professional Learning Resource</a></p> <p>OR</p> <p><a href="https://learn.nes.nhs.scot/33734/mental-health-improvement-and-prevention-of-self-harm-and-suicide/informed-level-resources">https://learn.nes.nhs.scot/33734/mental-health-improvement-and-prevention-of-self-harm-and-suicide/informed-level-resources</a></p> <p>This session will be led by the Healthier Minds Team: Wendy Jenkins (Healthier Minds Principal Teacher)</p>			
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<p>PSHE: Supporting Emotional Wellbeing through the PSHE Curriculum</p> <p>Resource launch</p>	<p>An opportunity to view and discuss the new resources developed for supporting emotional wellbeing through the PSHE programme and recommendations for self-harm and suicide prevention work within your setting.</p>	<p>9<sup>th</sup> February 2026</p> <p>1.30-4.45</p> <p>Civic Room 2, Main Street, Barrhead, G78 1SY</p>	<p>Education staff with responsibility for facilitating PSHE lessons</p> <p>Schools will asked for nominations</p> <p><a href="https://forms.office.com/e/a1gyRNKrbW">https://forms.office.com/e/a1gyRNKrbW</a></p>	
<p>Emotional Based School Absence</p>	<p>These sessions will focus on key areas related to understanding and supporting school absence including:</p> <ul style="list-style-type: none"> <li>• Assessment and planning</li> <li>• Contributing factors</li> <li>• The impact of EBSA on the YP, their family and the school community</li> <li>• Practical ideas and examples</li> <li>• School based interventions and strategies</li> <li>• How the Learn Well service can help to support the school community</li> </ul>	<p>TBC</p>	<p>ERC workforce with responsibility for supporting children and young people to understand emotional wellbeing.</p>	 


<p>Supporting Self-Harm</p> <p>Level 1</p>	<p><b>NHS NES Mental Health Improvement, and prevention of self-harm and suicide – Informed Level Resources</b></p> <p>Self-led online modules. These modules will build understanding and knowledge of mental health, and the basic skills and confidence to support an adult, child or young person. <b>For access to the modules, you will be asked to register for a free Turas account.</b></p>	<p>For information about the whole framework and links to informed level resources:</p> <p><a href="https://learn.nes.nhs.scot/17099/mental-health-improvement-and-prevention-of-self-harm-and-suicide">https://learn.nes.nhs.scot/17099/mental-health-improvement-and-prevention-of-self-harm-and-suicide</a></p> <p>Direct link to the informed level resources:</p> <p><a href="https://learn.nes.nhs.scot/33734/mental-health-improvement-and-prevention-of-self-harm-and-suicide/informed-level-resources">https://learn.nes.nhs.scot/33734/mental-health-improvement-and-prevention-of-self-harm-and-suicide/informed-level-resources</a></p>	<p>ERC workforce who support children and young people.</p>	
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<p>Supporting Self-Harm</p> <p>Level 2</p>	<p>A practical and interactive 1 day session for staff supporting those who self-harm or are at risk of self-harming behaviour. The course objectives are to:</p> <ul style="list-style-type: none"> <li>• Increase understanding of self-harm including functions, risk and protective factors</li> <li>• Consider consistent compassionate and non-judgmental approaches</li> <li>• Practice skills which help respondents to confidently respond to, and talk about, self-harm</li> <li>• Understand the needs of those in a supporting role</li> <li>• Identify organisational considerations and processes for prevention and intervention</li> </ul>	<p>17<sup>th</sup> November 25 9.15 – 4.00 Eastwood Health Centre, Drumby Crescent, Clarkston, G76 7HN</p> <p>12<sup>th</sup> May 2026 9.15-4.00 Civic Room 2, Main Street, Barrhead, G78 1SY</p>	<p>Staff working in education, the health and social care partnership and partners who are directly supporting children and young people.</p> <p><b>Participants must complete level 1 (universal) modules prior to attending the one day course.</b></p> <p>Sign up by emailing <a href="mailto:Ainsley.mcgoldrick@eastrenfrewshire.gov.uk">Ainsley.mcgoldrick@eastrenfrewshire.gov.uk</a></p>	 
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<p>Applied Suicide Intervention Skills (ASIST) Training</p>	<p>2-Day training to develop skills and confidence to support anyone disclosing thoughts of suicide.</p> <p>Participants must attend 2 consecutive days.</p> <p>We recommend practitioners access an online mental health and wellbeing resource prior to attending ASIST (registration required)</p> <p><a href="#">CYPMH – Professional Learning Resource</a></p> <p>OR</p> <p><a href="https://learn.nes.nhs.scot/33734/mental-health-improvement-and-prevention-of-self-harm-and-suicide/informed-level-resources">https://learn.nes.nhs.scot/33734/mental-health-improvement-and-prevention-of-self-harm-and-suicide/informed-level-resources</a></p>	<ul style="list-style-type: none"> <li>• 20<sup>th</sup> and 21<sup>st</sup> November 2025</li> <li>• 15<sup>th</sup> and 16<sup>th</sup> January 2026</li> <li>• 14<sup>th</sup> and 15<sup>th</sup> May 2026</li> <li>• 3<sup>rd</sup> and 4<sup>th</sup> September 2026</li> </ul> <p>Venue: Eastwood Health Centre</p> <p>9.15 – 4.00 pm</p>	<p>All ERC Workforce</p> <p>Please sign up using the link below:</p> <p><a href="https://forms.office.com/Pages/ResponsePage.aspx?id=v4ss0rX0hUeQ83vv7XsFY5XVkt7H0dFNo-9YnK6zCXRUOTVLMzRNN1A5VEhSSDhDnVJQRjhsMTMyWS4u">https://forms.office.com/Pages/ResponsePage.aspx?id=v4ss0rX0hUeQ83vv7XsFY5XVkt7H0dFNo-9YnK6zCXRUOTVLMzRNN1A5VEhSSDhDnVJQRjhsMTMyWS4u</a></p>	
<p>Focus on Neurodiversity</p>				
<p>Supporting Children with ASN in ELCC (Online Modules)</p>	<p>Online training sessions to support staff working with children in ELCC</p> <p>Module 1: Universal Approaches</p>	<p>Self-directed online training available for completion by all ELCC staff at their own pace.</p>	<p>Early Years Practitioners</p> <p>Link to all modules: <a href="https://blogs.glowscotland.org.uk/er/earlyyearsasnclpl/">https://blogs.glowscotland.org.uk/er/earlyyearsasnclpl/</a></p>	

	<p>Module 2: Understanding Social Communication Needs</p> <p>Module 3: Supporting Social Communication Needs</p> <p>Module 4: Supporting Sensory Needs</p>	<p>Certificates provided on completion</p>	<p>Password: ERC24CLPL</p>	
<p>Empowering the ERC Workforce: Developing Inclusive and Neuroaffirming Practices with Children and Young People</p> <p><b>Session 1 – Understanding Neurodiversity and Supporting Social Communication Needs</b></p>	<p>This series of three training sessions aims to enhance the skills and confidence of our workforce to support the additional support needs of children and young people and enhance inclusive practice in East Renfrewshire. All sessions will be led by a multi-agency team and open to all employees across education, HSCP, health and third sector. All sessions will include a mix of learning methods including presentations, lived experience, multi-agency discussion, Q&amp;A and practical supports.</p> <p>The 1st session will cover:</p> <ol style="list-style-type: none"> <li>1. The language of neurodiversity, current challenges around identification and diagnosis</li> <li>2. Key features of social communication needs and how they</li> </ol>	<p>14<sup>th</sup> November 2025</p> <p>9.15-12.30</p> <p>Eastwood House, Rouken Glen Road, Giffnock, G46 6UG</p>	<p>Participants can sign up for 1 or multiple sessions.</p> <p>These sessions are at the <b>informed level</b> which cover knowledge and skills required for all members of the workforce and aimed at those who require a general awareness and have some direct or indirect contact with children and young people as part of their job. Sign up link:</p> <p><a href="#"><u>Empowering the ERC Workforce: Developing Inclusive and Neuroaffirming Practices with CYP</u></a></p>	


	<p>may present in children and young people</p> <p>3. Practical strategies to support and promote communication skills in a range of settings</p> <p>This session will be delivered by the ASN Subgroup Training Team:          Fiona Higgins (Speech and Language Therapy Manager), Ainsley McGoldrick (Acting Principal Depute Educational Psychologist), Karen McArdle (Neurodevelopmental Team Lead – East Renfrewshire)</p>		<p><b>Your place will be confirmed by email 7 days ahead of the session. Please only attend if your place has been confirmed.</b></p>	
<p>Empowering the ERC Workforce: Developing Inclusive and Neuroaffirming Practices with Children and Young People</p> <p><b>Session 2 – Understanding Distressed Behaviour and Supporting Emotional Regulation</b></p>	<p>This series of three training sessions aims to enhance the skills and confidence of our workforce to support the additional support needs of children and young people and enhance inclusive practice in East Renfrewshire. All sessions will be led by a multi-agency team and open to all employees across education, HSCP, health and third sector. All sessions will include a mix of learning methods including presentations, lived experience,</p>	<p>6th February 26            9.15-12.30            Eastwood House,            Rouken Glen Road,            Giffnock, G46 6UG</p>	<p>Participants can sign up for 1 or multiple sessions.</p> <p>These sessions are at the <b>informed level</b> which cover knowledge and skills required for all members of the workforce and aimed at those who require a general awareness and have some direct or indirect contact</p>	



	<p>multi-agency discussion, Q&amp;A and practical supports.</p> <p>The 2nd session will cover:</p> <ol style="list-style-type: none"> <li>1. Understanding behaviour which is difficult to manage</li> <li>2. Understanding the sensory needs of children with neurodivergent profiles</li> <li>3. Practical strategies to support and promote healthy regulation skills</li> </ol> <p>This session will be delivered by the ASN Subgroup Training Team: Lynn Forrest (Inclusive Support Manger), Vari Morrison, (Occupational Therapist)</p>		<p>with children and young people as part of their job. Sign up link:</p> <p><a href="#"><u>Empowering the ERC Workforce: Developing Inclusive and Neuroaffirming Practices with CYP</u></a></p> <p><b>Your place will be confirmed by email 7 days ahead of the session. Please only attend if your place has been confirmed.</b></p>	
<p>Empowering the ERC Workforce: Developing Inclusive and Neuroaffirming Practices with Children and Young People</p> <p>Session 3 – Supporting and Managing Transitions to Adulthood</p>	<p>This series of three training sessions aims to enhance the skills and confidence of our workforce to support the additional support needs of children and young people and enhance inclusive practice in East Renfrewshire. All sessions will be led by a multi-agency team and open to all employees across education, HSCP, health and third sector.</p>	<p>12<sup>th</sup> June 2026</p> <p>9.15-12.30</p> <p>Eastwood House, Rouken Glen Road, Giffnock, G46 6UG</p>	<p>These sessions are at the <b>informed level</b> which cover knowledge and skills required for all members of the workforce and aimed at those who require a general awareness and have some direct or indirect contact with children and young people as part of their job.</p>	

	<p>All sessions will include a mix of learning methods including presentations, lived experience, multi-agency discussion, Q&amp;A and practical supports.</p> <p>The 3rd session will cover:</p> <ol style="list-style-type: none"> <li>1. Understanding the challenge of transitions for neurodivergent young people</li> <li>2. How to support young people and families to manage transitions to adulthood</li> <li>3. Practical, local support that is available to our families</li> <li>4. How Person-Centred Planning approaches can facilitate transition planning</li> </ol> <p>This session will be delivered by the ASN Subgroup Training Team: Grant Watson (Transitions Team Manager)</p>		<p>Sign up link:</p> <p><a href="#"><u>Empowering the ERC Workforce: Developing Inclusive and Neuroaffirming Practices with CYP</u></a></p> <p><b>Your place will be confirmed by email 7 days ahead of the session. Please only attend if your place has been confirmed.</b></p>	
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<p>ADHD: Introduction - Strategies and Support for the Classroom</p> <p>Session 1</p>	<p>This session is the first of three exploring ADHD and looking at how practitioners working with young people with ADHD can best support them in school.</p> <p>There will be an introduction to the topic and discussion of how ADHD can impact children and young people across different areas of their lives.</p> <p>These sessions will be led by the Healthier Minds Team: Wendy Jenkins (Healthier Minds Principal Teacher)</p>	<p>20<sup>th</sup> November 2025</p> <p>3.45-4.45</p> <p>Teams – link will be sent out prior to the session</p>	<p>Practitioners with responsibility for supporting children and young people to understand emotional wellbeing.</p> <p>Sign up link for all 3 sessions:</p> <p><a href="https://forms.office.com/e/uvx0Qv258F">https://forms.office.com/e/uvx0Qv258F</a></p>	
<p>ADHD: Strategies and Support for the Classroom</p> <p>Session 2</p>	<p>This session is the second of three exploring ADHD and looking at how practitioners working with young people with ADHD can best support them in school.</p> <p>It will focus specifically on adaptations that can be made in the classroom to support learning.</p>	<p>27<sup>th</sup> November 2025</p> <p>3.45-4.45</p> <p>Teams – link will be sent out prior to the session</p>	<p>Practitioners with responsibility for supporting children and young people to understand emotional wellbeing.</p>	

	These sessions will be led by the Healthier Minds Team: Wendy Jenkins (Healthier Minds Principal Teacher)			
ADHD: Mental and Emotional Wellbeing  Session 3	<p>This session is the third of three exploring ADHD and looking at how practitioners working with young people with ADHD can best support them in school.</p> <p>We will discuss issues relating to mental and emotional wellbeing in young people with ADHD and introduce strategies for support.</p> <p>These sessions will be led by the Healthier Minds Team: Wendy Jenkins (Healthier Minds Principal Teacher)</p>	<p>4<sup>th</sup> December 2025</p> <p>3.45-4.45</p> <p>Teams – link will be sent out prior to the session</p>	<p>Practitioners with responsibility for supporting children and young people to understand emotional wellbeing.</p> <p>Sign up link:</p>	 
Autism Spectrum Condition (ASC): Supporting Mental and Emotional Wellbeing  Session 1	<p>This session will explore issues relating to mental and emotional wellbeing for Autistic young people. We will discuss needs associated with Autism and strategies for supporting emotional wellbeing for young people. In this session we will</p>	<p>19<sup>th</sup> February 2026</p> <p>3.45-4.45</p> <p>Teams – link will be sent out prior to the session</p>	<p>Practitioners with responsibility for supporting children and young people to understand emotional wellbeing.</p>	

	<p>include how these issues may present differently in girls.</p> <p>This session will be led by the Healthier Minds Team: Wendy Jenkins (Healthier Minds Principal Teacher and Joanne Boyle, Healthier Minds Support Worker)</p>		<p>Sign up link for both sessions:</p> <p><a href="https://forms.office.com/e/EJ65DLi19d">https://forms.office.com/e/EJ65DLi19d</a></p>	
<p>Autism Spectrum Condition (ASC): Supporting Mental and Emotional Wellbeing</p> <p>Session 2</p>	<p>This session will go deeper into issues relating to wellbeing, in particular the extent of anxiety and the impact of needs such as PDA (Pathological Demand Avoidance).</p> <p>This session will be led by the Healthier Minds Team: Wendy Jenkins (Healthier Minds Principal Teacher and Joanne Boyle, Healthier Minds Support Worker)</p>	<p>26<sup>th</sup> February 2026</p> <p>3.45-4.45</p> <p>Teams – link will be sent out prior to the session</p>	<p>Practitioners with responsibility for supporting children and young people to understand emotional wellbeing.</p>	

<p>Autism and Neurodiversity Forum</p>	<p>In this forum we will look to enhance the knowledge, skills and abilities of key practitioners who are involved in supporting and reviewing the progress of children and young people with neurodiverse needs.</p>	<p>9.15-12.00</p> <p>Thursday 6th November 2025 at St Ninian's High School</p> <p>Wednesday 28<sup>th</sup> January 2026 at St Ninian's High School</p> <p>Wednesday 1<sup>st</sup> April 2026 at Williamwood High School</p>	<p>Seeking one link from every establishment across all sectors: particularly relevant for ASN Coordinators, SfL Pastoral PTs and former ASD Advisors.</p> <p>Nominations from all establishments will be sought from Head Teachers via email.</p>	
<p>Bucket Time (Attention Autism)</p> <p>Level 1</p>	<p>These sessions will provide training in this targeted, small group approach to promote and develop joint attention skills, focus and attention, language and social communication skills.</p> <p><b>Level 1 Training</b> – introductory session for practitioners who are new to Bucket Time:</p> <ul style="list-style-type: none"> <li>• What is Bucket Time</li> <li>• How to implement Bucket Time</li> <li>• Focus on Stage 1 and Stage 2</li> </ul>	<p><b>Level 1:</b></p> <p>30<sup>th</sup> September 2025 9.30-11.30 Carlibar Primary School</p> <p>18<sup>th</sup> March 2026 1.00 – 3.00 Civic Room 2, Main Street, Barrhead, G78 1SY</p>	<p>Early Years Practitioners and Teachers in P1-P3.</p> <p>Bucket Time sessions require 2 members of staff so we recommend a minimum of 2 practitioners attend.</p>	


<p>Level 2</p>	<p><b>Level 2 Training</b> – follow up session for practitioners who are already implementing Bucket Time:</p> <ul style="list-style-type: none"> <li>• Consolidate practice at Stage 1 and 2</li> <li>• Moving on from Stage 1 and 2</li> <li>• Focus on Stage 3 and Stage 4</li> </ul> <p>Practitioners should attend one session at each level</p>	<p><b>Level 2:</b></p> <p>12<sup>th</sup> November 2025 1.00 – 3.00 Civic Room 2, Main Street, Barrhead, G78 1SY</p> <p>6<sup>th</sup> May 2026 1.00 – 3.00 Civic Room 2, Main Street, Barrhead, G78 1SY</p>	<p>Early Years Practitioners and Teachers in P1-P3 who have previously attended Level 1 training.</p>	 
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<h2 style="text-align: center;">Pedagogy and Learning</h2>				
Title	Aims and Outcomes	Session Details	Participants	Informed/Skilled /Enhanced
<p>Promoting and Nurturing Early Communication and Language (PANECAL)</p> <p>Skilled</p>	<p>This coaching in context programme supports ELC practitioners to consider and improve how children’s language and communication skills are promoted and nurtured in a holistic way throughout their early years environment</p>	<p>This programme is currently full - please contact your link EP if you would like to be added to the waiting list for future cohorts.</p>	<p>ELC Establishments</p>	 

<p>Supporting Children with ASN in ELCC (Online Modules)</p>	<p>Online training sessions to support staff working with children in ELCC Module 1: Universal Approaches Module 2: Understanding Social Communication Needs Module 3: Supporting Social Communication Needs Module 4: Supporting Sensory Needs</p>	<p>Self-directed online training available for completion by all ELCC staff at their own pace. Certificates provided on completion</p>	<p>ELCC workforce  Link to all modules: <a href="https://blogs.glowscotland.org.uk/er/earlyyearsasnclpl/">https://blogs.glowscotland.org.uk/er/earlyyearsasnclpl/</a>  Password: ERC24CLPL</p>	
<p>Early Years ASN Practitioner Network</p>	<p>The network will provide an opportunity to develop skills, knowledge and share good practice around supporting children with ASN in the early years. We will host 4 sessions across the year covering themes identified by Early Year Practitioners.</p> <p><b>The ‘Supporting Children with ASN in ELCC’ Online Modules should be completed by practitioners prior to attending network sessions.</b></p> <p>Link to all modules: <a href="https://blogs.glowscotland.org.uk/er/earlyyearsasnclpl/">https://blogs.glowscotland.org.uk/er/earlyyearsasnclpl/</a>  Password: ERC24CLPL</p>	<p><b>Session 1: Promoting Communication and Early Language Skills</b> 12<sup>th</sup> November 25 3.30-5.00 Venue: Civic Room 1, Main Street, Barrhead</p> <p><b>Session 2: Attachment, Nurture and Managing Distressed Behaviour</b> 4<sup>th</sup> December 25 1.30-3.00 Venue: St. Ninian’s High School</p> <p><b>Session 3: Understanding Sensory Needs</b> 26<sup>th</sup> February 2026 1.30-3.00</p>	<p>Early Years Practitioners: these will be beneficial sessions for Senior CDOs, CDOs, Playworkers, PSAs</p> <p>Access through CPD Manager</p>	

		<p>Venue: Mearns Castle High School</p> <p><b>Session 4: Communicating with Parents</b> 28<sup>th</sup> May 2026 1.30-3.00 Venue: St. Ninian's High School</p>		
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Attainment, Achievement and Progress				
Title	Aims and Outcomes	Session Details	Participants	Informed/Skilled/Enhanced
Literacy Assessment and Intervention Forum	<p>Training and information to upskill dyslexia advisors and build schools' capacity to effectively implement the authority guidelines.</p> <p>Specific Topics TBC</p>	<p>3 half day sessions: 9.00-12.00pm</p> <ul style="list-style-type: none"> <li>Monday 10<sup>th</sup> November 25</li> <li>Monday 26<sup>th</sup> January 26</li> <li>Monday 16<sup>th</sup> March 26</li> </ul>	<p>Dyslexia Advisors/Support for Learning Staff across primary and secondary schools.</p> <p>Access through CPD calendar</p>	

		Venue: Education Learning Hub, St. John's Campus		
Meeting Learners' Needs and Promoting Positive Relationships	2 training sessions for NQTs in Understanding and Supporting Learners' Needs – particularly those with ASN – and Promoting Positive Relationships	7 <sup>th</sup> and 9 <sup>th</sup> October, 2025 9.30am-12.30 and 1.00pm-4.00pm	NQTs in primary and secondary schools across the authority  Dates will be shared with schools and NQTs	

## The Healthier Minds Website

In addition to the training offered within the EPS CLPL programme, the Healthier Minds website, overseen by both EPs and the Healthier Minds Service, provides further information and advice to help education staff, multi-agency staff, and parents and carers support the wellbeing of all children and young people. The website also includes targeted guidance and resources for supporting children with specific aspects of their mental health and wellbeing.

The website includes guidance on the following:

- **Bereavement and Loss Guidelines and Resources** <https://blogs.glowscotland.org.uk/er/healthierminds/bereavement-loss-and-grief/>
- **Eating Problems and Eating Disorders** <https://blogs.glowscotland.org.uk/er/healthierminds/support-for-eating-disorders/>
- **Emotionally Based School Non-Attendance** [Emotionally Based School Absence | \(glowscotland.org.uk\)](#)
- **Support for Self-Harm, Distress and Suicidal Thoughts** [Support for Self Harm, Distress & Suicidal Thoughts | \(glowscotland.org.uk\)](#)
- **The Wellbeing of Children and Young People with Additional Support Needs** [Additional Support Needs | \(glowscotland.org.uk\)](#)

## West Partnership

The EPS has also contributed to the development of West Partnership Training Films:  
<https://www.westpartnership.co.uk/wellbeing-for-learning-professional-learning-hub/>