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| **CLPL Programme for 2024-2027** **East Renfrewshire Educational Psychology Service** |  | | |
| *“Everyone Attaining, Everyone Achieving, through Excellent Experiences.”* | C:\Users\mcgoldricka2\Downloads\early years outreach service.png | **healthier minds** |  |

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**Key Themes**

East Renfrewshire Educational Psychology Service has 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, namely:

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| **Empowerment and Leadership** | * To enhance our culture of professional enquiry at a local, regional and national level. |
| **Social Justice and Wellbeing** | * 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; * To embrace our role as Corporate Parents for care experienced children and young people by Keeping The Promise; * 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; * To support the implementation of agreed actions from the local and national ASL reviews to improve outcomes for children and young people; |
| **Pedagogy and Learning** | * 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; |
| **Attainment, Achievement and Progress** | * To support our schools in improving the attainment of disadvantaged children and young people through effective application of educational psychology; |

In order to achieve these outcomes, our programme provides education staff 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 focussing 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**

The CLPL programme aims to empower practitioners to support the progress of all children and young people, and to ensure inclusive practice that meet the needs of those with additional support needs (ASN):

**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.

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| Social Justice and Wellbeing | | | | | | | | |
| Title | **Aims and Outcomes** | **Timescale** | **Participants** |  |  |  |  | **Universal / Targeted / Intensive** |
| An Introduction to Nurturing Approaches | Training to develop staff knowledge, understanding and application of nurturing approaches with a focus on developing and running a Nurture Group. | 2 day introduction to nurture: 17th and 18th September,  9.30-4.00pm  Venue TBC | ELCC/Primary/Secondary staff who have responsibility for running a nurture group **(Informed)**  Training can be accessed via CPD calendar |  |  | **✓** |  |  |
| Nurture Network | Practitioner-led forum to develop skills, knowledge and share good practice. | There will be 2 themes covered (possibly PACE and Polyvagal Theory), with 2 sessions per theme:  Thurs 17th of Oct ‘24  Thurs 14th of Nov ‘24  Thurs 23rd of Jan ‘25  Thurs 20th of Feb ‘25  All sessions 9-11am  Venue TBC | ELCC/Primary/Secondary staff who have completed Introduction to Nurture training.  **(Skilled)**  Information to be dsitributed to schools by email Sept, 24 | **✓** | **✓** | **✓** | **✓** |  |
| A Nurturing Response to Trauma and Adversity (NRTA)  \*Previously Compassionate Connected communities | A professional learning opportunity to support the application of Nurture Principles as a response to Trauma and Adversity.  This complements existing nurturing approaches and provides targeted support to contribute to staff understanding and practice around supporting children who have experienced trauma or adversity. | Dates  Venue | Primary staff who have responsibility for developing and embedding Nurture at whole school level **(Enhanced)**  2024 dates have been agreed with the exisiting cohort.  Current cohort started 23-24. | **✓** | **✓** | **✓** | **✓** |  |
| Applied Suicide Intervention Skills (ASIST) Training | 2-Day training to develop skills and confidence to support anyone disclosing thoughts of suicide | Dates TBC for 2024-2025   * 21ST and 22nd Nov 2024 * 22nd and 23rd January, 2025 * 21st, 22nd May, 2025 | Education Staff  Sign up:  Details of the form to sign up will be provided in the new term. | **✓** |  | **✓** |  |  |
| Development and Disability | These two multi-agency training sessions will support you to:   * Work out what progress looks like for children and young people with learning difficulties and disabilities * Understand the language of diagnoses and disability * Apply your new skills to practice   The sessions will be delivered by Educational Psychology and HSCP and planned through the ASN subgroup | Dates and venue TBC for 2024-2025.  First session in November, 2024.  Second session in February, 2025 | Staff from different sectors and settings across East Renfrewshire who support children, young people and adults with learning difficulties or disabilities. They may have previous experience of supporting this population, or they may be new to this sector.  Multi-agency training calendar | **✓** |  | **✓** |  |  |
| Behavior Support Strategies (BSS) Training | Training for school staff in the management of behaviours that cause concern; proactive, active and reactive approaches, including physical intervention  Training needs analysis  Initial training ( 3 days)  Annual refresher training (1 day)  Practise sessions for trained staff, arranged as appropriate | Carried out by BSS instructors as required following Training Needs Analysis (2024-2025)  Dates TBC | School staff identified via training needs analysis and agreed by the team supporting individual children  Liaise with link EP in the first instance. |  |  | **✓** |  |  |
| Early Years Practitioners’ Network | 3 sessions (one each term) for practitioners from ELCC. The network will provide an opportunity to develop skills, knowledge and share good practice around supporting children with ASN | Dates TBC for 2024-2025.  There will be one session each term, on a Tuesday afternoon, 1.30-3.00pm. | All staff supporting children in ELCC  (Potentially x2 practitioners from a ELCC)  . 55 people max per session)  Emails and a microsoft form will be sent to ELCC and funded provider nurseries prior to each sessions so that participants can sign up.  Further information:  Ainsley.McGoldrick@eastrenfrewshire.gov.uk | **✓** | **✓** | **✓** | **✓?** |  |
| Bucket Time: Using the Attention Autism approach to support children with ASN | Training in this targeted, small group approach to support children with social communication needs and focus and attention needs. | Liaise with link EP | ELCC staff  Liaise with link EP or Ainsley McGoldrick  Ainsley,mcgoldrick@eastrenfrewshire.gov.uk | **✓** | **✓** | **✓** |  |  |
| Supporting Children with ASN in ELCC  (Online Modules) | Online training sessions to support staff working with children in ELCC Part 1: Universal Approaches; Part 2: Supporting Children with Social Communication Needs in the Early Years.  Part 3: Supporting Sensory Needs | Self-directed online training available for completion by all ELCC staff at their own pace. Certificates provided on completion | ELCC workforce  Link to all modules: <https://blogs.glowscotland.org.uk/er/earlyyearsasnclpl/> | **✓** | **✓** | **✓** |  |  |
| Autism and Neurodiversity Forum | 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 neuro-diverse needs. | Sessions will be in person   * 19th September ‘24 * 28th November ‘24 * 20th March ‘25 * 5th June ‘25   Time:  9.30-12.30 | Seeking one link from every establishment across all sectors: particularly relevant for ASN Coordinators, SfL Pastoral PTs and former ASD Advisors.  Nominations from all establishments will be sought upon confirmation of dates and venues. | **✓** | **✓** | **✓** | **✓** |  |

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| Pedagogy and Learning | | | | | | | | |
| Title | **Aims and Outcomes** | **Timescale** | **Participants** |  |  |  |  | **Universal / Targeted / Intensive** |
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| Attainment, Achievement and Progress | | | | | | | | |
| Title | **Aims and Outcomes** | **Timescale** | **Participants** |  |  |  |  | **Universal / Targeted / Intensive** |
| Assessment and Intervention for  Dyslexia | Training and information to upskill dyslexia advisors and build schools’ capacity to effectively implement the authority guidelines. | 3 half day sessions: 9.30-12.30 .  2024-2025:  Monday, 23rd September Monday, 20th January  Monday 17th March | Dyslexia Advisors/Support for Learning Staff across primary and secondary schools.  Training can be accessed via CPD calendar. | **✓** |  | **✓** |  |  |
| 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 | 8th and 10th October, 2024  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 |  |  | **✓** |  |  |

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| **Date** | **Time** | **Session Title** | **Target Audience** | **Led by:** | **Mode of Delivery** | **Additional Information and Sign Up** |
| **September 2024** | | | | | | |
| Tuesday 3rd September | 3.45pm – 4.45pm | **Understanding Anxiety How to Support Children and Young People aged 10-18 using Cognitive Behavioural Approaches (Individual, Group and Whole Class): Session One** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Victoria Devlin (Healthier Minds Teacher) | Online: Teams | This session is the first of two looking at how to use cognitive behavioural approaches to support children and young people aged 10-18 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.  The content includes the fight, flight or freeze response and physical signs of anxiety and suggest ideas for activities that could be used with classes, small groups or individuals.  <https://forms.office.com/e/bkM0F7pVQZ> |
| Thursday 5th September – 10th  October  \*All sessions will take place on a **Thursday**, with the exception of the 2nd session – this will take place on **Tuesday 10th September.** Same time and location | **3.30pm to 5pm** | **Mindfulness Based Living Course for education staff - eight week course** | Staff working in education | Neil Fogg | Civic Rooms 1 and 2 (Barrhead Council Offices) | This is an eight week course which will follow the Mindfulness Based Living Course (Choden & Regan-Addis, 2018).  Mindfulness has been defined as: Being in the moment, knowing we are in the moment, and knowing what is happening in the moment, both around us and within our own mind.  The MBLC course helps you to live in the present, understand your mind, and develop calm and a deeper connection with your body. It will provide participants with experience of mindfulness and meditation practices aimed at deepening compassion, self-acceptance, kindness and a deeper understanding of how our mind works – helpful for both your personal and professional life.  **As the course is for 8 weeks (From 5th of September to 31st October), it is important to be able to commit to all sessions, where possible**. Numbers will be capped at 15 for these sessions therefore it is a first come first served basis.  <https://forms.office.com/e/p2s4qReN4s> |
| Tuesday 10th September | 3.45pm – 4.45pm | **Understanding Anxiety How to Support Children and Young People aged 10-18 using Cognitive Behavioural Approaches (Individual, Group and Whole Class): Session Two** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Victoria Devlin (Healthier Minds Teacher) | Online: Teams | This session follows on from Session One. Victoria will discuss how to use cognitive behavioural approaches to support children and young people aged 10-18 with mild anxiety, referring to the existing Healthier Minds: Understanding Anxiety resources and discuss how they can be adapted for different age groups.  During this session we will cover the link between our thoughts feelings and behaviours, explore reframing unhelpful thoughts and look at helpful and unhelpful behaviours and suggest ideas for activities that could be used with classes, small groups or individuals.  <https://forms.office.com/e/bkM0F7pVQZ> |
| Tuesday 17th September | 3.45pm – 4.45pm | **Emotional Based School Absence: Assessment and Planning (Session One)** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Chris Atherton (Senior Educational Psychologist); Kimberley Vallance (Learn Well Teacher) | Online: Teams | This session will focus on the language used to understand school absence. We will discuss the growing issue of EBSA and explore factors such as ASC and anxiety that contribute to non-attendance. We will also explore the impact of EBSA on the YP, their family and the school community.  <https://forms.office.com/e/Vvq50aMExQ> |
| Tuesday 24th September | 3.45pm – 4.45pm | **Emotional Based School Absence: Assessment and Planning (Session Two)** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Chris Atherton (Senior Educational Psychologist); Kimberley Vallance (Learn Well Teacher) | Online: Teams | Our second CLPL session will give practical ideas and examples of how we have been able to support young people with their EBSA. We will explore school based interventions and strategies and also find out more about the work of the Learn Well service and how they help to support the school community with EBSA.  <https://forms.office.com/e/Vvq50aMExQ> |
| **October 2024** | | | | | | |
| Tuesday 1st October | 3.45pm – 4.45pm | **Emotional Based School Absence: Assessment and Planning (Session Three and Check-In)** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Chris Atherton (Senior Educational Psychologist); Kimberley Vallance (Learn Well Teacher) | Online: Teams | This final EBSA session will focus on whole school interventions and strategies to support children and young people who cannot go to school. We will discuss examples of good practice from around the authority and the current thinking around EBSA. We will also offer an opportunity for staff to ask the Learn Well team any questions they may have about our service or about EBSA in general.  <https://forms.office.com/e/Vvq50aMExQ> |
| Wednesday 9th October | 9.30am to 4.00pm | **Supporting Self-Harm: ERC Training, Guidelines and Signposting** | Staff working in education, the health and social care partnership and partners. | Ainsley McGoldrick  (Senior Educational Psychologist)  Angela Merrylees-Stalker  (Principal Teacher of Health and Wellbeing)  Victoria Devlin  (Healthier Minds Teacher) | Eastwood Health Centre | A practical and interactive session for staff supporting those who self-harm or are at risk of self-harming behaviour. The course objectives are to:   * Increase understanding of self-harm including functions, risk and protective factors * Consider consistent compassionate and non-judgmental approaches * Practice skills which help respondents to confidently respond to, and talk about, self-harm * Understand the needs of those in a supporting role * Identify organisational considerations and processes for prevention and intervention   **Please note this session is capped at 25 people, due to capacity in the room**.  <https://forms.office.com/e/znLnVLscWn> |
| Tuesday 22nd October | 3.45pm – 4.45pm | **ADHD: Introduction (Session One)** | Staff working in education | Victoria Devlin (Healthier Minds Teacher) | Online: Teams | This session is the first of three exploring ADHD and looking at how adults working with young people with ADHD can best support them in school.  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.  <https://forms.office.com/e/eMDkkVuGJd> |
| Tuesday 29th October | 3.45pm – 4.45pm | **ADHD: Strategies and Support for the Classroom (Session Two)** | Staff working in education | Victoria Devlin (Healthier Minds Teacher) | Online: Teams | This session is the second of three exploring ADHD and looking at how adults working with young people with ADHD can best support them in school.  It will focus specifically on adaptations that can be made in the classroom to support learning.  <https://forms.office.com/e/eMDkkVuGJd> |
| **November 2024** | | | | | | |
| Tuesday 5th November | 3.45pm – 4.45pm | **ADHD: Mental and Emotional Wellbeing (Session Three)** | Staff working in education | Victoria Devlin (Healthier Minds Teacher) | Online: Teams | This session is the third of three exploring ADHD and looking at how adults working with young people with ADHD can best support them in school.  We will discuss issues relating to mental and emotional wellbeing in young people with ADHD and introduce strategies for support.  <https://forms.office.com/e/eMDkkVuGJd> |
| Tuesday 12th November | 3.45pm – 4.45pm | **Restorative Approaches in the Classroom – The Reasons Why (Session One)** | Staff working in education | Victoria Devlin (Healthier Minds Teacher) |  | This session is the first of three exploring the use of restorative approaches in the classroom. It is an introduction to restorative approaches and an overview of the research behind them. Practitioners will be encouraged to reflect upon their own practice.  <https://forms.office.com/e/qu80q3JKwD> |
| Tuesday 19th November | 3.45pm – 4.45pm | **Restorative Approaches in the Classroom: Strategies to Support Children and Young People (Session Two) -** | Staff working in education | Victoria Devlin (Healthier Minds Teacher) | Online: Teams | This session is the second of three exploring the use of restorative approaches in the classroom.  It looks at how to begin applying restorative approaches in your daily practice and discusses specific strategies. Practitioners will be encouraged to reflect upon their own practice throughout the session.  <https://forms.office.com/e/qu80q3JKwD> |
| Thursday 21st and Friday 22nd November | 9.15-4.30pm both days | **ASIST (Applied Suicide Intervention Skills Training)** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Ainsley McGoldrick (Senior Educational Psychologist) | Eastwood Health Centre  Birkenshaw Room | In the same way that skills are needed for physical first aid, ASIST develops the skills necessary for suicide first aid. It's an intensive, interactive and practice dominated two day course aimed at enabling people to spot the risk of suicide and provide immediate help to persons at risk.  <https://forms.office.com/e/MjWjtXQATF> |
| Tuesday 26th November | 3.45pm – 4.45pm | **Restorative Approaches in the Classroom (Session Three)** | Staff working in education | Victoria Devlin (Healthier Minds Teacher)  Angela Merrylees-Stalker (Principal Teacher of Health and Wellbeing) | Online: Teams | This session is the second of three exploring the use of restorative approaches in the classroom.  It brings together the learning from the previous two sessions and considers what staff need in order to effectively implement restorative approaches. Angela will discuss The Glasgow Restorative Approaches Framework (GRAF). Practitioners will be encouraged to reflect upon their own practice throughout the session.  <https://forms.office.com/e/qu80q3JKwD> |
| **December 2024** | | | | | | |
| Tuesday 3rd December | 3.45pm-4.45pm | **Supporting Boys with Emotional Wellbeing: Next Steps & Enhanced**  **Nurture Approaches** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Children 1st Healthier Minds Support Workers | Online: Teams | 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.  <https://forms.office.com/e/EJJYckeATP> |
| Tuesday 10th December | 3.45pm-4.45pm | **Supporting Problematic Eating** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Ainsley McGoldrick (Senior Educational Psychologist) | Online: Teams | Ainsley will discuss problematic eating. This session will cover the signs of problematic eating and give guidance on what staff can do to provide support. Details of how to access further support will be given.  <https://forms.office.com/e/fjCfuELcvG> |
| **January 2025** | | | | | | |
| Tuesday 14th January | 3.45pm – 4.45pm | **Sleep: Signposting and Support** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Joanne Boyle and Holly Harris (Healthier Minds Support Workers) | Online: Teams | 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.  <https://forms.office.com/e/dx9xPd6mBb> |
| Wednesday 22nd and Thursday 23rd January | 9.15am-4pm both days | **ASIST (Applied Suicide Intervention Skills Training)** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Ainsley McGoldrick (Senior Educational Psychologist) | Eastwood Health Centre  Birkenshaw Room | In the same way that skills are needed for physical first aid, ASIST develops the skills necessary for suicide first aid. It's an intensive, interactive and practice dominated two day course aimed at enabling people to spot the risk of suicide and provide immediate help to persons at risk.  <https://forms.office.com/e/pyjvtVbLuf> |
| **February 2025** | | | | | | |
| Tuesday 4th February | 3.45pm-4.45pm | **Autistic Spectrum Condition (ASC) – Supporting Mental and Emotional Wellbeing Session 1** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Victoria Devlin (Healthier Minds Teacher) | Online: Teams | 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 include how these issues may present differently in girls.  <https://forms.office.com/e/d1LXhnJHZr> |
| Tuesday 11th February | 3.45pm-4.45pm | **ASC – Supporting Mental and Emotional Wellbeing Session 2** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Educational Psychologist | Online: Teams | 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).  <https://forms.office.com/e/d1LXhnJHZr> |
| **March 2025** |  |  | |  | | |
| Monday 3rd March | 9.30am to 4.00pm | **Supporting Self-Harm: ERC Training, Guidelines and Signposting** | Staff working in education, the health and social care partnership and partners. | Ainsley McGoldrick  (Senior Educational Psychologist)  Angela Merrylees-Stalker  (Principal Teacher of Health and Wellbeing)  Victoria Devlin | Eastwood Health Centre  Birkenshaw Rooms | A practical and interactive session for staff supporting those who self-harm or are at risk of self-harming behaviour. The course objectives are to:   * Increase understanding of self-harm including functions, risk and protective factors * Consider consistent compassionate and non-judgmental approaches * Practice skills which help respondents to confidently respond to, and talk about, self-harm * Understand the needs of those in a supporting role * Identify organisational considerations and processes for prevention and intervention   **Please note this session is capped at 25 people, due to capacity in the room**.  <https://forms.office.com/e/iMNCE1hQTx> |
| Tuesday 11th March | 3.45pm-4.45pm | **Social Media and Mental and Emotional Wellbeing** | Staff working in education, the health and social care partnership and partners. | Children 1st Healthier Minds Support Workers | Online: Teams | Following the success of previous sessions on social media and emotional wellbeing, we have agreed to offer this opportunity again. We will include signposting to additional research, resources and support for staff who wish to learn more about the topic.  <https://forms.office.com/e/iJLG8Vd7G4> |
| **May 2025** |  |  | |  | | |
| Friday 9th May | 9.30am-12pm | **Technology Assisted Harmful Sexual Behaviours (TA-HSB)** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Angela Merrylees-Stalker  Principal Teacher of Health and Wellbeing | In-Person  Venue T.B.C. | The aim of this CLPL session is to explore online problematic sexual behaviours, and ways that schools can respond to these behaviours within their current child wellbeing and protection processes.  <https://forms.office.com/e/gq7JSLfcFn> |
| Tuesday 21st and Wednesday 22nd May | 9.15am-4pm both days | **ASIST (Applied Suicide Intervention Skills Training)** | Adults with responsibility for supporting children and young people to understand emotional wellbeing. | Ainsley McGoldrick (Senior Educational Psychologist) | Eastwood Health Centre  Birkenshaw Room | In the same way that skills are needed for physical first aid, ASIST develops the skills necessary for suicide first aid. It's an intensive, interactive and practice dominated two day course aimed at enabling people to spot the risk of suicide and provide immediate help to persons at risk.  <https://forms.office.com/e/WuuHkHEdck> |

**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 targetedguidance and resourcesfor 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)](https://blogs.glowscotland.org.uk/er/healthierminds/emotionally-based-school-absenteeism/)
* **Support for Self-Harm, Distress and Suicidal Thoughts** [Support for Self Harm, Distress & Suicidal Thoughts | (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/er/healthierminds/experiencing-distress-and-suicidal-thoughts/)
* **The Wellbeing of Children and Young People with Additional Support Needs** [Additional Support Needs | (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/er/healthierminds/additional-support-needs/)

Add in Healthier Minds offer.

West Partnership Training Videos: <https://www.westpartnership.co.uk/wellbeing-for-learning-professional-learning-hub/>

* **Intensive (I)**
* CLPL that will empower practitioners to support children and young people with more complex additional support needs