

Tutor Training Application Guidance

Good examples of experience of **directly** supporting children with SLCN:

1. Key worker role supporting individual children who have or are suspected of having SLCN.
2. Identification of communication needs in pre-school children through parental discussion, direct observation, informal assessment, EYFS profiling, through feedback from other key professionals (such as Speech and language therapists or health visitors or possibly educational psychologists who have assessed or observed a child and provided feedback)
3. Implementing top techniques to support an individual child or small group of children with their speech, language and communication development (putting in place top tips and techniques that are evidence based to ensure that children are being given the opportunity to reach their potential) If people are not aware of what we mean by top techniques, then we really cannot allow them to train others in our programmes)
4. Implementing and reviewing speech and language plans written or recommended by other professionals working with a child.

Indirectly supporting children with SLCN:

- Supporting other members of staff/key professionals who are working with a child or children with SLCN by ensuring they access to the correct resources, information and support to ensure they are confident and knowledgeable in supporting SLCN in children.
- Providing ideas, plans, programmes etc for other key workers and early years professionals to follow to support children with SLCN.
- Supervising staff in the above conditions and providing advice, information and support for parents and carers of children with SLCN to that they are engaged and involved in supporting their child's SLCN
- Identifying children with SLCN with a view to onward referral to more specialist services such as SLT departments in the NHS.

Examples of **delivering training to professionals or groups of parents**:

- Examples of types of training courses that have been delivered by the applicant including methods of delivery (i.e. online, face to face, pre-written recordings and videos that have been made for others to access...)

- Experience of using equipment and also online platforms to deliver training: this has to include experience of using Microsoft PowerPoint, MAC's KeyNote, etc.
- Experience of organising and preparing for delivery of training to include promoting the course or courses, advertising, ascertaining the requirements of each group of participants, ensuring venues or equipment are suitable, ensuring resources can be ordered and be available in time, handling queries over invoices or for other aspects of the training.
- Experience of recognising the importance of having objectives and learning outcomes for a course in order to measure whether the aims of the course will meet the outcomes / objectives.
- Delivering less formal training to groups of parents / carers is also valuable experience but would not in itself be sufficient and would need to be matched with experience of delivering training to professionals.