**Content of Training Programmes**

Training providers seeking approval from the College of Mediators or the Civil Mediation Council will need to demonstrate that their training programmes incorporate the following content.

The training should consist of four distinct modules:

1. The Legislative Framework
2. Contextual Knowledge of SEND
3. Mediation practice and the conduct of cases
4. Local processes and procedures

Each of these modules should cover the content outlined below, though some aspects will be covered in greater or lesser detail according to the prior experience of the participants. It is therefore left to the discretion of the training provider to decide the extent and depth to which different topics are covered.

Each module should incorporate opportunity for participants to reflect on their learning, identify the impact of new learning and consider future training needs.

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| **Module 1: Legislative Framework** |
| **Module 1 should signpost the learner to the following pieces of legislation, highlighting as appropriate how they could be applied to different contexts:**  Primary Legislation   * Children and Families Act 2014 * SEND Code of Practice 2015 and SEND Regulations 2014 * Mental Capacity Act 2005 * Safeguarding Legislation   Supplementary Legislation   * Children Act 1989 * Equality Act 2010 * Care Act 2014 * Education Act 1996 and Code of Practice 2001 * Mental Health Act 1983, 2007 * Chronically sick and Disabled Persons Act 1974 * Human Rights Act 1988 * Working Together 2013 * Self-reflection and implications for personal development   It is expected that the primary legislation would be covered in some detail while secondary legislation might be referred to and signposted. |

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| **Module 2: Contextual Knowledge SEND** |
| **Module 2 should cover the following topics**   * Voice of the CYP * Language/definitions associated with SEND * Understanding families and the processes by which SEND is identified * How SEND support is structured and provided – the graduated response * Role of professionals and who the CYP is likely to engage with * Types of SEND – general overview/awareness (signposting as can be explored in more detail as part of CPD process) * Reasonable adjustments * EHC plans * Self-reflection and implications for personal development |

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| **Module 3: Mediation Practice and the Conduct of Cases** |
| **Module 3 should cover the following topics**   * Preparing for mediation: facilitating information exchange and clarifying agendas * Working with children and young people * Children and young people participating in mediation * Voice of the child * Authority to settle issues in SEND * Managing multi party meetings * Power balancing in SEND mediation * Agreement writing in SEND context * Working with advocates * Child protection * Mental capacity * Legal context:   + Duties of LA education and schools   + Duties on post 16 and FE   + Duties of health and social care providers   + SEND Tribunal   **Case studies** should be used to provide examples of key issues that typically require mediation.   * Self-reflection and implications for personal development |

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| **Module 4: Contextual Knowledge SEND** |
| **Module 4 should cover service specific processes and procedures as appropriate to the local context:**   * How the mediation provider works as an organisation * LA local processes and the Local Offer * Self-reflection and implications for personal development |