



ANCORA
RELEASING POTENTIAL



About Me

My name is Rachel Nightingale and I am passionate about seeing children who live with additional needs flourish and achieve a full life. I am also passionate about enabling adults working with these children to find ways to help them release their potential. After 32 years of teaching I have decided to dedicate my time to training those who support these children to bring hope to the children (and their families) and to be able to assess the challenges the children are facing (emotionally, socially, physically and academically) and find ways to build their self-confidence and sense of self-value, thus equipping them for life.

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 @AncoraSEND

ancora

1 noun (ankara)

2 verb (support refuge)

3 noun (ancora) "We are not done yet!"

4 noun (ancora) "We are not done yet!"

5 noun (ancora) "We are not done yet!"



Coaching and mentoring

Individual or school support to enable staff to:

- Identify children struggling in school - is this due to anxiety, behaviour or underlying additional needs?
- Identify what additional needs those children are living with and what professional support can we access out of school?
- Find excellent and workable strategies to support pupils with Additional Needs



Training

I am able to work with each individual setting to offer bespoke training that is suited to the specific setting or the needs of specific children. I can deliver training on subjects such as:

- behaviour management
- diagnosis such as ASD, ADHD, GDD and the 4 Dys (dyslexia, dyspraxia, dyscalculia and dysgraphia)
- Scotopic Sensitivity Syndrome (Irlen/Visual Stress)
- Making Best Use of Teaching Assistants
- any SEN challenges you would like me to support you with
- I can offer Zoom/remote training as well as in situ



Qualifications and experience

- BA (Hons) Spanish and Latin American Studies
- PGCE Early Years
- Specialist Leader of Education (Special Needs) awarded by Farlingaye & Kesgrave TSA and Springfield TSA
- SSAT Lead Practitioner (SEN) for the Active Learning Trust
- Leading Active Learning Award for the Active Learning Trust
- Linden Learning Core Coaching Award
- Forest School Level 2 Award
- Certified Irlen Screener
- Involved in MITA (Maximising the Impact of Teaching Assistants) and MPTA (Maximising the Practise of Teaching Assistants) programmes
- 32 years primary education
- 10 years working in SEN settings
- 7 years managing Specialist Support Centre (involving working with ML and SLD pupils and supporting them with life skills/social & emotional wellbeing and also supporting/mentoring/coaching/training the staff working with the children)
- Coaching/mentoring/training staff on many different SEN subjects over the past eight years in many different settings
- Supporting SENCOs in many different settings
- Some experience working in Secondary Schools preparing SEN students for English GCSE
- Training staff on many different SEN subjects over the past eight years



Testimonials

On the many occasions that we have worked with Rachel, she has been committed, diligent, approachable and incredibly knowledgeable. She is a confident facilitator who imparts her expertise in a format that is very accessible. Her courses are easy to understand with concepts that are built upon carefully and opportunities for open and honest discussions are welcomed. During training, Rachel provides time for reflection enabling attendees to talk about how the strategies may work for them with the children they have in their classrooms. I would not hesitate to recommend Rachel to any school or colleague that needs support with SEND.

Louise Everett
Springfield Junior School, Ipswich, UK
Head of Springfield Teaching Sch

Charities

I am able to offer support and training to charities and churches whether that be to support the adults working with children/young adults with SEN or supporting families who are struggling with children with SEN. I have been involved in training adults in charities to understand the challenges of individuals they have in their settings but also how to best work alongside the families involved. Alongside this I have been able to advise those who are coaching/counselling individuals (mainly adults) as to the impact of possible SEN diagnosis on the adult seeking support.