

LENS 2020

**‘Improving outcomes for SEN pupils
in mainstream schools’**

**‘Our vision is to see more teachers succeed
with more children’**

- Lincolnshire Teaching Schools Together



LEARN TEACHING SCHOOL ALLIANCE

Activity and Impact 2019-20 (Most data was produced before March 2020 due to Covid-19)



LEARN specialise in all areas of special educational needs. Our vision is to support all schools, including mainstream Primary and Secondary, in ensuring that all children and young people within Lincolnshire receive an outstanding education and fulfil their personal goals.

Click on the numbers to access further information about any of our statistics.

44

days of CPLD delivered

LEARN has a track record of providing intense support to schools, through both a bespoke school-based offer and a suite of school enhancement courses.

155

schools engaged with LEARN TSA

LEARN can provide an effective and appropriate response to individual schools and MATs where a need has been identified, especially around Inclusion and SEND.

594

school staff accessed CPLD training

32

LENS PROJECT

schools reached

days of support provided

192



"The LENS Project will offer you a network of support, access to specialist professionals and a personalised programme you can follow both within the project and beyond" (Lincolnshire SENDCO)

79

NQTs accessed wider training and support

active NLEs & LLEs

7

Our collaborative, professional approach ensures that we work as a team to support you in raising standards and developing expertise within your team. Our dedicated team of specialist support teachers are qualified, skilled and knowledgeable.

active SLEs

11

7

trainees in alliance partner schools

52

SEND Reviews delivered

9 active SEND Reviewers

18

schools accessed school to school support

47

total days of school to school support



100% of NLE/LLE/SLE support rated as Outstanding or Good



Learn Teaching School,
Poplar Farm School, Helmsley Road, Grantham, NG31 8XF
www.learnteachingschool.co.uk

Telephone: 01476 850682

Email: enquiries@learnteachingschool.co.uk

LEARN TEACHING SCHOOL ALLIANCE

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LEARN TEACHING SCHOOL ALLIANCE



Making Sense of the Graduated Approach



SOUTH LINCOLNSHIRE TEACHING SCHOOL ALLIANCE



Lincolnshire Educational Needs Support

NEXT COURSE:

Monday 26th April 2021
(9:30am - 12:30pm)

VENUE: LEARN
(Address details can be found below)

Graduated Approach

With Denise Parker

Develop understanding of the Graduated Approach and how to respond to the needs of the pupils using the Assess, Plan, Do, Review model.

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Specialist SEND Training Providers



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

Friday 30th April and
Monday 7th June 2021
(9:30am - 3:30pm)

VENUE: LEARN
(Address details can be found
below)

Leading a Mentally Healthy School

With Jayne Carter

LaMHS two-day programme is aimed at senior leaders of all phases to enable reflection and action planning around whole-school approaches to Mental Health provision.

Leading a Mentally Healthy School aims:

- to enable and empower senior leaders to put mental health at the heart of strategic school improvement.
- to equip senior leaders with practical and sustainable approaches that can be implemented on return to school.

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LEARN TEACHING SCHOOL ALLIANCE



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

Wednesday 5th May 2021,
Friday 18th June 2021 or
Wednesday 7th July 2021
(all 9:30am - 3:30pm)

VENUE: LEARN
(Address details can be found
below)

Elklan Speech & Language Support for 5-11s

With Jayne Carter

This course is written for staff supporting children with speech, language and communication needs (SLCN) in primary schools and special units. It equips them with innovative tools and methods to enhance learning in the classroom and promotes quality first teaching. The course uses relevant teaching methods including practical activities, videos and group discussion to engage learners.

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Lincolnshire Education And Research Network

LEARN TEACHING SCHOOL ALLIANCE



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

5 dates -
delegates will be contacted

VENUE: LEARN
(Address details can be found
below)

Maximising Performance of Teaching Assistants

This programme was devised by Paula Bosanquet, Julie Radford and Rob Webster, the authors of the acclaimed book, *The Teaching Assistants Guide to Effective Interaction: How to Maximise your Practice*.

Based on their extensive and ground-breaking research, it introduces a classroom-tested framework as the basis for practical strategies and reflective activities to help TAs improve the support they provide to pupils.

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LEARN TEACHING SCHOOL ALLIANCE



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

Thursday 27th May 2021
(9:30am - 12:30pm)

VENUE: LEARN
(Address details can be found
below)

Specialist Teaching Team

The specialist team provide practical support to children and young people with SEN. This helps them achieve the best possible educational outcomes and make successful transition to adulthood.



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LEARN TEACHING SCHOOL ALLIANCE



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

Tuesday 15th June 2021
(9:30am - 12:30pm)

VENUE: LEARN
(Address details can be found
below)

Using Data as a SEN Lead

With Giles Osborne

How SENCOs can use whole school data sets to highlight trends and support the early identification of pupils with additional needs.

This will highlight the importance of understanding and working with whole school data sets to allow for timely and cost effective intervention.

LEARN TEACHING SCHOOL ALLIANCE



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

Monday 5th July 2021
(9:30am - 12:30pm)

VENUE: LEARN
(Address details can be found
below)

Communication Conference

With The SaLT Team

This session from the Speech and Language Therapy team supports children with SLCN at the universal level.

It will focus on:

Awareness of speech, language and communication needs

Signposting to resources and useful websites

Universal strategies

Why focus on vocabulary?

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Lincolnshire Education And Research Network

LEARN TEACHING SCHOOL ALLIANCE



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

Wednesday 7th July 2021
(9:30am - 12:30pm)

VENUE: LEARN
(Address details can be found below)

Ofsted from a SEND Perspective

With Claire Buffham

This course leads the SENDCo through the new Ofsted inspection framework with a SEND lens. You will have the opportunity to ask questions about the new framework and will be given constructive advice about how your school, and the SENDCo in particular, can prepare for an Ofsted inspection.

LEARN TEACHING SCHOOL ALLIANCE



Making Sense of the Graduated Approach



Lincolnshire Educational Needs Support

NEXT COURSE:

Friday 10th September 2021
(9:30am - 12:30pm)

VENUE: LEARN
(Address details can be found
below)

EHCPs, Outside Agencies and Statutory Assessment

With Denise Parker

Outside Agencies - Improve knowledge of the Outside Agencies available in Lincolnshire and how to access them in order to respond to pupil needs .

Statutory Assessment - Develop understanding of how to request an EHC Needs Assessment following an exhausted Graduated Approach

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LEARN TEACHING SCHOOL ALLIANCE



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

Tuesday 14th September 2021
(9:30am - 3:30pm)

Next steps session:
Tuesday 18th January 2022
(9:30am - 12:30pm)

VENUE: LEARN
(Address details can be found
below)

Behaviour and Engagement

With Lea Mason

The Behaviour and Engagement session is focused around communication, connection and community.

Through this session you will explore, through activities, how we:

- communicate with students when in crisis;
- behaviour as a communication;
- building relationships to support connectivity, alongside a whole school community approach, including engagement with a wider network.

You will leave the session with skills to pick up in school, supported through your triads and connections.

LEARN TEACHING SCHOOL ALLIANCE



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

Tuesday 21st September 2021

VENUE: LEARN

(Address details can be found below)

Interventions

Details coming soon

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LEARN TEACHING SCHOOL ALLIANCE



LENS 2020
Lincolnshire Educational Needs Support

NEXT COURSE:

Friday 10th December 2021
and
Wednesday 9th February 2022
(Both 9:30am - 12:30pm)

VENUE: LEARN
(Address details can be found
below)

Attendance

With Paul Hill

The initial session analyses attendance data to identify trends, recognising pupils whose attendance is causing concern.

The course will cover the legal requirements around attendance, when letters should be sent home and what the content should be, and the strategies that can be employed to get learners re-engaging with education.

The second session will look into a case study of a school who have made significant changes to their pupil attendance.

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NAME TAG 1

NAME TAG 2

NAME TAG 3

NAME TAG 4

NAME TAG 5



LENS
Leicestershire Educational Needs Support

The LENS Project

'Improving outcomes for SEN pupils in mainstream schools'

'Our vision is to see more teachers succeed with more children'

- Lincolnshire Teaching Schools Together



Project Overview

The LENS (Lincolnshire Educational Needs Support) Project supported 33 schools across Lincolnshire, during the academic year 2019-20, to raise standards for pupils with SEND through a bespoke package of support and training using a quality assured collaborative approach.

Aims included:

- To enable schools to identify areas of improvement within existing SEN provision through a full and thorough audit of provision.
- To equip those supporting school improvement to review and create robust improvement for SEN provision, with clear indicators.
- To help embed a focus on SEN into everyday school improvement practice.
- To evaluate impact, notably with regard to embedding change in classroom practice and pupil outcomes.

The need for SEN support is underpinned by a series of overwhelming statistics from the Government (2018). Children with SEN are:

- Six times more likely to receive a fixed-term exclusion from school.
- Eight times more likely to receive a permanent exclusion.
- Seven times less likely to be employed.
- One and a half times more likely to live in poverty.
- Four times more likely to have mental health problems.
- Three times more likely to end up in prison.
- More likely to have children of their own with learning difficulties.

Key Performance Indicators

- **KPI 1 Improving Outcomes** - Demonstrable improvement in outcomes for pupils with SEN support across target measures including attendance, exclusions, progress and attainment.
- **KPI 2 Leadership** - 70% of Headteachers with targeted schools report that the policy objective of 'every teacher being responsible for progress of all pupils they teach' is fully implemented.
- **KPI 3 Teaching and Learning** - 25% increase from baseline of how confident teachers are to provide high quality teaching and learning for pupils with SEND.
- **KPI 3 Teaching and Learning** - 25% increase from baseline of how confident teachers are to access the CPD training and support they need in regards to pupils with SEND.
- **KPI 4 Identification, Monitoring and Tracking** - 70% of leadership teams report improvement in quality of identification, assessment and tracking of pupils with SEN support.
- **KPI 5 Developing Provision** - 50% or more of SENCO's engaged through the project report that they have been able to provide significantly improved provision for pupils with SEND.

Core Offer

Support and CPD for all schools in the project

“The LENS Project has led to real outcomes, real improvements and real shifts in leadership development within our school.”

[Lincolnshire Headteacher]

GRADUATED APPROACH

A session that developed an understanding of the Graduated Approach and how to respond to pupils' needs using the Assess, Plan, Do, Review model.

SPECIALIST TEACHING TEAM

The Specialist Teaching Team works in partnership with colleagues in schools, academies and FE colleges within the Graduated Approach outlined in the SEN Code of Practice. They provided expertise and practical specialised assistance for delegates, in turn enabling children with SEN to achieve the best possible educational outcomes. The team provided a range of services including direct specialist teaching programmes and assessments to identify dyslexia and/or specific learning difficulties in maths.

DIAGNOSIS

This session looked at the process schools go through to support getting learners a diagnosis of specific needs and gathering evidence for EHC plans. It looked at what is currently available to support this process and possible diagnostic tools that can help identify these needs.

USING DATA AS AN SEN LEAD

How SENCO's can use whole school's data sets to highlight trends and support the early identification of pupils with additional needs. This session highlighted the importance of understanding and working with whole school data sets to allow for timely and cost effective intervention.

OUTSIDE AGENCIES

This session improved knowledge of the Outside Agencies available in Lincolnshire and how to access them in order to respond to pupils' needs. It also devised practical ideas that could be done in school to compliment these services.

STATUTORY ASSESSMENT

This session developed understanding of how to request an EHC Needs Assessment following the Graduated Approach.

BEYOND BEHAVIOUR

Steve Russell's session began with a comprehensive overview of the stages of a child's development from birth to nineteen years old. Steve then looked in depth at the topic of attachment and trauma and what impact this may have on a child's development and the relationships they make. Armed with this knowledge, better connections could be made about the behaviours that children present and what can be done to address them. Finally, Steve introduced the 'behaviour wall' and how to link behaviour with 'gaps' in young peoples' emotional development and consider how best to support them in filling these in with targeted interventions and use of language.

“If this becomes your top priority in school, I really see it having an impact on your setting.”

[Lincolnshire SENCO]

Core Offer Data

Support and CPD for all schools in the project

“Nationally, SEN pupils average 20% for reaching the expected standard in reading, writing and maths by the time they leave primary school. This year, whilst being a part of the LENS Project, we had over 50% of pupils hitting that standard within our school.”

[Lincolnshire Headteacher]

HOW THE OUTSIDE AGENCIES SESSION SUPPORTED THE DEVELOPMENT OF EXPERTISE



HOW USING DATA AS AN SEN LEAD DEVELOPED MONITORING, TRACKING AND EVALUATION CONFIDENCE



HOW THE SPECIALIST TEACHING TEAM HELPED IMPROVE OUTCOMES



HOW THE GRADUATED APPROACH SUPPORTED TEACHING AND LEARNING



THE RELATIONSHIP BETWEEN THE DIAGNOSIS SESSION AND WORKING WITH PUPILS AND PARENTS



THE RELATIONSHIP BETWEEN STATUTORY ASSESSMENT SESSION AND IDENTIFICATION AND ASSESSMENT



HOW BEYOND BEHAVIOUR DEVELOPED THE USE OF RESOURCES IN SCHOOL



Pathways

Schools were allocated pathways based upon their development areas from the initial audit

LEADERSHIP OF QUALITY FIRST TEACHING (LQFT)

The QFT pathway focused entirely on the key skills, knowledge and behaviours teachers need in order to ensure that their daily teaching practice is consistently and reliably good. They explored key research outcomes and excellent practice in order to identify the key features of good quality teaching and learning. This was supported by a guide to Teacher Tracker - a tool used to identify strengths and areas for development in teaching and the way in which the LENS project will baseline and evaluate improvement in QFT in each school.

BEHAVIOUR AND ENGAGEMENT

The behaviour and engagement pathway was focused around communication, connection and community. Through this session delegates explored, through activities: how we communicate with students when in crisis, behaviour as a communication, building relationships to support connectivity, alongside a whole school community approach, including engagement with a wider network.

LEADING A MENTALLY HEALTHY SCHOOL (LaMHS)

LaMHS is a new two-day programme, aimed at senior leaders of all phases to enable reflection and action planning around whole-school approaches to Mental Health provision.

Leading a Mentally Healthy School aims:

- to enable and empower senior leaders to put mental health at the heart of strategic school improvement.
- to equip senior leaders with practical and sustainable approaches that can be implemented on return to school

MAXIMISING PERFORMANCE OF TEACHING ASSISTANTS (MPTA)

This programme was devised by Paula Bosanquet, Julie Radford and Rob Webster, the authors of the acclaimed book, *The Teaching Assistant's Guide to Effective Interaction: How to Maximise your Practice*. Based on their extensive and ground-breaking research, it introduces a classroom-tested framework as the basis for practical strategies and reflective activities to help TAs improve the support they provide to pupils.

GOVERNANCE

This pathway supports School Governors around the following areas...

- How do we ensure that we are meeting the requirements of the governors' responsibilities with respect to pupils with SEND?
- What does the worst case scenario look like and how can we avoid it?
- What are the practical things we can do as governors that will make a difference?

ATTENDANCE

Analysis of attendance data to identify trends, recognising pupils whose attendance is causing concern. The pathway covered the legal requirements around attendance, when letters should be sent home and what the content should be, and the strategies that can be employed to get learners re-engaging with education.

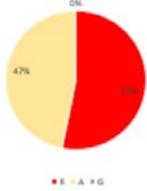
ELKLAN

This course is written for staff supporting children with speech, language and communication needs (SLCN) in primary schools and special units. It equips them with innovative tools and methods to enhance children's learning in the classroom and promotes quality first teaching. The course uses relevant teaching methods including practical activities, videos and group discussion to engage learners.

Data Summary

Key Performance Indicators

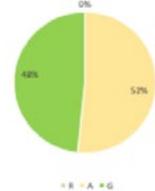
- KPI 1 Improving Outcomes - Demonstrable improvement in outcomes for pupils at SEN support across target measures including attendance, exclusions, progress and attainment.**



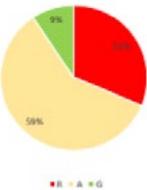
Increase of 47% from those rated Amber or Green at Baseline to the Mid-Point.



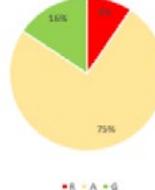
Increase of 42% from those rated Green at Mid-Point to the final survey.



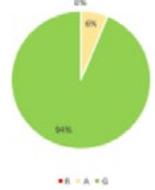
- KPI 2 Leadership - 70% of Headteachers with targeted schools report that the policy objective of 'every teacher being responsible for progress of all pupils they teach' is fully implemented.**



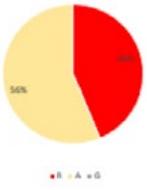
Increase of 23% from those rated Amber or Green at Baseline to the Mid-Point.



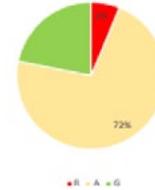
Increase of 78% from those rated Green at Mid-Point to the final survey.



- KPI 3 (Part 1) Teaching and Learning - 25% increase from baseline of how confident teachers are to provide high quality of teaching and learning for pupils with SEND.**
- KPI 3 (Part 2) Teaching and Learning - 25% increase from baseline of how confident teachers are to access the CPD training and support they need in regards to pupils with SEND.**



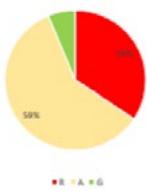
Increase of 28% from those rated Amber or Green at Baseline to the Mid-Point.



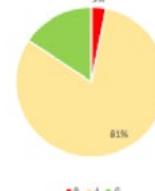
Increase of 50% from those rated Green at Mid-Point to the final survey.



- KPI 4 Identification, Monitoring and Tracking - 70% of leadership teams report improvement in quality of identification, assessment and tracking of pupils with SEN support.**



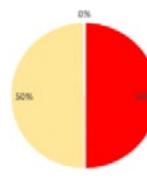
Increase of 31% from those rated Amber or Green at Baseline to the Mid-Point.



Increase of 59% from those rated Green at Mid-Point to the final survey.



- KPI 5 Developing Provision - 50% or more of SENCO's engaged through the contract, report that they have been able to provide significantly improved provision for pupils with SEND.**



Increase of 36% from those rated Amber or Green at Baseline to the Mid-Point.



Increase of 68% from those rated Green at Mid-Point to the final survey.



"Personally, I would not be able to do my job in the same way without the LENS Project."

[Lincolnshire SENCO]

LEARN

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