



2024/25 ACADEMIC YEAR

GREAT TEACHING PACKAGES

OUR EXPERIENCED TEAM



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**"MADE ME REALLY REFLECT ON AREAS FOR IMPROVEMENT
AND ON HOW WE COULD IMPROVE AS A SCHOOL."
A LANCASHIRE HEADTEACHER**

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The Great Teaching courses use evidence-based research to support schools in developing, and embedding, 'great' teaching and learning.

The aims of this course are:

- to support school leadership teams in reviewing Great Teaching across their setting;
- to identify strengths and areas for development; and
- to have access to a package of Great Teaching courses to enable school leadership teams to support whole school development in teaching and learning. This will include access to prepared training resources which can be delivered back in school (relevant to the courses attended as a result of the audit).

"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." (EEF - High Quality Teaching - Maximising Learning)

This well-received package of training from the Great Teaching team will allow schools two places for the price of one at the following:

- Reflecting on Classroom Practice - A full day's course which leads colleagues through the Reflecting on Classroom Practice Audit Tool, highlighting key messages for consideration and allowing the Headteacher, and a Teaching and Learning Lead, to audit current practice in their school.

From this, the school will identify the equivalent of two further full day courses to attend (again, the Headteacher and Teaching and Learning Lead will have two places for the price of one).

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Cost: £950 for two delegates

Following each course attended, the school will receive training materials and/or a webinar which the Headteacher and Teaching and Learning Lead can then use to lead training back in school. Following the Reflecting on Classroom Practice course, schools will then be able to pick the equivalent of two full days from the following:

Full Day Courses:

- Great Teaching Audit Course
- From Active to Passive Learning
- Questioning to Deepen Learning
- Improving Learning Behaviour
- Explicit Teaching and Modelling
- Metacognition
- Scaffolding for Success
- Memory - Making Learning Stick
- Supporting Children Falling Behind ARE
- Effective Practice for TAs – 2x half days
- Adaptive and Responsive Teaching
- Feedback - More than Marking

Half Day Courses:

- Maximising the Impact of TAs
- Cognitive Load: Optimising Learning
- Great Teaching Networks - Autumn, Spring, Summer (half day each)

**** OFFER:** 2 delegates from the same school can attend the same sessions for the price of 1. Three full days of CPD for two delegates for the discounted price of £950.

Please make two bookings as normal and we will discount the second place.

**"BUYING INTO THE PACKAGE HAS ALLOWED US TO CONCENTRATE ON ELEMENTS OF TEACHING & LEARNING IN SMALL BLOCKS. WE HAVE BEEN ABLE TO DISCUSS AS A STAFF, TRIAL AND FEEDBACK. THIS HAS THEN BEEN FED INTO OUR T&L POLICY. STAFF HAVE HAD SOME VERY INTERESTING DISCUSSIONS ABOUT WHAT HAS WORKED WELL FOR THEM IN OUR SETTING. THEY HAVE ENJOYED TRIALLING NEW (AND REVISITING NOT-SO-NEW) IDEAS; IT HAS RE-ENTHUSED THEM...IT HAS EMPOWERED DIFFERENT STAFF MEMBERS, SUPPORTED BY SLT, AND ASSISTED WITH USING THE ELEMENTS THAT FIT OUR SETTING UNDERPINNED BY SOUND EDUCATIONAL RESEARCH."
A LANCASHIRE HEADTEACHER**

LEADING ON SEND IN PRIMARY SCHOOLS: PACKAGE



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LEADING ON SEND IN PRIMARY SCHOOLS: PACKAGE



This package of training is for Headteachers and SENDcos to attend together. It will provide opportunities to reflect upon, and review, provision for SEND in their mainstream primary setting. Over a series of sessions, you will have opportunities:

- To access research based CPD around provision for SEND in mainstream settings
- To identify what is meant by 'ordinarily available provision' and inclusive practice
- To have training from a range of presenters with experience and expertise in provision for children with SEND in mainstream schools
- To identify areas of strengths and areas for enhancement and improvement.

Schools are facing the increasing challenge of providing inclusive education for a growing number of children with SEND. How can we make sure our schools, classrooms and learning opportunities are as inclusive as possible?

The SEND Code of Practice 6.12 says, " All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum."

This brand new package of CPD is for Headteachers and SENDcos to have opportunities to reflect on their current ordinarily available provision for children with SEND and how this can be further enhanced. There will be the opportunity to attend the equivalent of three full days training over the year. The first session will require all delegates to attend and the rest will be elective sessions.

The first session will be for all delegates and will be full day's course, the remainder sessions will be a half day and will focus on different aspects of inclusive provision for children with SEND. The sessions will be led by Teaching and Learning Consultants, and additional experts, from a range of teams.

The sessions will outline key messages for consideration re high quality inclusive teaching for all; the importance of inclusive learning environments; identification of needs; models of effectiveness and practical strategies to support the leadership, and development, of SEND provision back in school. They will also signpost training opportunities should schools wish to develop particular aspects further.

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LEADING ON SEND IN PRIMARY SCHOOLS: PACKAGE



IN order to facilitate positive impact from the training, we are offering two places for the price of one. This will enable the Headteacher and SENDco to attend sessions together to allow for impactful reflection and action planning.

Please note, the full day and four further sessions per school can be attended. It is expected that, if you are making the most of the two for one offer, you attend ALL the sessions together to allow for the strategic action planning mentioned above.

The sessions will be as follows:

Session 1 - Early Language Development and Reading- All Delegates - Full Day 8.10.24

Communication, Language and Literacy are essential elements of early language development and a precursor to learning to read. This session will consider how phonological awareness plays an essential part of children's early language development, focussing on supporting children to becoming better listeners, attentive learners and fluent speakers. It will consider how phonemic awareness, alongside quality texts and vocabulary exposure, develops children's language acquisition and supports learning to read.

It will also outline common SEN around CLL and early reading and will give guidance on how to recognise these needs, practical strategies for supporting children with these needs and further support which may be needed.

'EAL or SEN? Language barrier or learning need?'

How do we know if an EAL learner has special needs? Shouldn't they be making more progress? Why don't they speak more? How can I support them? How long should I wait before I involve the SENCO?

Questions like these can be very difficult to answer. This part of the day will be based on our The EAL? SEN and EAL? Steps to Determine Need Toolkit which provides a guide that will help you address these questions and ensure that EAL learners in your school receive the necessary support to progress and reach their potential.

In this session participants will receive a number strategies that will enable them to carry out the necessary checks and assessments and improve their practice concerning the initial and ongoing assessment of EAL learners.

Caroline Yabantu - Primary English Team, Izabela Zalewska-Ratajczak - Equality and Diversity Team, Louise Laycock - Bridge Speech Therapy, Helen Mansfield - MIT SEND Consultant based at Burnley Heasandford Primary

Session 2 - Meeting the Needs of Children Who Are Neurodivergent - Elective - 1.11.24 pm

Neurodiversity is the idea that there is natural variation in how people's brains work and how people experience, understand and interact with the world. This means there are natural differences in the way people learn and communicate.

Most children's brains develop in ways that are seen as typical for their age and stage. These children can be described as neurotypical.

About 1 in 5-6 children have variations in their brain development. These variations include those seen in attention deficit hyperactivity disorder (ADHD), autism and dyslexia. These children can be described as neurodivergent.

Understanding neurodiversity is about accepting, including, celebrating, and supporting neurodivergent children.

This includes: acknowledging that neurodivergent children might see and do things differently from neurotypical children ; adjusting tasks, the environment and activities so that neurodivergent children can fully participate; making the most of neurodivergent children's skills, especially the skills they're proud of ; helping neurodivergent children develop ways of managing everyday tasks and activities that feel natural to them.

Participants will leave with an increased awareness and understanding of the challenges faced by neurodivergent children and toolkit of practical strategies to support these children. Claire Thompson STS and Di Sheron Behaviour Consultant

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Session 3 - Meeting the Needs of Children with SEND in EYFS - Elective -5.11.24 pm

Many schools are experiencing an increasing number of children with complex needs entering Reception. These needs can often manifest in dysregulated emotions and behaviour.

This session will consider:

- The importance of clear communication with, and effective transition from, EYFS settings into Reception and Reception into Y1
- Early identification of needs and early intervention
- The importance of quickly establishing positive relationships with all adults and the trusted adult
- The importance of enabling environments
- Practical strategies for helping children settle into school life
- Signposts for further support

Catharine Cummins - Early Years Teaching and Learning Consultant and Helen Connolly - STS Manager, Early Years Team

Session 4 - Impact of SEND on Behaviour for Learning - Elective -16.01.25

Not all children who present dysregulated behaviour have additional needs or SEN, but many do - sometimes undiagnosed. This session will explore how SEND can impact on behaviour for learning and will consider:

- The importance of strong relationships between adults and pupils
- The importance of clearly taught, predictable and consistent routines and expectations
- The explicit teaching of learning behaviours
- The importance of adaptive practice to support pupils' learning
- De-escalation Strategies

Di Sheron - Behaviour Consultant and Steph Johnson Teaching and Learning Consultant

Session 5 - High Quality Teaching for Children with SEND - Elective - 7.03.24 am

"Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. This means understanding the needs of individual pupils and weaving specific approaches into everyday, high-quality classroom teaching - being inclusive by design not as an afterthought." Professor Becky Francis EEF - Special Educational Needs in Mainstream Schools.

This session will focus on the key practices school leaders need to prioritise to ensure inclusion is by design and not as an afterthought.

- The importance of understanding the needs of individual pupils
- The key pedagogical strategies which underpin high-quality teaching
- The importance of effective adaptive practice
- Practical considerations for meeting the needs of children with SEND in a mainstream classroom

Steph Johnson - Teaching and Learning Consultant

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Session 6 - Getting Writing Right for Children with SEND - Elective -25.04.25 am

Many children with SEND struggle with writing and can be easily 'switched' off due to difficulties with fine motor skills and handwriting; sentence structure; grammar and punctuation etc.

This session will consider how to motivate children to write and how to support them with developing sentence structure. Being able to write a sentence demands many skills. Even at its most basic level, sentence writing involves thinking a sentence, saying a sentence, holding the sentence in memory, applying phonics to segment words, using word ('finger') spaces between words, writing along the line from left to right, re-reading to check it makes sense, etc. The list must seem endless to a child struggling with this process! This session will consider practical ideas to support children who may still be on the journey of mastering the skill of writing in sentences. A toolkit for modelling how sentences are formed allowing children to practise this skill will be demonstrated in order to support children in either key stage.

Caroline Yabantu - English Teaching and Learning Consultant

Session 7 - Meeting the Needs of Children with ACES - Elective - 5.06.25 pm

Adverse Childhood Experiences (ACEs) can cause social interaction difficulties, barriers to learning, attention deficits, language development delay, cognitive issues, unpredictable and impulsive behaviours and eating disorders. Recognising and understanding the needs of children who have suffered ACEs will not only help them to learn and progress within their school environment but also into adulthood. This session will help attendees to understand what ACEs are, brain development, how children who have been affected may present, as well as practical and effective strategies to support children within their setting.

Alex Mellor - Specialist Teaching Service

Session 8 - Adapting Maths Mastery (Whatever the Scheme) for Children with SEND - Elective 20.06.25 am

Teaching for maths mastery is having a positive impact on the learning outcomes of many children. However, for some children who are significantly below year group expectations due to attributes of SEND, the mastery approach is not always appropriately adapted to meet their learning needs and to allow them to make significant progress.

This session will consider:

- Challenges in mathematical understanding for children with SEND
- Suggestions for meeting the needs of children with SEND within maths mastery
- Practical suggestions to ensure planning maths for children with SEND is manageable and impactful

Andrew Taylor - Lancashire Maths Team Teaching and Learning Consultant

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