



## OakLP Outreach Graduated Offer

- Whole School SEND support
- Bespoke packages of SEND support
- Training series
- Access arrangements and screening
- Student Case Work

*Please email  
outreach@oaklp.co.uk regarding  
any bookings*



Part of the

**Oak**   
Learning Partnership

## OakLP Outreach Graduated Offer

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SEND Support	Cost	
	Primary	Secondary
<p><b>Graduated approach - 'Get Advice'</b></p> <p><b>'One for All' package:</b></p> <p>Termly access to:</p> <ul style="list-style-type: none"> <li>• TA Drop-in sessions – planned bespoke to training needs.</li> <li>• SENCO Solution meeting – where multiagency professionals are invited to give local and national updates.</li> <li>• SENCO Support training sessions – termly focusses including how to write an EHCP application.</li> <li>• SENCO Support Surgeries – case studies brought along, professional dialogue between trained professionals included representatives from Educational Psychology and Virtual School</li> </ul>	<p>£150 per school for year's access</p> <p><b>Academic year 2023-2024 FREE for all Bury School</b></p>	
<p><b>Graduated approach - 'Get Advice'</b></p> <p><b>'One for All Follow up' package:</b></p> <ul style="list-style-type: none"> <li>• 1 hour TEAMS meeting/face to face discussion to discuss one of the following areas; <ul style="list-style-type: none"> <li>○ Specific resource e.g. TEACCH, visual timelines, classroom visuals etc</li> <li>○ Curriculum guidance</li> <li>○ Behaviour management strategies</li> <li>○ Effective SEND teaching and learning strategies</li> <li>○ Support with signposting to other agencies</li> <li>○ Focus of school choice</li> </ul> </li> </ul>	<p>From £75</p>	
Bespoke Packages of SEND Support	Cost	
	Primary	Secondary
<p><b>Graduated approach: 'Get Advice'</b></p> <p><b>'Two Step' advice package:</b></p> <p><b>1) Microsoft Teams initial discussion</b></p> <ul style="list-style-type: none"> <li>• Professional virtual dialogue to discuss school SEN context and focus area needing advice. Outline of current SEN provision including: <ul style="list-style-type: none"> <li>○ SEN cohort discussion</li> <li>○ Curriculum provision</li> <li>○ Pupil outcomes</li> </ul> </li> </ul> <p><b>Half day school visit to Elms Bank School and/or College</b></p> <ul style="list-style-type: none"> <li>• A visit to Elms Bank School will be organised, this will be linked specifically to the requirements outlined in the initial discussion.</li> <li>• Schools will have the opportunity to learn about curriculum structures across Elms Banks pathways, Key Stage 4 accreditation, SEN assessment, Progression and Monitoring, QA, Structures, Core Curriculum support</li> </ul>	<p>From £500</p>	<p>From £800</p>

<ul style="list-style-type: none"> <li>Regular professional dialogue</li> <li>Action plan drafted alongside Oak LP Outreach Team</li> </ul> <p><b>2) Follow up by either 4 training sessions *directory below OR ½ day SENCO Support</b></p>		
<p><b>Graduated approach: 'Get Help'</b></p> <p><b>'Three to Guarantee' Package:</b></p> <p><b>1) Full day SEND Enquiry with report</b></p> <ul style="list-style-type: none"> <li>Trio of SEN specialists from Oak LP Outreach complete a SEND based enquiry at your School to review and discuss: <ul style="list-style-type: none"> <li>SEND context</li> <li>SEND curriculum provision</li> <li>SEND pupil progression/outcomes/flight path discussion</li> <li>TA structure and support including line management and quality assurance structures</li> <li>Interventions</li> <li>Access to extracurricular opportunities</li> </ul> </li> </ul> <p><b>2) 4 training sessions *directory below</b></p> <p><b>3) 1 day SENCO Support</b></p>	From £900	From £1200
<p><b>Graduated approach: 'Get More Help'</b></p> <p><b>'Four to Secure' Package:</b></p> <p><b>1) Full day SEND Enquiry with report</b></p> <ul style="list-style-type: none"> <li>Trio of SEN specialists from Oak LP Outreach complete an SEND based enquiry at the school: <ul style="list-style-type: none"> <li>Professional dialogue around SEN provision</li> <li>SEN Curriculum provision at KS3/4 level</li> <li>SEN Pupil progression/outcomes and flight path discussion</li> <li>TA structure and support including line management and QA</li> <li>Intervention</li> <li>Access to extracurricular opportunities</li> </ul> </li> </ul> <p><b>2) Bespoke Support Surgery</b></p> <ul style="list-style-type: none"> <li>SENCO support with a student case study</li> <li>Support from leading professionals in trauma, attachment, ASC and Communication as well as a range of other neurodiverse trained professionals</li> </ul> <p><b>3) 6 training sessions *directory below</b></p> <p><b>4) 2-day SENCO Support</b></p>	From £1500	From £1800
<p><b>Bespoke Training Sessions:</b></p> <p><b>'Five to Thrive' Package</b></p> <p><b>1) Microsoft Teams initial discussion:</b></p>	Please contact to discuss price	

- Professional virtual dialogue to discuss school SEN context and focus area needing advice. Outline of current SEN provision including:
  - SEN cohort discussion
  - Curriculum provision
  - Pupil outcomes

**2) Agree bespoke package of training support that could Include 4 of the below options:**

- Visits to Oak LP schools
- SEND Enquiry
- SENCO support
- Training sessions
- Whole school twilight training sessions
- 1 full day whole school training

## Diagnostic Screening and Access Arrangements



Harriet Lyno, Specialist Teacher, OakLP offer a range of assessments that educators may use to evaluate, measure and document. These include:

- *SpLD assessment*
- *Dyslexia screening*
- *Dyscalculia screening*
- *Irlens screening*
- *Access arrangements*

<p><b>Dyslexia Screener</b></p> <p>A 1-1 assessment tool that will give out recommendations for parents and teachers to support learners with dyslexic tendencies, approx. 1 hour.</p>	<p style="text-align: center;">Please contact to discuss price</p>
<p><b>Irlen Screener</b></p> <p>A 1-1 assessment to identify individuals with Irlen Syndrome. Share Understanding of the common learning and behavioral characteristics associated with Irlen Syndrome. Be equipped with a variety of intervention strategies, including colored overlays t share with professionals and parents.</p>	<p style="text-align: center;">Please contact to discuss price</p>
<p><b>Dyscalculia Screener</b></p> <p>A 1-1 assessment tool that will give out recommendations for parents and teachers to support learners with dyscalculic tendencies, approx. 1 hour.</p>	<p style="text-align: center;">Please contact to discuss price</p>
<p><b>Access Arrangements</b></p> <p>Access arrangements are able to be carried out by our qualified specialist assessor to determine whether students could be entitled to assistance or further support in formal examinations. E.g. readers, scribes, extra time.</p>	<p style="text-align: center;">Please contact to discuss price</p>
<p><b>Full Dyslexia Diagnostic Assessment</b></p> <p>A Diagnostic Assessment will usually take up to four hours to complete.</p>	<p style="text-align: center;">£550 per student</p>

During an assessment the assessor will carry out a series of tests to explore aspects of underlying ability such as:

- Reading, writing and spelling
- Handwriting and fine motor skills
- Underlying learning skills: phonological awareness, speed of processing and memory, speech and language and auditory processing.

After the assessment, a full report will be available within 4 weeks.

## Student Case Work

First and foremost, engagement in learning is understood to be the gateway to successful learning experiences and can be the beginning of a long lasting and positive relationship with education.

Recent research suggests that following a series of enhanced education through the use of group or 1-1 support; there is a significant enhancement, improved learning behaviour and overall engagement in learning. *(Smith, Price and Cochrane, 2023)*

OakLP is passionate about ensuring appropriate adaptations to provision to support students learning, communication and behaviour. We are also wanting to bring about systemic change and therefore welcome the school to observe such sessions so that interventions can continue following the departure of Outreach Team.

We have several caseworkers to support student progress; we are able to provide:

- Specialist Teacher
- SEND Teachers – specialisms across the curriculum including English and Maths
- SEMH Teacher
- Speech and Language Therapy Assistant
- Advisory Moving and Handling Teacher
- Occupational Therapy – Sensory Support

We are able to provide bespoke assessments followed by weekly support sessions, to be made bespoke for the student

Please contact to discuss prices and requirements.



## Training Series

- All training courses are 2.5 hours.
- The cost of all training courses is £90\*, to book a place on any of the training courses please email outreach@oaklp.co.uk.
- **\*payment exempt if you have paid for a bespoke package**

## Curriculum Series

Course	Date
<p>Mastery in SEND Mathematics Sarah Lord, Lead of Mathematics Elms Bank</p> <p>This course will enable delegates to develop an effective toolkit of strategies to support teaching and learning of Mathematics. The course will draw upon effective teaching strategies to engage learners including the effective use of practical resources, effective questioning structures, retrieval activities and effective lesson structures including intervention activities to be used by teaching assistants.</p> <p><i>Suitable for: Primary teachers of Maths, NQTS, Secondary teachers of Maths, HLTAs</i></p>	<p>Thursday 21<sup>st</sup> September 2023</p>
<p>Differentiating GCSE Mathematics for low attaining students (Grade 1-4) Sarah Lord, Lead of Mathematics Elms Bank</p> <p>This course will enable delegates to develop effective teaching strategies to support the learning of KS4 GCSE content. Through effective questioning, teaching structures, curriculum design and progression plans attendees, will be equipped with the strategies needed to support low attaining students. Furthermore the course will support the delegate in delivering effective Mathematical concepts to engage the most disengaged learner! Lets make Maths fun ...</p> <p><i>Suitable for: teachers of GCSE Mathematics, HLTAs</i></p>	<p>Thursday 15<sup>th</sup> February 2024</p>
<p>Supporting early reading and phonics Jo Pagliuca, Lead of English Elms Bank</p> <p>This course will give you a foundation of knowledge to support phonics and early reading. Through effective questioning you will develop a deeper understanding of guided reading and helping children develop their comprehension through a growing range of texts.</p> <p><i>Suitable for: Primary teachers, teachers of SEN, HLTAs and teaching assistants</i></p>	<p>Thursday 28<sup>th</sup> September 2023</p>
<p>Literacy across the curriculum Jo Pagliuca, Lead of English Elms Bank</p>	<p>Thursday 9<sup>th</sup> November 2023</p>

<p>This course will support colleagues to ensure literacy flows through your wider curriculum. It is all teachers responsibility to engage learners in developing their vocabulary, reading and writing as such attendance on this course will give you practical examples and a toolkit of strategies to best support your practice.</p> <p><i>Suitable for: Secondary subject leaders, secondary teachers of all subjects, HLTAs, SENCOs</i></p>	
<p>Differentiating GCSE English for low attaining students (Grade 1-4) Jo Pagliuca, Lead of English Elms Bank</p> <p>This course will serve to equip teachers with a range of teaching and learning strategies to assist in their teaching of GCSE English. This course aims to ensure that learners that are predicted grade 1-4 are engaged with subject content through effective questioning and learning activities. Effective differentiation activities will work to assist your planning and curriculum design to support all learners.</p> <p><i>Suitable for: KS4 Teachers/Subject Leaders of English</i></p>	<p>Thursday 1<sup>st</sup> February 2024</p>
<b>Quality First Teaching Series</b>	
<p>Inclusive Classroom Nicola Pemberton and Laura Baker, OakLP Outreach</p> <p>How do we make sure our classrooms are as inclusive as possible? How can we support those early interventions with simple organisational systems within our classroom space? Join this session to discuss some practical steps on how to bring the first step of the graduated approach to life in your classroom space. We will look at how to incorporate strategies that will help those learners who have a range of needs at the first early stage</p> <p><i>Suitable for: teachers, HLTAs and teaching assistants</i></p>	<p>Thursday 14<sup>th</sup> September 2023</p>
<p>Engaging Classroom Nicola Pemberton and Laura Baker, OakLP Outreach</p> <p>How do we ensure children are challenged and progress through engaging and stimulating classroom practice? Through examining the engagement model, elements of attention autism, sensory stories delegates will develop a greater understanding of how to bring the curriculum alive.</p> <p><i>Suitable for: teachers, subject leaders, HLTAs and teaching assistants</i></p>	<p>Thursday 12<sup>th</sup> October 2023</p>
<b>Neuro-friendly Series</b>	
<p>Supporting the ASC learner Nicola Pemberton and Laura Baker, OakLP Outreach</p> <p>This course will give you the opportunity to gain a deeper understanding of how someone with autism learns. Delegates will gain an understanding of effective strategies to support learning including elements of TEACCH methodology, sensory diets, structuring of a lesson, visual support and clear communication.</p>	<p>Thursday 19<sup>th</sup> October 2023</p>

<i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i>	
<p>Structuring learning to support students with ADHD Lucy Kildunne, SEMH Teacher and Wellbeing Lead, Elms Bank School</p> <p>This course will give you the opportunity to gain a deeper understanding of how someone with ADHD learns and can successfully access the classroom environment. Delegates will gain an understanding of effective strategies to support learning including elements of TEACCH methodology, zones of regulation, sensory diets, structuring of a lesson, visual support including behavioural expectations.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	Thursday 7 <sup>th</sup> March 2023
<p>The Dyslexia friendly learning environment Harriet Lyno, Specialist Teacher, Elms Bank School</p> <p>This course will give you the opportunity to gain a deeper understanding of a neurodiverse friendly environment, with specific focus on dyslexia. This course will support delegates to understand what it means to be neurodiverse, and how this impact upon a students learning. Furthermore this course will enable delegates to attend to up to date research to inform best practice.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	Thursday 2 <sup>nd</sup> November 2023
<p>Dyslexia friendly learning – a multisensory approach Harriet Lyno, Specialist Teacher, Elms Bank School</p> <p>This course will enable delegates to take away some practical strategies to use within the classroom to support learners to engage in their learning and breakdown potential barriers. There will be a focus on phonological awareness, memory training and the importance of using the senses to engage learners with dyslexia and to support them with retention.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	Thursday 29 <sup>th</sup> February 2024
<p>What does outstanding SEMH provision look like? Lucy Kildunne, SEMH Teacher and Wellbeing Lead, Elms Bank School</p> <p>How do you ensure the 6 principles of nurture are embedded within your curriculum and classroom practice? In attending this course, delegates will develop a understanding of success based curriculum to engage the most disengaged of students. Through developing knowledge of effective teaching and learning strategies you will be equipped to support and nurture students on their positive educational journey. This course will draw upon TEACCH methodology to support in the structure. Finally the course will consider restorative practices and relationship focussed practices to further support a positive learning experience for the young person.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	Thursday 30 <sup>th</sup> November 2023
<b>Trauma Series</b>	
Part 1 Trauma informed practice - Understanding attachment and the adverse childhood experiences	Thursday 2 <sup>nd</sup> May 2024

<p>TBC, OakLP Outreach</p> <p>How do we consider the impact of adverse childhood experiences and childhood trauma in the classroom? How does childhood trauma impact upon the structure of the brain and what is the impact upon the learning?</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	
<p>Part 2 Trauma informed practice - Understanding and working with attachment to support trauma informed practice</p> <p>TBC, OakLP Outreach</p> <p>What are the effective strategies to use within a trauma informed classroom? How are you going to support learners that have experienced trauma to build their self esteem and breakdown the barriers to learning?</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p>Thursday 16<sup>th</sup> May 2024</p>
<p>Effective behaviour de-escalation</p> <p>Alison Morrell, Deputy Headteacher, Elms Bank School and Dawn Lowe, Advanced Behaviour Practitioner, Elms Bank School</p> <p>Examine the theory and practical strategies behind escalating behaviour and what to do if you are faced with a young person in crisis. It can feel a lonely place being involved with a young person who is in crisis, join this session to understand the physiological reasons behind ours and their reactions and how to counteract this successfully.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p>Thursday 14<sup>th</sup> March 2024</p>
<p>Depression and Anxiety</p> <p>Gemma Johnson, SENCO, Cloughside College</p> <p>This training allows colleagues to gain a better understanding of depression and anxiety in a classroom. It will discuss ways in which you can talk to young people and give advice in a helpful way. The session concentrates on breaking down any barriers the young person may have and how these barriers can be overcome so the young person can continue with their education.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p>Thursday 23<sup>rd</sup> May 2024</p>
<p>Self Harm</p> <p>Gemma Johnson, SENCO, Cloughside College</p> <p>This training allows colleagues to gain a better understanding of self-harm, see the benefit of early intervention and provides strategies to break down barriers in discussing this with young people. It provides practical strategies that can be implemented immediately but also equips you with the knowledge and understanding of self-harm and how to respond appropriately.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	<p>Thursday 21<sup>st</sup> March 2024</p>
<b>Communication Series</b>	
<p>An introduction into effective use of visuals in the classroom</p> <p>Ben Conduit, Specialist Speech and Language Therapist Elms Bank School</p>	<p>Thursday 6<sup>th</sup> June 2024</p>

<p>Visual supports aid and enhance communication. They provide children and adults with speech, language and communication needs (SLCN) with an alternative mode of communication. Visuals can help to provide structure and routine, improve understanding, avoid frustration and offer opportunities to interact with others.</p> <p>Do your students require the use of visuals to support them through the structure of the day? In attending this course you will develop a working knowledge of how to use visuals in order to support communication, structure, learning and also to support behaviour in the classroom.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	
<p>Developing Interaction Ben Conduit, Specialist Speech and Language Therapist, Elms Bank School</p> <p>Training that looks at initiating, developing and continuing interactions for people with social communication difficulties, ASD, or delayed interaction. For people who struggle to involve other people in their play or who struggle to send purposeful messages.</p> <p>Includes strategies to develop interaction skills, with reference to the Intensive Interaction approach and other interaction and communication approaches.</p>	Thursday 18 <sup>th</sup> April 2024
<p>An introduction into LEGO Therapy Rebecca Maleedy, Senior Speech and Language Therapist with Anita Manfredi, Speech and Language TA</p> <p>Lego-based therapy is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>This is a highly flexible therapy and one that's especially beneficial to children with SEND. It's an ideal tool for developing children's social, communication and language skills, cognitive skills, fine motor skills, and their emotional and behavioural responses.</p> <p>It also helps to improve and develop:</p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Self-calming strategies</li> <li>• Cooperative skills and ability to work in a team.</li> </ul> <p>By attending this course you will develop a working knowledge of how to structure a LEGO Therapy session, you will also develop knowledge of how to support learners through their pre-building and building skills as well as social and language skills and emotional and behavioural responses.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	Thursday 18 <sup>th</sup> January 2024 <b>Postponed 2024</b>
<p>An introduction to Signalong – Part one Rebecca Maleedy, Speech and Language Therapist Elms Bank School</p> <p>We cover a brief history, philosophy and methodology of Signalong before teaching approximately 100 key words, but you will learn the necessary skills to read and produce any sign in our range of over 70 manuals. You will</p>	Thursday 5 <sup>th</sup> October 2023

<p>develop knowledge of hand shapes, position and direction. We will also provide activities to put the vocabulary into context i.e. sentence practice, plays etc.</p> <p><i>Suitable for: teachers, SENCOs, teaching assistants, HLTAs</i></p>	
<p>An introduction to Signalong – Part two Anita Manfredi, Speech and Language Therapy Assistant, Elms Bank School</p> <p>This course will build upon the learning made in the first session, recap the use of the hands shapes, position and direction. Recapping basic signs and reflecting upon how the basic signs have been used within the workplace.</p> <p>This session will move towards considering specific curriculum content and appropriate signs and symbols that can be used to support this. Furthermore the course will look at classroom songs, including the signs to use such as hello and goodybye songs to support transition and engagement. Lots of hands on opportunity to develop our practices.</p>	<p>Thursday 18<sup>th</sup> January 2024</p>