

Lancashire Education Awards



Case Study

Establishment name:	Bleasdale School
Lead contact name	Rosemary Whittaker
Lead contact email address	r.whittaker@bleasdaleschool.lancs.sch.uk
Project title	Bespoke, CYP-centred and reflective training relating to multi-sensory impairments and learning difficulties.

Award gained

Award category	X
Innovate <i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>	
Achieve <i>A project had measurable impact on raising outcomes for pupils.</i>	
Invest <i>A project that has had a positive impact upon an aspect of the wider school community.</i>	
Collaborate <i>A project that involved work across more than one school or work with other agencies.</i>	
Include <i>A project in provision for pupils with Special Education Needs and Disabilities</i>	X
Inspire <i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i>	

Project summary (maximum 200 words)

Create and deliver a unique and specialist training package for staff supporting pupils with MSI and LD in other special schools and mainstream settings. Offer bespoke training to meet the needs of individual pupils and settings. Training can be delivered as twilight sessions or day courses, both within our own school or at another establishment. Low costs – this is about improving education and learning and sharing expertise rather than for financial gain.

Sensory stories and interactive workshops provided for groups and individuals, again either at our own school or taking it out to the wider community. The project is pupil based – looking at the needs of individuals rather than a one-size fits all package.

How did you identify the need for this project? What were you hoping to achieve?

School vision to become a centre of excellence, providing a much needed resource for the wider education community. Pupils now in mainstream settings with minimal support from teaching assistants. Regular training is needed to upskill staff to ensure pupils' needs are met and have access to appropriate curriculum, with opportunities to work as independently as possible. Lack of funding for schools to send staff on a range of training courses. Desire for our service to support pupils and staff in other settings, including nurseries, schools and colleges.

Who led the project?

Rosemary Whittaker

What steps/actions did you take?

Regular courses advertised on the portal for Lancashire schools, and posted to schools in nearby authorities.

Courses offered covering a range of training, e.g. PMLD, visual impairments and learning difficulties, enabling environments, learning through touch. Feedback from delegates relating to their training needs used to develop and run new courses.

Continuous development of own skills, keeping abreast of training, and relevant research.

Sensory story and interactive workshops offered to local school settings, mobile service developed and services provided in other settings.

What was the impact of the project and how was this measured/assessed?

Positive feedback from course evaluations. School staff improved knowledge, skills and understanding relating to how pupils with these sensory needs learn.

Discussions and e-mails stating how practice has improved after the training, pupils interested and enjoyed sessions. All staff encouraged and able to improve at least one area of practice after the specific training. Courses booked up and a waiting list in May 2018.

What are the next steps? How will you follow up this work?

School to offer a wider range of specialist training and support to other schools. Flyer to be sent out offering a bespoke service.

Do you have any other advice for establishments that might be considering a similar project?

Consider the unique selling point (USP) of your specialism. Ensure this is about helping pupils achieve rather than gaining financial reward and/or glory. Refresh and improve your services.

Training should be interesting and fun – we want happy and motivated learners.

Always put the individual pupils first – try wearing their shoes for at least an hour.

Training provides opportunities for trainees to have practical experiences that mirror barriers or needs the CYP they work with may have. By doing this, trainees can really reflect on their practice and modifications that they need to make, promoting better outcomes for CYP

Training should always provide a point of reflection for the trainee to consider how the information is pertinent to their setting/CYP. This will ensure that all approaches are pupil centred.