



OnLineTraining

improving learner outcomes



Impact Report

April 2019 to March 2020 | United Kingdom

oltinternational.net

The context

Two key publications by the Education Select Committee (July 2019) and the National Audit Office (September 2019) highlight the lack of adequate provision for children and young people with SEND. The poor implementation of the SEND reforms (2014) has resulted in a challenging funding environment, put local councils under pressure and, despite providing high-quality teaching, left mainstream schools struggling to provide adequate provision for students with special educational needs and disabilities.

One of the recommendations, highlighted by the Education Select Committee (July 2019), for helping local authorities and schools overcome a system of unmet need was the *“need to see professionals trained and supported so that they are able to support all pupils, ... in particular those on SEN support”* (Parliament. UK, 2019)

A Department for Education funded study, undertaken by the Whole School SEND and UCL Centre for Inclusive Education (May 2019), pointed to the factors that inhibit the demand or supply of SEND related CPD as *“the cost of the activity, its time implications, and its perceived efficacy”* (Wall, K. et al, 2019). The study also noted that specific gaps in SEND-related CPD included a lack of adequate knowledge and skills to support sensory impairment needs, physical disability, and working with children with autism. Furthermore, the study highlighted a need for intermediate SEND CPD training, and guidance on how to deliver and lead effective SEND-related CPD in schools.

Who we are

OnLine Training (OLT) is an ed-tech company providing ‘just-in-time’, intermediate CPD training in Special Educational Needs & Disabilities (SEND). Operating since 2008, OLT has supported SENDCO/SENCOs, teachers, teaching support staff, senior leaders, including headteachers, social workers, and nursery staff in the UK, Australia, and over 100 countries across the globe. NQTs and RQTs will find OLT’s courses particularly beneficial for developing a toolkit of strategies, tools, and approaches at the beginning of their career.

Co-founded by an Educational Psychologist, who was the former head of special educational needs in Brighton and Hove as well as Regional Facilitator for the SEN Regional Partnerships (2000 – 2008), OLT’s learning model has been intelligently designed by an expert with an awareness of the needs of local authorities and schools.

References

Parliament UK. 2019. Conclusions and recommendations.
Available at <https://publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/2011.htm>
[Accessed 10 September 2020]

UCL Discovery. 2019. A Study of the Drivers, Demand and Supply for Special Educational Needs and/or Disabilities (SEND)Related Continuing Professional Development (CPD) for School Staff.
Available at <https://discovery.ucl.ac.uk/id/eprint/10082917>
[Accessed 10 September 2020]

Our success

OLT's training programme is made up of 17 blended and open-access online courses created with, and delivered by, subject experts, who contextualise and shape learning for specific contexts and educational stages. Our courses cover a variety of topics ranging from high incidence needs such as autism and dyslexia, to lower incidence needs such as vision impairment.

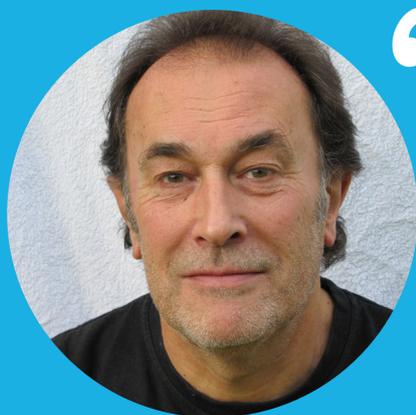
Our tried and tested blended learning framework, which has been used by over 150,000 teachers and teaching assistants worldwide, is underpinned by a learning management system that has been developed through an iterative process. This provides all the information managers need to demonstrate the impact and cost effectiveness of our training, including the holy grail of CPD - impact on pupil progress.

As a vibrant community of practice, learning dialogue encourages reflection on current perceptions and practice, and the sharing of successful inclusive teaching and learning strategies. Attendance/CPD accreditation certificates are also available to evidence the professionals' commitment to SEND-CPD. The model is most impactful when applied in strategic partnership with education, health and social care services and schools, who receive training on how to deliver and lead OLT's blended learning courses in schools.

OLT continuously strives towards teaching excellence and, through our work with UNESCO and NATSIP, we continue to raise awareness of SEND and champion inclusive and adaptive teaching. Our flexible and responsive approach includes the development of new courses and learning content to respond to the education priorities and needs of our learning community.

Here at OLT, we understand that one size does not fit all so we have developed membership packages that are affordable, without compromising quality or the learning experience. Our learners tell us we understand what they need to be successful in SEND, and evidence shows OLT is instrumental in helping our community develop creative **resources**, cultivate positive **attitudes**, and develop high-quality inclusive teaching **skills** for all pupils, in particular those with SEND.

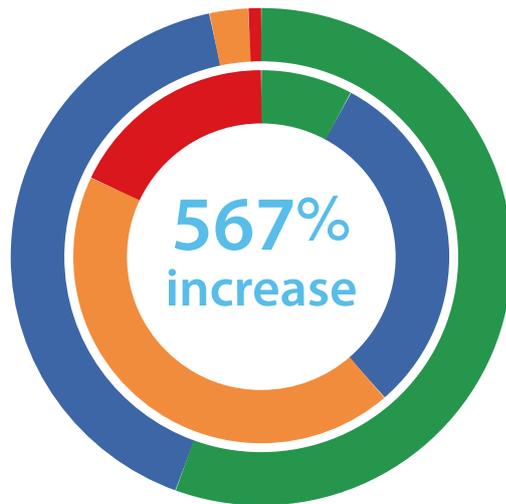
RESOURCES
ATTITUDES
SKILLS



“ Many assume that resources are the first and most important element to support children and young people with SEND, but OLT's years of experience in SEND-CPD provides us with the evidence that shows this is not true. When teachers feel like they have the skills to meet pupils' needs, their attitude towards that young person becomes much more positive, and they become more creative and imaginative in the way in which they can reconfigure existing resources, rather than assuming the only answer is to create more. We have repeatedly seen how teachers, who have completed our courses, become very positive in their attitudes and increased their confidence in supporting, for example, a child with ASD in their classroom.

Hugh Clench (Co-Director of OLT), 2020

Headline statistics | 2019 – 2020



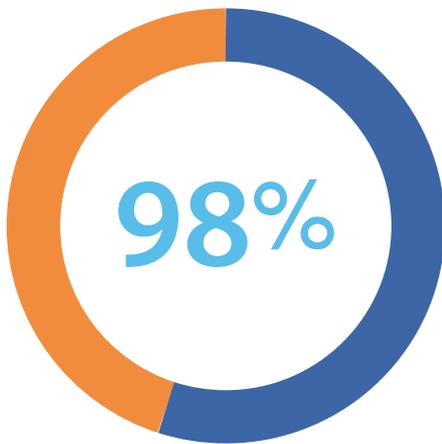
% increase in confidence in ability to implement effective strategies to support children and young people with SEND post-training

Key

Inner chart: Pre-training data

Outer chart: Post-training data

- Very confident
- Fairly confident
- Somewhat confident
- Not confident



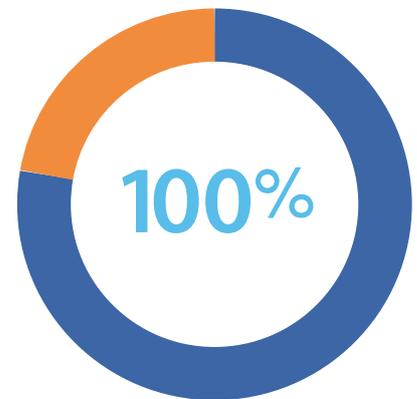
strongly agree or agree the training had a positive impact on your classroom practice

- 55% strongly agree
- 43% agree



strongly agree or agree to recommend OLT's training to others

- 69% strongly agree
- 30% agree



strongly agree or agree OLT's training has given them an improved understanding of the subject

- 78% strongly agree
- 22% agree



Key achievements of 2019

- Customer Satisfaction Survey December 2019 shows our members rate our courses 4.4 stars out of 5
- New course on ADHD developed with expert input and scheduled for launch during ADHD month, October 2020
- Improvements to the registration process is planned and developed for launch in the academic year, September 2020
- New learning content scheduled for 2020 include webinars on key SEND topics from our training programme
- A beta version of a goal-setting tool to inform the creation of SMART goals is developed and tested

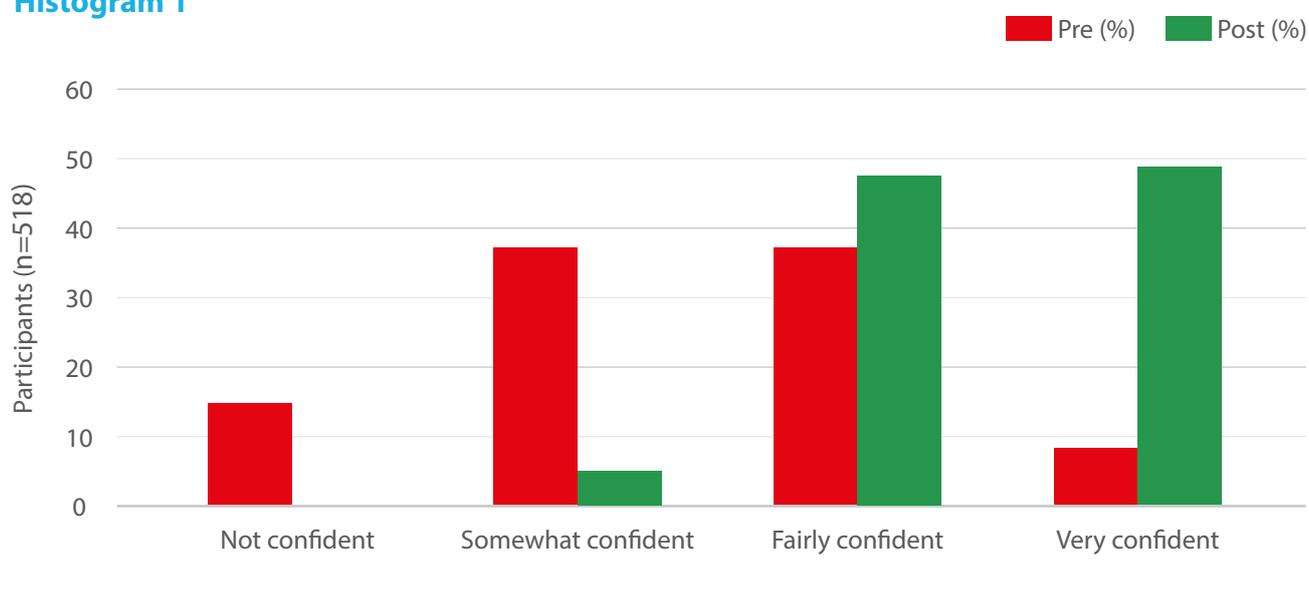
Pre/Post course evaluation data | 2019 – 2020

The histograms show our training participants reported changes in confidence and capacity to support children and young people with SEND from 1 April 2019 to 31 March 2020. The data is drawn from assessment surveys and demonstrate the distance travelled (i.e. the progress participants make) as a result of participating in OLT's courses.

All participants are asked to assess their confidence levels in four specific areas prior to and immediately after training. Additional evidence of impact is gathered 90-days after training in a survey called the Goal Attainment Survey (GAS), which asks participants to report on the observable changes to the students' learning outcomes (see page 6).

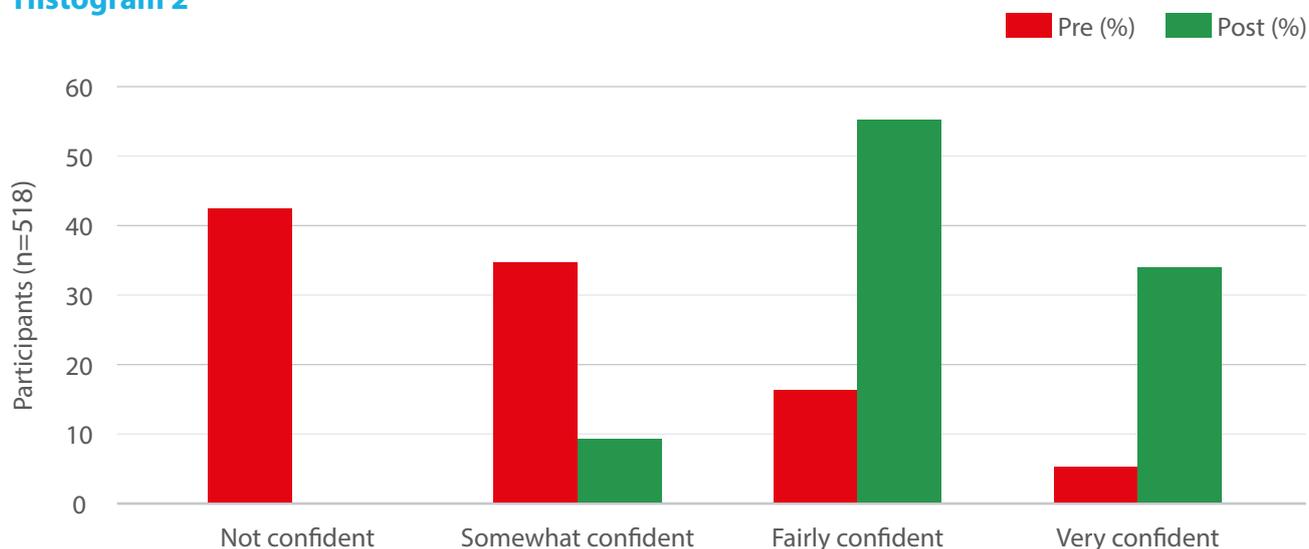
Histogram 1 compares participants' (n=518) confidence in ability to correctly identify pupils with SEN pre- and post-training.

Histogram 1



Histogram 2 compares participants' (n=518) confidence levels in ability to identify appropriate assessment tools to assess pupils with the SEN pre- and post-training.

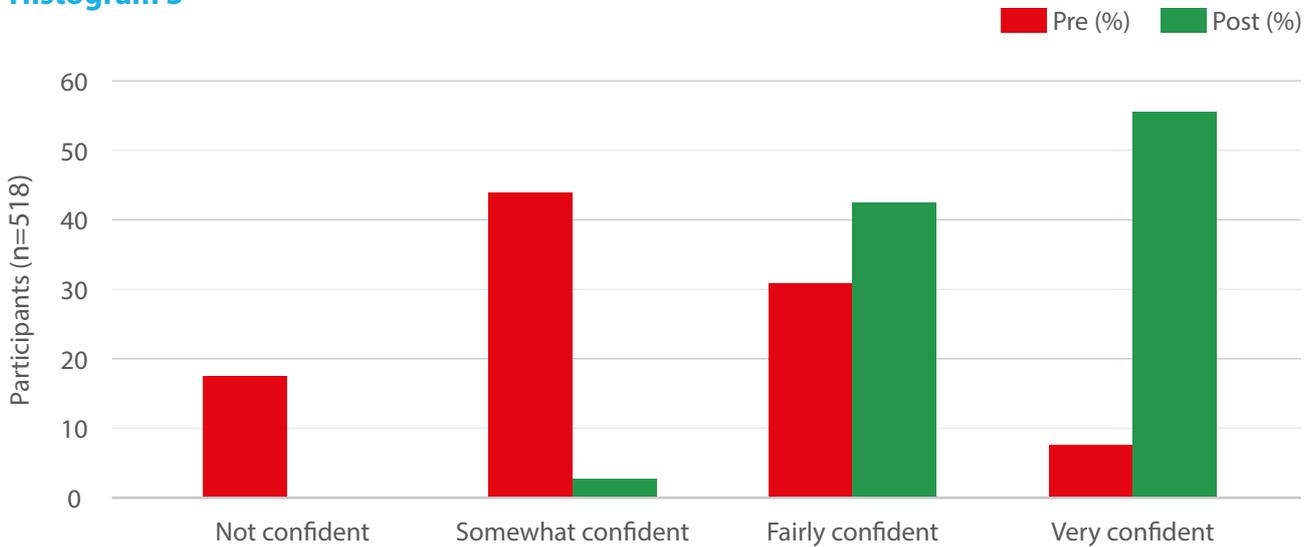
Histogram 2



Pre/Post course evaluation data | 2019 – 2020

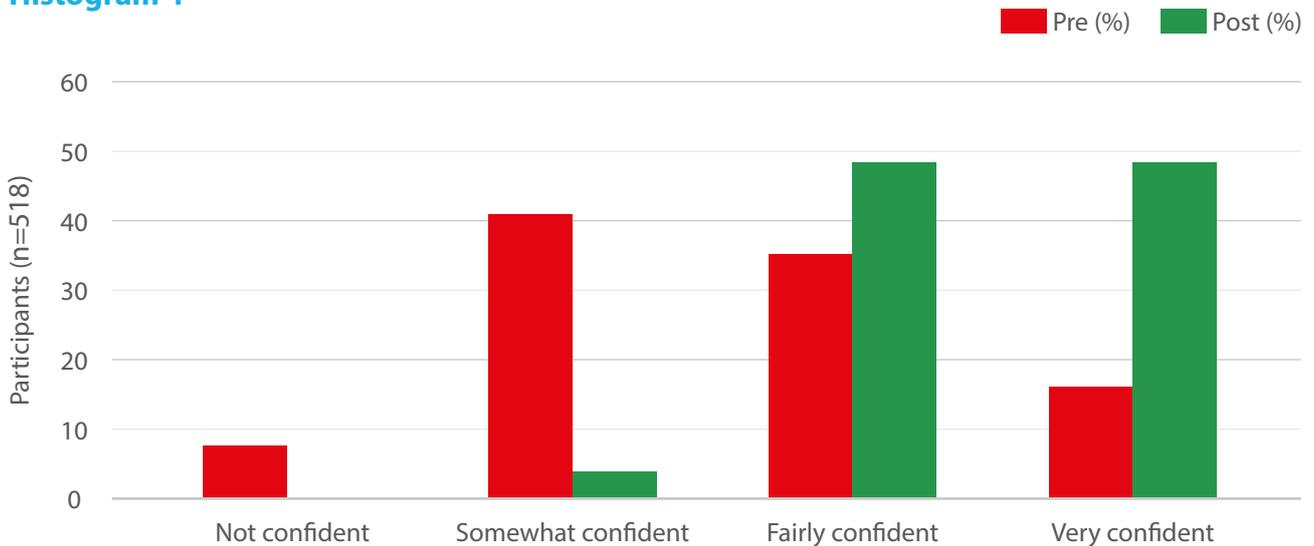
Histogram 3 compares participants' (n=518) confidence in ability to implement effective strategies to support pupils with SEN pre- and post-training.

Histogram 3



Histogram 4 compares participants' (n=518) confidence in overall abilities to meet the needs of pupils with the SEN pre- and post-training.

Histogram 4

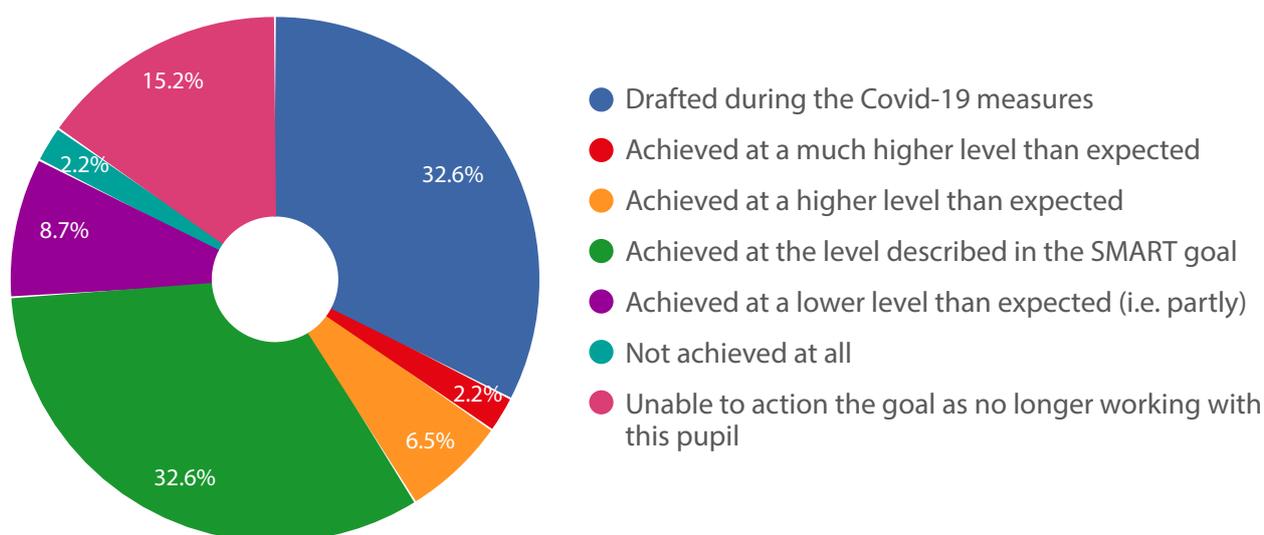


Goal Attainment Survey (GAS) | April 2019 – March 2020

All participants are required to create a support plan during the course, which consists of a SMART goal and intervention to support a child/young person with SEN. Ninety days after completing the course participants rate the level of achievement of their SMART goal (see Figure 1).

Figure 1 shows the reported level of achievement of the SMART goal (n=361).

Figure 1



Post course feedback



Autism Spectrum Disorder Participant

March 2020

“ This training has given me the opportunity to really look at the children in class and tailor how I approach working alongside them. It has also given me ideas and suggestions on how best to manage some behavioural issues in class and in social situations. To start with I found the forums quite daunting but reading other people’s contributions has really helped me to see what interventions they have put into practice.



Visual Impairment Participant

February 2020

“ I found the course absolutely enriching. I learned so much from it and it really inspired me. I want to progress in the future in teaching, so this course inspired me so much to get a qualification in the vision impairment field. I absolutely enjoyed every single part of the course. There are visual conditions I have no idea existed. My deepest gratitude to my tutor for her support and for sharing her valuable experience and expertise in this area.



Attachment and Trauma Participant

March 2020

“ I feel that this training has supported and developed my understanding of effective strategies to support children and upskill staff. Learning online has enabled me to go at my own pace and make appropriate contributions. What I have learnt will impact my practice as I put strategies in place to provide early identification and support other members within my team. It has provided really helpful information and things to consider too.

* Photos are representative of the actual person to protect their privacy.



OnLineTraining

A community more than just training

improving learner outcomes

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