



Impact Report

2024 – 2025 | United Kingdom

oltinternational.net

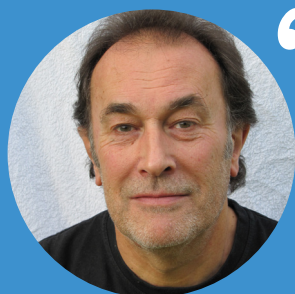
Our success

OLT offers 17 blended and open-access online courses, developed and delivered by subject experts who contextualise learning for specific educational stages. Our comprehensive curriculum spans from high-incidence needs like autism and dyslexia to lower-incidence needs such as vision impairment.

Our proven blended learning framework, successfully used by over 150,000 educators worldwide, is supported by a sophisticated learning management system that tracks impact and cost-effectiveness, including pupil progress. As a dynamic community of practice, we foster reflective dialogue and sharing of inclusive teaching strategies.

The programme provides CPD accreditation certificates and is most effective when delivered in partnership with education, health and social care services. Through collaborations with UNESCO and NATSIP, OLT champions inclusive and adaptive teaching excellence.

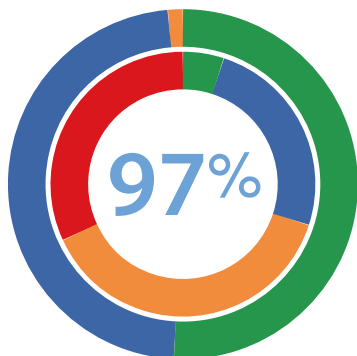
We maintain a flexible approach, developing new content to address emerging educational priorities. Understanding that one size doesn't fit all, we offer affordable membership packages without compromising quality. Our learners consistently report that OLT helps them develop creative resources, positive attitudes, and high-quality inclusive teaching skills for all pupils, particularly those with SEND.



“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) , 2025

Headline statistics | 2024 – 2025



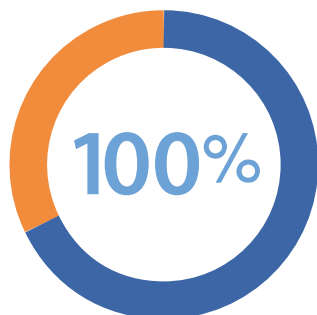
In post training, 97% felt confident in implementing effective strategies to support children with SEND.

Key

Inner chart: Pre-training data

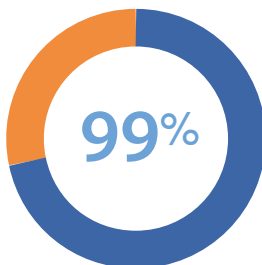
Outer chart: Post-training data

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



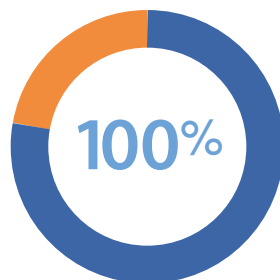
strongly agree or agree
the training had a positive
impact on your classroom
practice

- 68% strongly agree
- 32% agree



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

- 71% strongly agree
- 28% agree



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

- 78% strongly agree
- 22% agree



We are rated 4.4 out of 5



★ Trustpilot

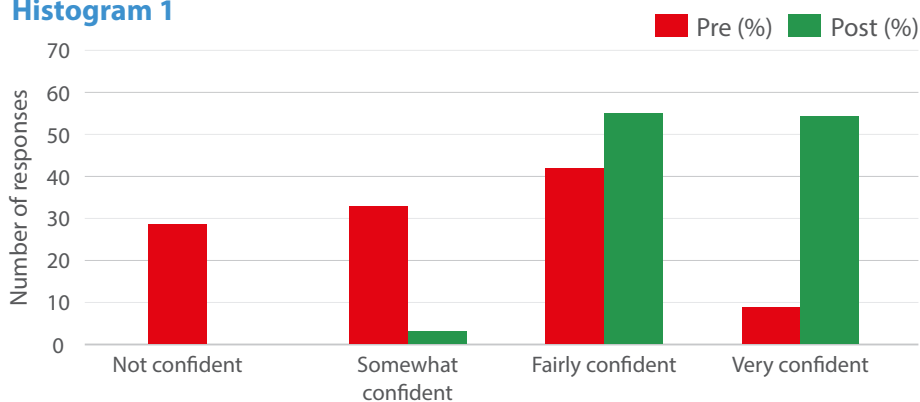
Pre/Post course evaluation data | 2024 – 2025

The histograms below reveal how our participants' confidence and capacity to support SEND children changed from April 2024 to March 2025.

Participants assess their confidence in four specific areas before and immediately after training. Additional impact evidence is gathered through a 90-day Goal Attainment Survey (GAS), measuring observable changes in student learning outcomes.

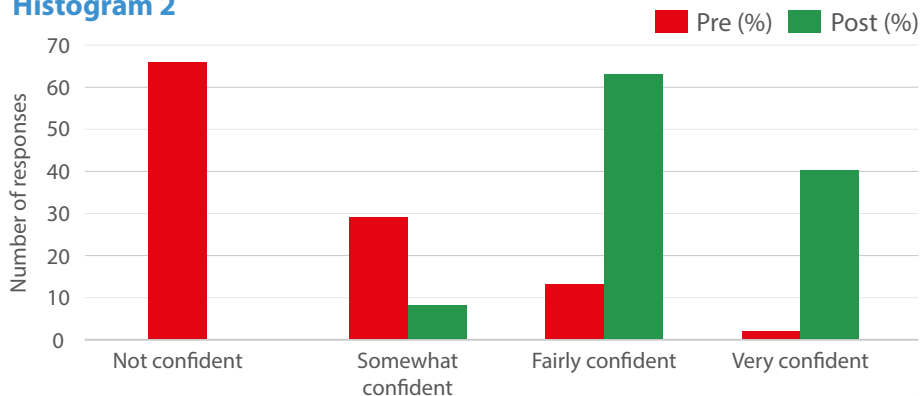
Histogram 1 compares participants' confidence in ability to correctly identify pupils with SEN pre and post-training.

Histogram 1



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

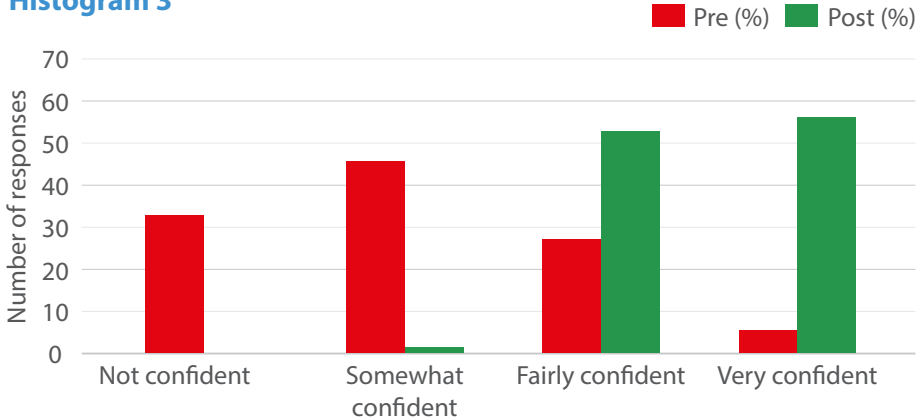
Histogram 2



Pre/Post course evaluation data | 2024 – 2025

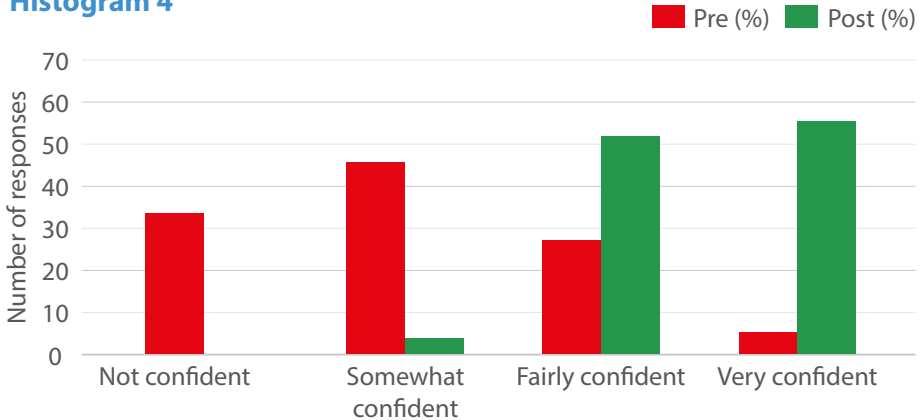
Histogram 3 compares participants' confidence in ability to implement effective strategies to support pupils with SEN pre and post-training.

Histogram 3



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

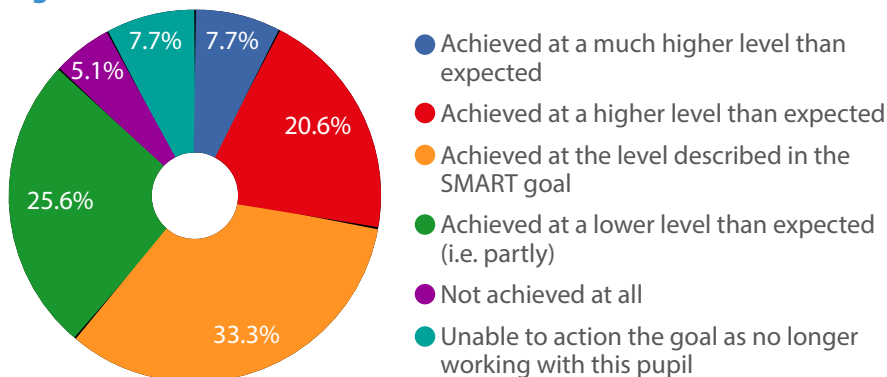
Histogram 4



Goal Attainment Survey (GAS) | 2024 – 2025

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



Post course feedback



Autism Spectrum Disorder
Participant
2022

“ This training gives a deeper understanding of children with ASD. The SMART goals help implement learning practically into school life. It helps me focus how best I can support the children to become independent learners.



Visual Impairment
Participant
2023

“ This course provides valuable insight to the world of visually impaired children. Practical examples of daily social and school interaction show the tools available to enable visually impaired young people. Outcomes will be more positive when these strategies are employed.



Attachment and Trauma
Participant
2024

“ This training opened my eyes to educational challenges facing children today. The course equipped me with practical tools and strategies to implement targeted interventions and goals. Understanding children's needs more deeply helps create positive outcomes through informed support.

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



Improving student outcomes

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