

Springwell Lincolnshire Outreach Support & Training



Springwell Lincolnshire's mission is to empower schools in Lincolnshire to cultivate truly inclusive learning environments where every child, regardless of needs, feels a sense of belonging and achieves their full potential. Through expert guidance, tailored support, and a commitment to relational practices, we champion inclusive education, ensuring that all children experience the unconditional positive regard they deserve to learn, grow and succeed.



Springwell
Lincolnshire

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Introducing Springwell Lincolnshire

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Our Approach: Collaborative and Child-Centred

We understand that every school and every child is unique. Our approach is not about providing a one-size-fits-all solution, but about building a supportive and trusting partnership. We work closely with school leadership, teaching staff and SENDCos to understand their specific context and challenges.

To find out more about the the support Springwell Lincolnshire and Wellspring Academy Trust can provide; please follow this link:

<https://positiveregard.co.uk/training-support/>

Working in Partnership to Support Every Child

At Springwell Lincolnshire, we believe that every child deserves the chance to succeed. Our mission extends beyond the walls of our own academies. Through the Springwell Lincolnshire Outreach service, we are committed to working collaboratively with mainstream primary and secondary schools across the county to support students with challenging behaviour and complex social, emotional and mental health (SEMH) needs.

Our dedicated outreach team comprises of highly experienced specialist practitioners and senior leaders, who work with mainstream partners to build their capacity and confidence in supporting students with complex needs within their own environment. We aim to foster inclusion, reduce the risk of suspension and exclusion and empower both staff and students to achieve positive outcomes.

Every
Interaction
is an
Intervention



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Springwell Lincolnshire: Championing Positive Regard in County-Wide Behaviour Reviews

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At Springwell Lincolnshire, we are proud to be playing a pivotal role in shaping a more positive and inclusive educational landscape across the county, working in partnership with Lincolnshire County Council and Wellspring's Positive Regard team. Our deep commitment to a "Positive Regard" approach is a crucial initiative aimed at enhancing how schools support students with social, emotional, and mental health (SEMH) needs.

Our Role in the Lincolnshire Behaviour Reviews

As a leading provider of alternative and specialist education, Springwell Lincolnshire brings a wealth of expertise and practical experience to the Lincolnshire Behaviour Reviews. We work in close partnership with the Local Authority and mainstream schools to:

- **Champion a Relational Approach:** we advocate for and model strategies that move away from purely punitive measures towards a relational model focused on connection, understanding, and skill-building.
- **Provide Specialist Consultation:** our experienced leaders and practitioners offer expert advice to schools, helping them to analyse complex cases and develop effective, child-centred support plans that are rooted in empathy and Positive Regard.
- **Share Best Practices:** through our outreach work and direct involvement in the review process, we share the successful, trauma-informed practices honed within our own academies, helping to build capacity and confidence across the county.
- **Promote Early Intervention:** we support schools in identifying the earliest signs of difficulty and implementing effective, low-level interventions that can prevent the need for escalation and keep students successfully placed within their home school community.

Our goal is to ensure that every school has the tools and mindset to support every child, creating a more inclusive and understanding educational environment for all.



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Miss Lisa Ashcroft - Executive Principal

Lisa is a highly accomplished educational leader with over two decades of experience dedicated to fostering inclusive environments and driving positive pupil outcomes. After completing her teaching qualification at Loughborough University in 2002, she rapidly became an Advanced Skills Teacher.

Her career progression saw her move from subject leadership to Head of KS4, where she honed her skills in both pastoral care and academic achievement. Passionate about supporting pupils facing barriers to learning, Lisa earned her National SENDCo Award and subsequently took on a senior leadership role to champion inclusive practices. In 2016, Lisa transitioned to Alternative Provision as Executive Vice Principal, gaining invaluable experience with vulnerable children and young people with SEMH needs. She played a pivotal role in opening new Alternative Provision Free Schools in Lincolnshire and collaborating with the Lincolnshire Local Authority on the Ladder of Behaviour Intervention. Since becoming Executive Principal across all four Springwell Lincolnshire schools in 2021, Lisa has led her schools to significant success, securing two 'Good' and two 'Outstanding' Ofsted ratings. She has also recently achieved her National Professional Qualification for Executive Leadership, further solidifying her expertise in strategic educational leadership.



Mr Jack Williamson - Executive Vice Principal

Jack earned his BA (Hons) and PGCE in Physical Education from Edge Hill University. His journey in education began in 2011, and through various leadership roles, he saw firsthand why a significant number of children can be underserved by the system.

This experience solidified his commitment to creating systemic change and fostering a truly inclusive culture. His focus on building strong, trusting relationships with students aligns perfectly with the core values of Springwell Lincolnshire.

Jack is a passionate advocate for students who find mainstream education a challenge and is driven by the belief that every child deserves to succeed. Jack joined Springwell Lincolnshire bringing a wealth of leadership experience and a deep commitment to inclusive, trauma-informed education.

Jack is committed to deepening his understanding of how we can best support our students' social, emotional, and mental health needs to help them achieve their full potential. He completed his NPQH in 2023 and is undertaking his NPQEL to further his expertise in executive leadership. When he isn't at Springwell, Jack is a keen sportsman and enjoys exploring the outdoors with his dog, Pepper.



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Mrs Sarah Hurley - Executive Vice Principal

Sarah completed her degree in Sports Coaching Science and Sports Development. She delivered PE lessons and upskilled teachers across primary schools in Coventry. After gaining her forest schools award, Sarah supported children with SEN and SEMH needs. The school approached her to do her teacher training through Schools Direct.

In 2014, Sarah completed her PGCE in Primary Education with a SEND specialism at The University of Warwick. She has spent a further 4 years in mainstream schools, where she has been able to develop her understanding of pedagogy and teaching & learning through roles including: Lead Teacher, MAT PE and Sports Lead, NQT Mentor and Key Stage Lead. During this time, Sarah continued to work with those most vulnerable and those with additional needs. In her most recent mainstream class she had 50% of her class on the SEND register all with Individualised Education Plans. She then joined the Springwell Lincolnshire team as Primary Lead in 2018. Sarah has supported in developing an engaging curriculum for all to thrive and achieve in, in their individual pathways. Sarah became Executive Vice Principal in 2023 and currently strategically leads our Spalding and Grantham schools.



Mrs Nikki Lang - Executive Vice Principal

Nicola completed her degree, Bachelor of Arts with Honours in Teaching Studies and Geography with Qualified Teacher Status at Bishop Grosseteste University in Lincoln. She worked in a Primary School teaching across EYFS, KS1 & 2 for 14 years. In this time Nicola was a subject lead for Geography, ICT, Art and English, as well as EYFS lead.

Nicola worked on publishing exemplification guidance to support the teaching of Art as well as supporting and implementing curriculum design to focus on pupil's success, sense of community, preparation for transitions and next steps. Nicola worked as a SENDCo both in mainstream and an SEMH setting focusing on fostering inclusive learning environments for all pupils. She then became a Deputy Head, and later Headteacher, in a mainstream primary school focusing on building strong, collaborative relationships with families. Nicola's leadership has always been strongly rooted in the belief that every child deserves the opportunity to reach their full potential, this work continues in her role as Executive Vice Principal at Springwell Lincoln.

**All
Behaviour is
Communication**



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Springwell Lincolnshire Outreach Team

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Mr Elliott Deathridge - Executive Behaviour Lead

Elliott has been a dedicated member of the Springwell Lincolnshire team since 2016. With a background in a special needs school, he was driven by a desire to support young people facing additional barriers to their education.

In his time at Springwell, Elliott has played a key role in helping students engage with their learning and achieve success. His commitment extends beyond his immediate role, as he actively supports other schools within the Springwell Lincolnshire network. Furthering his expertise, Elliott is also a qualified Advanced Team Teach trainer and a certified First Aid trainer, enhancing the safety and specialist support available to both students and staff.



Mr Alex Humphries - NEET Prevention Officer

Alex has joined Springwell Lincolnshire recently to take up the role of NEET Prevention Officer after a career working in Lincolnshire's Children's services. Alex's role plays a pivotal role in securing positive, successful futures for our young people.

Alex's role is dedicated to ensuring every student has a clear and supported pathway as they transition from our academies into adulthood. Through one-to-one mentoring, impartial advice, and personalised guidance, Alex works closely with students, their families, and a network of external agencies to identify the right post-16 opportunities. This includes navigating college applications, preparing for interviews, and exploring apprenticeships and vocational training.



Miss Kia King - Assistant Principal:SENDCo

Kia completed a law degree at the University of Lincoln followed by her PGCE at Bishop Grosseteste University. She started her teaching career in Boston teaching a primary school class. In 2020, she moved to teach a Year 2 class at Horncastle Primary, a Wellspring school.

During this time, Kia developed as Key Stage Lead and Behaviour Lead. She completed her Positive Regard Specialist Leader training and strongly believes in a relational approach. She is passionate about ensuring all children flourish and is proud to be a part of a team that makes this happen. Since moving to Springwell in September 2024, Kia continues to grow professionally, currently completing a Doctorate in Adverse Childhood Experiences. Kia has significant expertise in supporting all areas of SEND and is also a Thrive practitioner.



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Positive
Regard**



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Ms Gemma Hunter - Assistant Principal:SENDCo

Gemma's teaching career began in Grimsby in 2006, where she worked in some challenging settings, leading to a passion for making a difference for the most vulnerable pupils. A move to a private school in Dubai saw Gemma begin her leadership journey, which continued throughout a variety of primary schools in Lincolnshire.

As a Lead Literacy teacher, Gemma's skill set was used to develop teachers across local networks as well as Early Careers Teachers. A later career move from primary to secondary saw Gemma quickly become a SENDCo, able to support students with varying additional needs. Gemma joined Springwell as Assistant Principal and SENDCo in September 2023, drawing on her vast experience of teaching in both primary and secondary settings with students needing alternative strategies to engage them in education. She now works closely with local schools to ensure that all students are able to access the provisions that they need. Gemma has completed her CCET and Access Arrangement qualification and is able to complete psychometric tests within settings to advise schools and ensure that the right strategies are in place to support pupils. She is able to write reports for access arrangements for exams. Gemma is also a Thrive practitioner.



Mrs Stefanie Lee- Assistant Principal:SENDCo

Stefanie began her teaching career after graduating from Bishop Grosseteste University, Lincoln, in 1997. She later completed the National Award for SEND Coordination (NASENCo) at the University of Northampton and a Diploma in Specific Learning Differences from the University of Leicester.

Over her career to date, Stefanie has worked across three diverse school settings. She has held a range of roles, including class teacher (EYFS to Year 6), Literacy Lead, and Designated Teacher for Children in Care. Most recently, she has worked as the school's SENDCo, supporting pupils with additional needs in a mainstream setting.

Stefanie has led a Speech and Language Enhanced Provision within the school, working closely with speech and language therapists to deliver tailored interventions for pupils with significant communication needs. She also co-developed 'The Nest', a safe and supportive space for children with emotional needs. She regularly delivers training to colleagues on areas such as autism, ADHD, dyslexia, speech and language, and attachment needs. Stefanie is committed to inclusive practice and to ensuring that all children have the opportunity to succeed.



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Behaviour & Culture

Whole School Behaviour & Culture Reviews:

Our Behaviour Reviews are a comprehensive, in-depth analysis of your school's current behaviour strategies and their impact. We'll work collaboratively with your staff to:

- Identify specific behaviour challenges and their root causes.
- Assess the effectiveness of existing policies and interventions.
- Observe behaviour in various settings, including classrooms, playgrounds, and communal areas.
- Gather insights from staff & students through meetings / surveys.
- Provide actionable recommendations for improvement, tailored to your school's unique context

Transition support following 16-week Alternative Provision pathway placement:

Bespoke support for schools to support embedding of strategies/recommendations following a pupil placement to support pupils to have a successful return to their mainstream school.

This could include but is not limited to:

- Pupil observations
- Creation of risk assessments/behaviour plans specific to the mainstream setting
- Attendance at PSP meetings
- Modelling of relational, pupil-centred practice
- Staff training/meetings

Establishing an internal AP:

We bring a wealth of experience and expertise in creating and managing successful alternative provision. Our support can include:

- **Curriculum Development:** Designing engaging and relevant learning programs tailored to the needs of students in an AP setting.
- **Staff Training:** Equipping your team with the skills and knowledge to effectively support students with complex needs and challenging behaviours.
- **Setting Up the Physical Space:** Guidance on creating a conducive and stimulating learning environment.
- **Behaviour Management Strategies:** Implementing effective approaches to foster positive behaviour and emotional regulation
- **Ongoing Mentorship and Support:** guidance as you develop and embed your provision.



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Behaviour & Culture

SEMH Interventions:

Our SEMH training programme is designed to equip your team with the skills and confidence to deliver effective SEMH interventions.

Our training is tailored to help your school:

- **Develop a deeper understanding of SEMH:** Gain insights into identifying and addressing a range of social, emotional, and mental health challenges in young people.
- **Implement evidence-based interventions:** Learn practical strategies and techniques to support students' well-being and promote positive outcomes.
- **Build a more inclusive and supportive environment:** Empower your staff to create a school culture where all students feel understood, valued, and supported.
- **Improve student engagement and attainment:** Discover how effective SEMH support can lead to better focus, improved behavior, and enhanced academic progress.

Leadership

Leadership School improvement (SEMH);

This offer is expert-led leadership support giving strategies and insights needed to drive meaningful change. Our bespoke training will equip your leadership team to cultivate a thriving environment where every student's SEMH needs are met, leading to improved outcomes for your whole school community.

With this support, you'll gain:

- **Tailored Strategies:** Practical, actionable strategies specifically designed for your school's unique context and challenges.
- **Expert Guidance:** Benefit from the extensive experience of Springwell Lincolnshire's specialists in SEMH and school improvement.
- **Sustainable Impact:** Learn to implement long-term solutions that foster a positive and supportive culture for both students and staff.

When a flower
doesn't bloom,
you fix the
environment in
which it grows,
not the flower



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Team Teach

Our Team Teach training is designed to equip your staff with the skills and confidence to manage challenging behavior effectively and safely. We understand the importance of creating a positive and secure environment for everyone. That's why our expert trainers provide a supportive and practical learning experience across all levels of Team Teach. These courses can be delivered as full days, half days or twilight sessions.

Level One

Our popular and accessible Level One (6hr) course in positive behaviour support is available for individuals supporting children, young people in Education and Health and Social Care settings.

Who is this course for?

Anyone who is working in a low-risk primary or secondary school setting would benefit from this course, which offers a grounding in positive behaviour support strategies applicable across these environments. This course is also suitable for anyone working in low-risk children's service settings.

Learning Outcomes

Participants will learn how to;

- Increase understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk.
- Develop a greater team dynamic in supporting individuals who are distressed, with approaches that have impact and strengthen relationships.
- Utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours.
- Implement simple and safe positive handling techniques including personal safety.
- Our techniques are situated within a respectful, supportive approach to behaviour support strategies which maintains positive relationships.



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Team Teach

Level Two

All our courses are delivered by experienced, knowledgeable trainers. They carefully consider the training needs of participants to ensure they can confidently put positive behaviour management strategies into action in their setting. Increasing safety, and reducing restraint While our courses focus on de-escalation and communication strategies for dealing with challenging behaviour without physical intervention, they also cover positive handling training for schools and other education settings which minimise restraint and intrusive intervention.

Who is this course for?

Anyone who is operating in a medium-risk setting such as: Pupil Referral Units, generic special schools, SEMH provisions, Alternative Provisions, Post-16 Inclusion Units within a mainstream setting, children's homes.

Learning Outcomes

Participants will learn how to

- Increase understanding and awareness of behaviour as communication and develop a framework to better respond to reduce risk.
- Develop a greater team dynamic in supporting individuals who are distressed with approaches that have impact and strengthen relationships.
- Utilise a toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours
- Implement simple and safe positive handling techniques including personal safety.
- Our techniques are situated within a respectful, supportive approach to behaviour support strategies which maintains positive relationships.
- This course includes guiding, escorting, break-away and restrictive physical intervention techniques.

95%
De-escalation



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SEND

Whole School SEND Review

Two members of the Springwell Lincolnshire/Positive Regard team, including a qualified SENDCo and school leader, will join you in your setting to review all things SEND, from policy to practice. The process supports settings to offer children and young people the opportunity to thrive, with access to the right support, in the right place, and at the right time, so they can fulfil their potential and lead happy, healthy and productive lives.

SENDCo Support:

Our experienced team can provide a range of support, including:

- **Guidance on SEND Policy and Practice:** Ensuring your school's policies are up-to-date and compliant with the latest legislation, and helping you implement best practices.
- **Pupil Profile Development and Review:** Support with creating, reviewing, and refining individual education plans to meet the specific needs of your pupils.
- **Staff Training and Development:** Bespoke training sessions for your SENDCo and wider staff on various SEND-related topics, from adaptive teaching strategies to managing complex needs.
- **Resource Identification and Utilisation:** Helping you identify and effectively use resources to support pupils with SEND, both within and outside the school.
- **Statutory Assessment Process Navigation:** Expert advice and practical support through the Education, Health and Care Plan (EHCP) process.
- **Pastoral and Behavioural Support Strategies:** Developing effective strategies to support the social, emotional, and behavioural needs of pupils with SEND.
- **Audit and Review of SEND Provision:** A thorough review of your current SEND provision to identify areas of strength and areas for development.

Access arrangements & testing

Our expert SENDCos are fully qualified assessors CCET (Certificate of Competence in Educational Testing) and AAC (Access Arrangements) and able to assess students' learning needs and apply for exam access arrangements in accordance with JCQ (Joint Council for Qualifications) guidelines.



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Parental Courses

Positive Regard with Parents

The aim of this four part, fully interactive programme is to support and empower parents. Each session is 90 minutes and content will provide practical strategies to use at home as well as an opportunity to talk to specialists and ask questions.

Session 1

The Amazing Brain

Explore how your child's brain develops and take a look at what we can do to support positive development.

Session 2

Keeping our Children Calm

Understand how to support a meltdown, build resilience and get through stressful situations at home and when out in public.

Session 3

The Power of Connection

Strong relationships are vital for our children. Learn how to manage the use of technology and not let it prevent social interaction.

Session 4

Changing Behaviour

Consider different types of language to help your children display socially acceptable behaviour.



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First Aid

All workplaces are required to have First Aiders. Springwell Lincolnshire provides a range of regulated First Aid courses which can be tailored to best fit your provision. All our courses are practical, and emphasise the importance of teamwork.

Level 3 Emergency First Aid at Work - One Day

Where an organisation's risk assessment identifies that there is a requirement for Emergency First Aid at Work Practitioners, then this national award in Emergency First Aid at Work satisfies the requirements of the Health and Safety Executive (HSE, the regulatory body for First Aid). This course ensures delegates will have the skills and knowledge to provide the organisation with Emergency First Aiders that are able to provide treatment to their casualties in a prompt, safe and effective manner. This is also the minimum first aid requirement for people with advanced Team Teach qualifications. The annual refresher for this qualification is only three hours long.

Level 3 Paediatric First Aid - Two Days / Level 3 Emergency Paediatric First Aid - One Day

These courses have been developed for those who are working with children and infants. It will be of particular interest to anyone who has a responsibility for their welfare. The purpose of the qualification is to attain the knowledge and practical competencies required to deal with a range of paediatric first aid situations,. It complies with the requirements of Ofsted and Early Years Foundation Stage (EYFS). These courses can be blended with the standard First Aid course to cover both qualification requirements for your setting.

Level 3 First Aid at Work - Three Days

It is a requirement of the Health & Safety law that employers provide a safe and healthy environment. If your risk assessment highlights the need for qualified first aiders, then this level 3 qualification will provide you with suitable, highly trained personnel. This comprehensive course covers a wide range of first aid emergencies, enabling all participants to cope with arising situations with confidence and in a prompt, safe and effective way. Including all up to date protocol changes that may have arisen since previous training, this will qualify participants to the highest level of First Aid, meeting the statutory requirements of the Health and Safety (First Aid) Regulations 1981.



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First Aid

Mini Medics - 2.5 hours

Mini Medics is a very basic introduction to First Aid and Defibrillation or Mental Health Awareness. The courses are pitched at a basic level with no confusing terminology and will work to meet the child's ability: making it educational, practical and instilling the importance of assisting someone who is poorly or injured. Mini Medic sessions are aimed at children between the ages of 7 to 11 for First Aid or 9 to 12 years old for Mental Health, but they can suit children of any age. There is no assessment for these sessions as they are non regulated, only attendance and participation is required to receive a certificate.

Other First Aid Courses:

- L3 First Aid at Work Refresher
- L3 Paediatric First Aid at Work
- L2 Emergency Paediatric First Aid at Work
- L2 Emergency First Aid Annual Refresher
- L3 Activity First Aid L2 Basic Life Support
- L2 Basic Life Support & Safe use of and AED
- L2 Defibrillation (CPR & AED Skills) Defibrillation Annual Refresher
- L3 Immediate Management of Anaphylaxis
- L3 Oxygen Therapy Administration
- L2 First Aid Risk Assessment
- Appointed Person



Attendance Reviews

We offer expert support to ensure your attendance review process is thorough, fair, and compliant.

Guidance and Best Practice: We'll provide you with up-to-date advice and best practice strategies. We can also support school leaders in relation to inclusive attendance processes to improve school attendance.

Documentation Support and Training: Ensure all necessary documentation is accurately completed and maintained. We can tailor training sessions to your specific needs, empowering your team to confidently manage attendance reviews in-house.



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Careers & NEETs Prevention

Careers Advice & Guidance:

Our dedicated support provides personalised support, working closely with pupils to:

- Explore their interests, skills, and aspirations: we help students understand their unique strengths and how they can translate into fulfilling career paths.
- Navigate career options: from further education and apprenticeships to direct employment, we provide clear information and guidance on the diverse routes available.
- Develop essential career management skills: we equip pupils with the tools they need for successful job searching, CV writing, interview techniques, and building post-16 option confidence.
- Connect with opportunities: we can help pupils discover local training programmes, work experience placements, and potential employers.
- Personalised assistance to pupils applying to colleges, ensuring they feel confident and prepared.
- Understanding College Options: guiding pupils through the vast array of college courses and institutions to find the best fit for their aspirations and academic strengths.
- Application Guidance: providing practical support with completing application forms accurately and effectively, including advice on crafting compelling personal statements
- Interview Preparation: offering mock interviews and helpful tips to build confidence and enhance performance in college admission interviews.

Post 16 NEET support:

This support works closely with young people aged 16 and above, offering tailored guidance to help with:

Exploring options: for further education, apprenticeships, employment, or vocational training, to understand all available pathways.

Developing essential skills: to build crucial life and work skills, from CV writing and interview techniques to confidence building and career planning.

Accessing opportunities: connecting young people with local employers, training providers, and educational institutions, opening doors to new possibilities.

Overcoming barriers: to address challenges that might be preventing young people from moving forward, providing practical solutions and ongoing encouragement.

Personalised action plans: creating a bespoke plan that reflects a young person's unique aspirations and helps to work towards a brighter future.



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Safeguarding

Safeguarding Reviews

We're pleased to offer comprehensive Safeguarding Reviews designed to give you peace of mind and help you meet school's statutory duties.

A Safeguarding Review with Springwell Lincolnshire is a thorough, independent evaluation of your organisation's safeguarding policies, procedures, and practices. Our experienced team will work collaboratively with you to:

- Assess your current safeguarding framework: We'll examine your existing policies, procedures, and documentation to identify strengths and areas for development.
- Identify gaps and vulnerabilities: Our experts will pinpoint any weaknesses that could leave individuals at risk or expose your organisation to potential issues.
- Ensure compliance: We'll help you confirm your practices align with the latest legislation, statutory guidance, and best practice standards.
- Provide practical recommendations: You'll receive clear, actionable advice and tailored strategies to enhance your safeguarding arrangements
- Offer ongoing support: We can provide guidance on implementing recommendations and help you foster a culture of vigilance and safety.

Developing a robust safeguarding culture (curriculum & reactive PSHE)

At Springwell Lincolnshire, we understand that a strong safeguarding culture is the bedrock of a safe and thriving learning environment. We're here to help your school cultivate a proactive and responsive approach to safeguarding, ensuring every student feels secure and supported.

Our expert team can provide comprehensive support in two key areas:

- **Curriculum-aligned PSHE:** We'll work with you to embed safeguarding principles directly into your PSHE curriculum, empowering students with the knowledge and skills to understand risks, make safe choices, and know who to turn to for help. This proactive approach helps to prevent issues before they arise.
- **Reactive PSHE and Support:** When incidents do occur, our guidance helps you respond effectively and appropriately. We'll assist in developing strategies for sensitive and timely interventions, ensuring that all safeguarding concerns are addressed with the utmost care and in line with best practices.

Bespoke Training - this can include training on specific areas e.g. Harmful Sexual Behaviour



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Immersive Experiences

Our immersive days provide an opportunity to truly experience and explore excellence in education and all its challenges - we aren't saying we get everything right, but we do have fantastic, values-driven schools that have been recognised for their outstanding practice and their own unique journeys.

There will be an opportunity for sharing, discussing, challenging and collaborating. Visitors can talk to leaders, teachers and pupils to discuss culture, curriculum and behaviour. They will be given the opportunity to experience the vibrancy of the school environment and explore what makes the school tick. Springwell Lincolnshire prides itself on having inclusive schools that believe in a values-led, relational approach to holistic education - what you will see in our schools is this in practice.

Delegates will experience a day in school with opportunities for classroom visits and focussed discussion with leaders. There will be reflection time at the end of the day where delegates will be given the opportunity to discuss and share their thoughts. There will also be an opportunity to discuss any follow-up activity and further partnership/collaborative work.



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Outreach Costs

Review
(Behaviour,
Safeguarding or
Attendance)
£2250

**Whole day
Support or
Training**
£600

**Half Day
Support/ Twilight
Session**
£450

**Parent
Support
Package**
£500

**Immersive
Experience**
£250

Bespoke Support Packages

We are happy to discuss a package of support bespoke to the needs of your school where you can combine reviews, immersive experiences and follow up training. Please contact us directly and we will be happy to set up a meeting to discuss your needs and work together to identify the best package for you.



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