

Learning and Behaviour Advisory Team information

LBAT: Enabling Learners - Equipping Teachers





West Sussex County Council

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Introduction: The Learning and Behaviour Advisory Team (LBAT) is a small team of specialist Advisory Teachers and Advisory Practitioners (APs). Each teacher has extensive experience of assessment, specific learning needs, evidence-based strategies, effective resources, additional support services and current policy and practice.

Vision: For all pupils to be heard and enabled, and every teacher supported and equipped, so that all experience equal opportunity to thrive at school.

Outcomes: As a result of the involvement of a Learning and Behaviour Advisory Teacher we intend that...

- **Pupils** will be heard, understood and increasingly engaged in their personalised learning offer so they can make increased progress
- **Parent / carers** have a growing confidence that the individual needs of their child are understood, and the adjusted learning provision reflects this knowledge
- **All school staff** feel confident to use their best endeavours to meet the needs of each pupil through carefully considered high quality inclusive practice
- **Teachers** are increasingly equipped and supported to consistently deliver high quality ordinarily available inclusive practice and fulfil agreed

plans for their pupils with special educational needs are positive, possible and effective

- **SENCo**s have additional knowledge and tools to assess the learning and behaviour needs of individual pupils and ensure teachers are equipped with the strategies and resources to meet these needs effectively
- **School leaders** are guided as they continue to develop inclusive, highly effective learning experiences, effective inclusive practice environments that reflect current best practice for all pupils

The Learning and Behaviour Advisory Team (LBAT) work directly with WSCC maintained Mainstream schools, Free schools, Academies and the Alternative Provision College; offering consultation and training in areas relating to learning and behaviour, where difficulties in these areas may be impacting on pupils making progress in school. Advisory teachers hold caseloads of schools and offer termly visits to discuss individual pupils who are mostly on the school's special educational needs register and may be in receipt of a pupil premium grant (PPG).

Whilst Advisory Teachers do not offer diagnosis of specific learning needs, the starting point for any targeted pupil support is to **assess**, as we build a clearer picture of the pupil and their journey through school.

Advisory Teachers work with teaching staff to explore **why** a pupil may respond in school as they do.



This begins with the pupil, hearing their voice so we can better understand their strengths, areas of interest, preferences and motivation; as well as all that makes them feel anxious, frustrated or indifferent about learning.

It is important to establish the views and perspective of parent / carers. This is to recognise how their child's past experiences, current circumstances and individual need might impact their ability to learn consistently.

An Advisory Teacher will also work with teaching staff to establish a comprehensive view of the pupil's profile and presentation in school. This may include discussion with the SENCo, class teacher or teaching assistant; observation in class, a look at the pupil's work, and the evaluation of any assessment or screening that has been completed by the school or other agencies. When questions and uncertainty about a pupil's specific needs remain, the Advisory Teacher may recommend additional assessment that could add to the emerging pupil profile.

With a comprehensive picture of the pupil established, the next stage is to **plan** expected outcomes and agree how these aspirational intentions can be most appropriately met. It is helpful to establish the priorities for the pupil and explore the possible adjustments that are likely to have the intended impact, given all that we now know about the pupil. This can include offering targeted interventions, tailored learning strategies, planned responses to behaviour, alternative provision, personalised resources or other adaptations to the learning environment.

There may also be some professional development identified for the staff tasked with offering this provision. The Learning and

Behaviour Advisory Team offer a selection of **free training** that may address this requirement. LBAT's training packages for schools include understanding behaviour, ADHD, dyslexia, reading, writing, spelling and maths. The team manage the county's positive handling training (Team Teach) and run bespoke packages on Down's Syndrome. If the LBAT training offer does not meet the identified need, the Advisory Teacher can signpost you to other appropriate providers and the advice available through the Tools for Schools website.

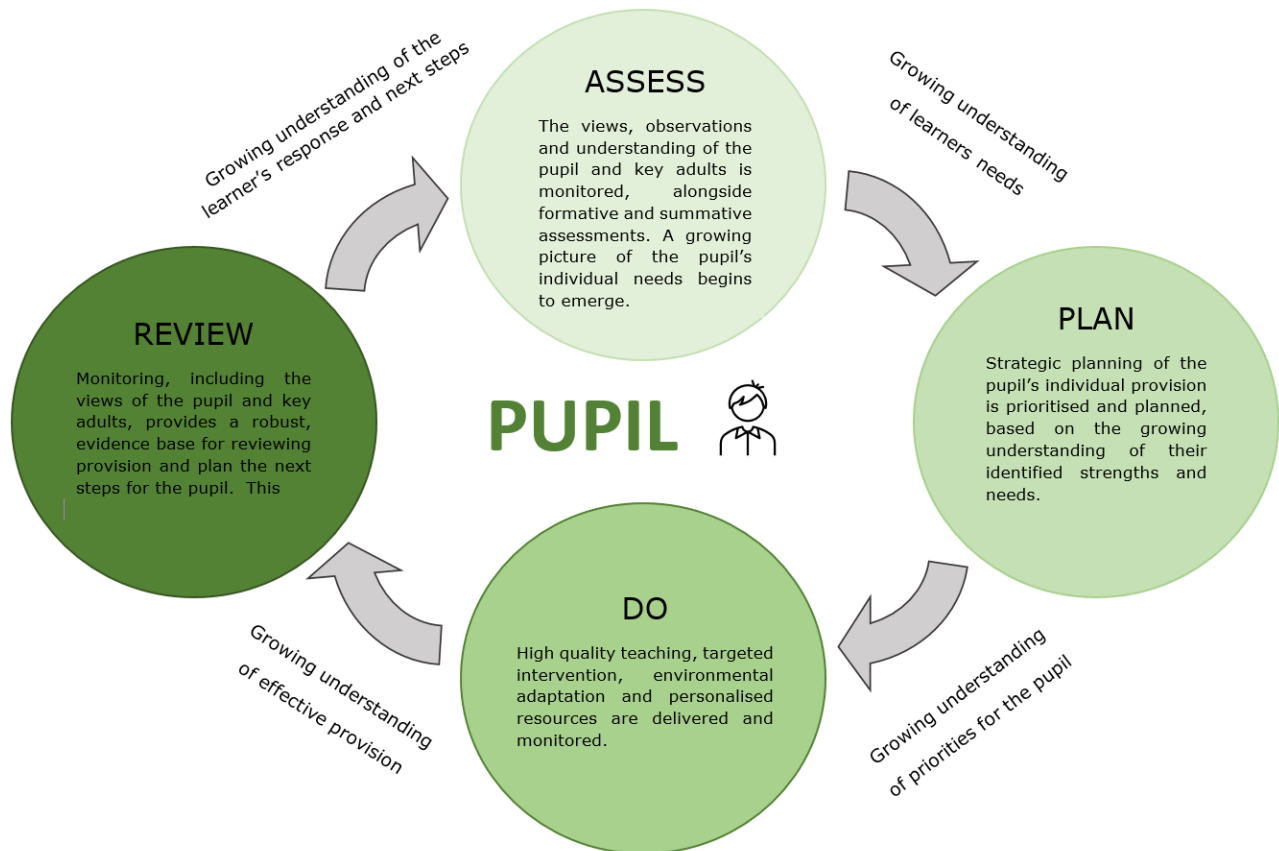
Having identified the priorities for the pupil, it is time for school staff to **do** all that has been planned. It is not expected that instant impact will result, as it takes time for the pupil to become familiar with the changes and for progress to be realised. A period of 'watchful waiting,' typically at least six weeks, is recommended to allow time for the newly planned approaches to imbed and the impact understood. Comprehensive recording of the pupil's responses to the intervention and adjustments made is important to inform ongoing monitoring.

Monitoring cycles examine the pupil's progress toward the clearly defined outcomes, providing a robust evidence base to **review** the actions taken and strategically plan the next steps. The school may choose to complete the review process in collaboration with the Advisory Teacher.

Whilst the majority of consultations are completed for individual pupils, there are times when advice may be sought for a setting or specific year group, where a common concern is recognised and adjustments for whole class groups may be considered beneficial.



Overview of **The Assess - Plan - Do - Review** Cycle



Process for working with the Learning and Behaviour Advisory Team

1. Download referral form. The latest guidance and request forms are located on the LBAT page of the Tools for Schools web site. [Guidance-and-Request-forms-for-Schools-ASCT-and-LBAT-support-Jan-2022-Final.pdf \(local-offer.org\)](#)
2. Complete the referral form. It is important to share the views of all the pupil, parent carers, teachers, teaching assistants, SENCo and any other agencies involved. It is worth noting that when carefully considered and comprehensive information is shared in the referral request it adds significantly to the quality of the resulting consultation and review meeting. **It is essential that parent / carer consent is obtained** before you consult with the Advisory Teacher
3. The completed form is sent to schoolsABC@westsussex.gov.uk and your allocated Advisory Teacher if known.
4. All requests for support are considered at a fortnightly allocation meeting. A response from the team will be communicated to you within two working weeks of the allocation meeting
5. An appointment date can be set prior to the request being submitted. Where appointments are agreed ahead of time, the school must send the appropriate request form at least 10 working days before the date of the visit.



6. The Consultation and Review Meeting (CARM) is typically scheduled between one and three hours for up to four pupils. CARMs can also include other actions as agreed with the Advisory Teacher such as individual pupil, whole class, or setting support. The strengths and difficulties for each pupil are discussed with school staff, ensuring pupil voice is included. Parent / carers may also be part of the discussions and observations of the children can be included. For children referred for behavioural needs, the team focus on behaviour for learning, coaching school staff to understand the impact of social, emotional and mental health needs on a pupil being ready to learn.
7. Strategies for all pupils discussed are tailored to suit the individual's needs, recognising what is appropriate and possible within school resources. Interventions recommended for both learning and behaviour are evidence-based following national and local guidance (such as from the Education Endowment Foundation) and support is given to develop systems to monitor impact.



8. Whilst advisory teachers do not work directly with pupils, there are both pupils and staff who would benefit from the direct support and guidance from one of the Advisory Practitioners (APs) in the team. The advisory teacher and AP will work with you to agree the planned outcomes and how and when they will support the school.
9. Following the CARM a record of the discussion will be emailed to the school SENCo to share a record of the discussion and strategies to be considered. The school is responsible for sharing this record with parent / carers and relevant staff.

10. The school SENCo can now update the pupils individual learning plan and timetable to include the agreed recommendations and any associated interventions, strategies and resources to be delivered.
11. To meet the demand from schools for more urgent advice, in addition to the CARMs, LBAT also offer weekly advice lines for SENCOs or class teachers with a member of the team. Schools can contact their allocated Advisory Teacher to request a 30-minute slot at the next available advice line.
12. If you are planning to submit an **EHCNA request** you are not required to discuss the pupil at a CARM; however, an advisory teacher can work with you to review a potential request and help ensure that the APDR process is robust.
13. Further ways to gather pupil voice can be found via this link: <https://schools.local-offer.org/childs-journey/voice-of-the-child/how-to-gain-pupil-voice/>
14. It may be useful to explore the **Tools for Schools** website that has a wealth of information and support strategies. Additionally, the Ordinarily Available Practice Guidance and the Inclusion Framework can be downloaded from here: <https://schools.local-offer.org/>

If you have any questions about the service or would like to contact your allocated Learning and Behaviour Advisory Teacher, you can do this directly. If you do not know who your allocated Advisor is or do not have their contact details, please email the LBAT manager, Kate Southgate at kate.southgate@west.sussex.gov.uk or the team administrator at schoolsabc@westsussex.gov.uk and they will be able to let you know who your allocated advisor is and share their contact details with you.

