



Changing Chances CIC



Empowerment Approach Training for Schools



The Empowerment
APPROACH



QUOTE

DESCRIPTION

EMPOWERMENT APPROACH TRAINING PROGRAMME

PART 1A: LEADERS' TRAINING FOR A CORE GROUP OF STAFF 3 days (or equivalent)

The Leaders' Training is designed to support leaders in preparing for the delivery of whole staff training. It ensures that leaders have a good understanding of the main elements of the approach, essential language and key models and tools used within it and are not 'leading blind'.

The training enables leaders to have planned how the approach fits and supports their current provision and can achieve consistency regarding securing high-quality inclusive and trauma-informed practice which maintains high expectations of young people and is underpinned by clear and rigorous whole school processes .

The Leaders' Training ensures any policy and procedural changes needed to implement the approach effectively have been identified and carefully planned prior to wider staff training. It is best arranged as a Vertically Sliced Team from roles across the staff team and incorporates:

- 1. Key elements of the Empowerment Approach Core training**
Sessions to deliver the key elements of the approach and what it would look and sound like when implemented effectively within an organisation.
- 2. Sessions to plan out policy and procedures** within the setting and its links with other policies: What procedures will underpin each key element of the approach? For example, who, what, where and when will Coaching Conversations take place? How will they be recorded? Tracked? When will Executive Function Skills be taught and how will the tracking fit in with overall assessment procedures? How will it change the types of information communicated to parents and carers?
- 3. Sessions to plan implementation:** Embedding into SIP and SEF: logistics of training to ensure good knowledge by all; visual resources and how the approach will maintain a high profile across the setting / strategies for consistency; how the wider community will learn about the approach.
- 4. Session to plan monitoring and evaluation:** when, who and how will you measure whether staff are implementing the training effectively and what support processes will be put in place? Evaluation and measurement of impact etc. Links with PM and appraisal

Depending on the size of the initial Core Lead Team, once the group have gained a good understanding of the main areas of the approach, elements within bullet points 2, 3 and 4 above can be completed by key members of the Core Lead Team, with the proposals brought to and discussed with the whole Core Team at the sessions themselves.

DESCRIPTION

PART 1B: EMPOWERMENT APPROACH TRAINING FOR ALL SCHOOL STAFF

Empowerment Approach Core Training for all staff (we advise that this includes all staff, including administrative / premises staff so that there is a shared understanding across the school community). This training is a blended approach of in-person (or live online) with us along with self-study sessions / sessions using our materials facilitated by the Core Lead Team. We have found that this works better for schools since it lessens the pressure on bringing all staff together at the same time whilst maintaining the comprehensiveness of the training. This blended approach consists of:

- **One full in-person INSET day:** this is designed to present the main elements of the approach and its key principles.
- **Access to electronic versions of all training materials** for staff to use as self-study of the units either independently or in teams in between twilight sessions (see below). These training materials contain videos, slideshows and audit tools to check and embed understanding.
- **Schools can choose to shorten the Leader Training to two days and have either a second in-person whole INSET day or series of twilights.**
If twilights, we recommend that these are interspersed between self-study sessions using our electronic training materials. This introduces each section in further detail and provides an opportunity for staff to bring any questions or concerns to discuss.

PART 2: FOLLOW-UP, SUPPORT & SUSTAINING IMPROVEMENT

1. FOLLOW-UP ADVICE & DROP-INS FOR STAFF TO SUPPORT EFFECTIVE IMPLEMENTATION & STAFF CONFIDENCE/SKILLS

Three online advice drop-ins for staff following implementation to talk through issues with specific young people and gain advice on how to secure progress / address specific incidents.

2. ACCESS TO ELECTRONIC VERSIONS OF ALL RESOURCES FOR USE WITH CHILDREN

Access to animations and pdf versions that can be downloaded and printed of all models and tools to use with children and young people. (See next page for further details).

3. FOLLOW-UP IMPLEMENTATION SUPPORT

Three online support session for the Core Team / Senior Leaders following the final twilight. These can be timed to fit with the School Improvement Plan and Implementation Schedule and spaced over as many terms as required. Schools may opt for a whole day of in-person support instead, catered to their own needs.

4. ONGOING ACCESS TO TRAINING MATERIALS FOR ALL STAFF

Continued access to electronic training materials for all staff for 12 months; this enables recapping of training throughout the year. It also allows all new staff to be inducted into the approach more effectively.



Changing Chances CIC®

QUOTE

Changing Chances CIC

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VAT Registration No.: 341645608

DESCRIPTION

RESOURCES

Electronic pdf versions of the following resources are provided as part of the package

(physical hard copies can be purchased separately if the school prefers to have professionally printed copies):

- The Empowerment Approach course handbook
- The 'Empowerment Approach in Sequence' booklet (this contains the different models and strategies used within the programme).
- Our Needs & Skills cards: a set of 61 cards which illustrate and detail physical, emotional and cognitive needs as well as common stress responses and skills to focus on.
- 5C Need Scales: a set of scales to support children in working out what helps them to be their 'Brain Best' and what may be contributing to times of struggles.
- Our Strength Cards: a set of 85 strengths divided into ten categories – a great resource to help children explore and maximise their strengths whilst also helping them to identify and prioritise goals.
- Animal Scales – our strength-based approach to Executive Function Skills which supports the exploration of these vital skills in a positive but challenging way.
- Pdf versions of our key sequences: Ten Point Response plan, Calm Connect Support, Coaching Conversations Affect Model, Scaling Model, Working Out Windows model, Prep4Best Model and Speak Up for Better Model.
- A set of coaching models to support understanding: Growth Zones, Dopamine Doses, Circles of Control, Parachutes of Support, Circles of Belonging, Stop Start Action model, Chair Swap.
- A range of resources to use with individual students to explore, support and track progress.
- An electronic version of our book: A Strength-Based Approach to Executive Function Skills.
- Our detailed Executive Function checklist.
- Generic Curriculum Teaching Plans for teaching the approach to children with a range of resources to support this, including a series of animations.



NB SEE PAGE 7 FOR INFORMATION ON REDUCED COSTS FOR GROUPS OF SCHOOLS

SERVICE (the two parts can be delivered over two academic (or financial) years)

PART 1:

A. Training Package for the Core Lead Team (12 – 18 hours) to include training in the key aspects of EA approach, planning of processes to support the approach effectively and planning for implementation and monitoring.

B. Whole School Training (6-12 hours) to include

- One whole school INSET
- Access to online training materials for all seven modules of the training.
- Second INSET or three twilight sessions (or third day for Core Lead Team) spaced out to allow time for use of online training materials.

C. Resources: electronic versions of all items set out on Page 3

TOTAL COST:

£2475 + VAT

PART 2:

A. Follow-up support for staff:

Three online follow-up training and drop-in and advice sessions for staff. This gives staff a chance to request areas for more clarification and to ask questions and talk through specific issues. These are normally delivered in the terms following the end of the direct training.

B. Implementation Support Sessions for each SLT team:

Three (up to 2 hours each) online support sessions or 1 full day for the Core Team/Senior Leaders to support with implementation. If more than one school, this is individual to each school.

C. EA Membership for 12 months to include:

Access for all staff to electronic versions of training materials.

Access to all electronic resources to use with children, including video animations.

Ongoing telephone / email support for EA Leads.

TOTAL COST:

£1759 + VAT

In-person sessions to take place at a venue booked by commissioning organisation. Any venue and refreshment costs to be met by commissioning organisation. Commissioning organisation to pay for any travel over 10 miles distance from TN37.

Commissioning organisation to enrol participants onto the course and confirm booking details with them. Changing Chances CIC are happy to arrange links for all online sessions and complete weekly attendance reports.

Cancellation policy: bookings can be cancelled without incurring any cost up to six weeks prior to the start date of the programme. After this, a cancellation fee of 50% will be charged.

Once you have accepted this quote, we will invoice you on commencement of the programme. We are able to invoice in installments if this would suit you better; please email us if this is the case and we can agree a payment schedule.

BACS payments to Changing Chances HSBC Bank Account number: 62389908 Sort code: 40-23-18



NOTES

THE DIFFERENT PARTS OF THE TRAINING

Schools must book **both Part 1 and Part 2 of the training**, since we know that Part 2 is important to ensure staff receive the right support to ensure the training is sustained.

There is flexibility in the timing of Part 2 support. Some schools prefer the support to be given quite soon after the initial training period and other schools prefer to embed the training first and then seek the Part 2 support.

Part 2 support does need to be completed within 12 months of the initial training, unless agreed beforehand; this is only to ensure our own workload is manageable and we know the levels of work due in the next year.

TRAVEL

We now require the commissioning organisation to pay for travel costs for all in-person training. The charges are any mileage above 10 miles from TN37 using the HMRC recommended car mileage rate.

SUPPORT SO THAT FINANCES ARE NOT A BARRIER

We are a not-for-profit organisation and never want finances to be a barrier, so we do try to be flexible and find solutions that work for schools. We do also need to ensure that we cover overheads, are sustainable and can continue to develop our programmes and produce further resources to support children and young people.

To ease financial restrictions, we may be able to arrange for payment to be spread over two financial years. If you would like to discuss this, please do contact finance@changingchances.co.uk

Costs can also be reduced by working with a cluster of two or more schools (a maximum of five in one group) to make the training more financially viable. It also gives the opportunity for the schools involved to work collaboratively and share practice following the training.

For further information regarding group school costs, please see page 7 below.

In the meantime, if you have any questions, please do contact Laura or Sabrina at office@changingchances.co.uk

WORKING WITH GROUPS OF SCHOOLS

We are a not-for-profit organisation and never want finances to be a barrier, so we do try to be flexible and find solutions that work for schools. We do also need to ensure that we cover overheads, are sustainable and can continue to develop our programmes and produce further resources to support children and young people.

We often work with a cluster of two or more schools (a maximum of five in one group) to make the training more cost effective. It also gives the opportunity for the schools involved to work collaboratively and share practice following the training.

Below are the costings per school when schools collaborate to receive our training together. The fees have been calculated to reflect the larger number of participants and added costs for preparation and production of materials, whilst also offering considerable savings for schools.

When schools join together for the training, the Core Leader Team training, whole school INSET and twilights in Part 1 and the drop-ins in Part 2 must be on the same dates / times for all the schools involved. **The leadership support in Part 2 is bespoke and individual to each school** and will therefore be on different dates to suit each school.

Schools must book **both Part 1 and Part 2 of the training**, since we know that Part 2 is important to ensure staff receive the right support to ensure the training is sustained. We are happy for payments to be made across two financial years to ease financial constraints.

We now require the commissioning organisation to pay for travel costs for all in-person training. The charges are any mileage above 10 miles from TN37.

If you have any questions, please do contact Laura or Sabrina at enquiries@changingchances.co.uk

	PART 1:	PART 2:
	<ul style="list-style-type: none"> A. Training Package for the Core Lead Team (approximately 12 hours of training) B. Whole school INSET C. Three twilight training sessions (or second whole INSET day) D. Access to electronic training materials for use with staff in between direct sessions. 	<ul style="list-style-type: none"> A. Three drop-in and advice sessions B. Three leader support sessions (up to two hours for each) C. Ongoing access to electronic training materials for 12 months D. Access to all resources to use with children, including pdfs of all models and tools and set of animations.
SINGLE SCHOOL	2475	1759
IF TWO SCHOOLS: (PER SCHOOL)	1330	1543
IF THREE SCHOOLS (PER SCHOOL)	950	1459
IF FOUR SCHOOLS (PER SCHOOL)	760	1425
IF FIVE SCHOOLS (PER SCHOOL)	643	1399

The above costs are based upon group training for primary schools.

For secondary schools, please contact us to discuss training options.