‘Train the Trainer’ Support Materials

Valuing SEND Toolkit:
November 2021

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Purpose of Guidance

- This following 'train the trainer' materials have been developed for existing **Valuing SEND champions** who wish to **deliver their own Valuing SEND training**.
- This complements the Valuing SEND champions guidance pack which provides information about the role and expectations of Valuing SEND champions as well as detailed background guidance on completing the tool itself.
- The aim of this guidance is to provide a **standalone training pack and group activities that champions** can use to deliver their own training on Valuing SEND; the overall ai of promoting the wider implementation of the approach across Lincolnshire.
- Specifically, the following slides include:
  - **Tips and tricks** on delivering training to others
  - **Training pack** that Valuing SEND champions can use in delivering their own training, which includes **icebreaker** and **group activities** to apply in the delivery of Valuing SEND training

A Valuing SEND Toolkit has been developed providing more in-depth on Valuing SEND including a step-by-step guide on completing the digital tool which can be found on the **Lincolnshire SEND Local Offer**.

Delivering Valuing SEND Training - Hints and Tips

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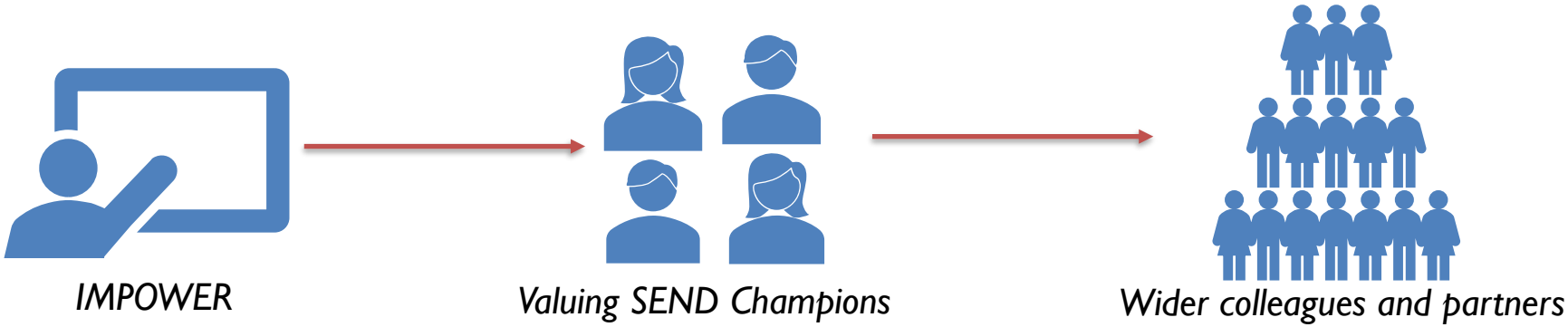
What is the 'Train the Trainer' model?



- The train-the-trainer model works by having an expert Valuing SEND trainer support internal staff (Valuing SEND champions) to become trainers in Valuing SEND.

- These Valuing SEND champions, now trainers, can then train others within the Lincolnshire County Council and train wider partners (such as schools, settings and heath colleagues) using what they have learned.

There are many advantages to the Train the Train model, including:

- ✓ The cascade style results in a consistent way to roll out training across Lincolnshire;
- ✓ It provides a mechanism for Valuing SEND skills transfer across Lincolnshire at scale;
- ✓ Internal trainers are permanent members of staff with local knowledge and subject matter expertise, allowing them to relate to and tailor training to their audience and induct new joiners in a sustainable way in the longer-term.

Checklist to prepare for training

Here are three key steps to keep in mind when planning Valuing SEND training:

1. Planning	• Identify attendees. For more interactive training sessions, we recommend a maximum of 15 people. • Use a 'doodle poll' to find the availability for larger groups. • Set date and time for training session. A summary of Valuing SEND will last approx. 1 hour, while more a interactive and detailed session will be 3 hours. • Decide on training venue or online conferencing platform (e.g. Microsoft Teams, Zoom).
2. Logistics	•Email participants with training overview and purpose. Send outlook invite and track attendance. •Send any pre-work (e.g. bring case for discussion/ to complete VSEND radar, set up login to the Valuing SEND digital tool) •Organise breakout groups and facilitators (as a rule of thumb, plan have 1 facilitator per group of 4-5 people). Set up breakout rooms in Microsoft Teams or Zoom, in advance. •Meet facilitators before training to run through group activities and running agenda.
3. Materials	• Tailor training presentation (using materials within this pack) • Set agenda and share with participants in advance. • Design icebreakers and group activities (examples in this pack) • Prepare training feedback survey (e.g. Survey monkey or Google Forms)

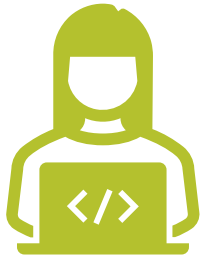
Top tips for delivering standout training

"Tell me and I forget. Teach me and I remember. Involve me and I learn.'
– Benjamin Franklin

- ✓ Use icebreaker activities to warm up the conversation and strengthen bonds between participants.
- ✓ Remember there are three main learning styles: visual, auditory and kinaesthetic. Presentation slides should only be used as prompts and to show visually engaging content (charts, images, quotes).
- ✓ Create a learning experience using different types of content and ground activities to make your sessions interactive and engaging.
- ✓ Adapt your training approach to suit your audience. Ask yourself: what is their baseline knowledge of Valuing SEND? Do they represent particular interests (e.g. early years, social care, health)?
- ✓ Empower participants and give them a voice. Enable them to share their views and stories, act a facilitator for these discussions by posing questions, challenging ideas and bringing things round to a conclusion.
- ✓ Email group activities to everyone before the start of the training session.
- ✓ Ask questions of your audience and allow plenty of time for questions from them.
- ✓ Relate to participants by sharing your personal experience of using Valuing SEND, and how it has been beneficial in your role.
- ✓ Rehearse your training and fully prepare facilitators in advance of the session.
- ✓ Set up breakout rooms and allocate attendees and facilitators to each before the training to save time.
- ✓ Following up the training by sharing the slides and meeting recording (if virtual).
- ✓ Seek honest feedback from participants to improve your performance. For example, Survey Monkey and Microsoft Form provide free and simple platforms to receive anonymous feedback.

Best practice for virtual training

Set Ground Rules



- Participants to stay on mute unless speaking.
- Invite questions in the 'chat' or 'raise their hand' if they have a question or comment.
- Keep cameras switched on to promote participation and engagement.

Schedule regular short breaks to minimise 'Zoom Fatigue'

Rehearse breakout rooms before training; there are slight differences in set up depending on your video conferencing system i.e. MS Teams or Zoom.

Keep things interactive:

- Hand raising when they have a question
- Set up a Microsoft Jamboard to share ideas collaboratively and in real time (participants can also add their ideas after the session)
- Contributions through the chat
- Poll questions and voting
- Screenshare the digital Valuing SEND tool e.g. work through an example together
- Icebreakers
- Create small breakout rooms

Training Feedback

One of the most common ways of evaluating the effectiveness of Valuing SEND training is to survey the participants. Surveys are the simplest and most time-effective ways of establishing whether the conditions were right for learning to take place, and how you can improve the content moving forward. Microsoft Forms and Survey Monkey are two helpful platforms to create a feedback form quickly and easily.

Some questions you may want to include are set out below:

1. **What team are you in?**

Enter your answer

2. **How would you rate your confidence in understanding Valuing SEND?**

- ◯ Very confident
- ◯ Confident
- ◯ Not so confident
- ◯ Not at all confident

3. **How would you rate your confidence in supporting others to use Valuing SEND?**

- ◯ Very confident
- ◯ Confident
- ◯ Not so confident
- ◯ Not at all confident

4. **What did you most enjoy and/or find useful about the training?**

Enter your answer

5. **How do you think the training could be improved?**

Enter your answer

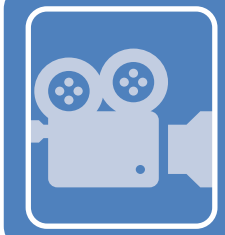
6. **How will you take this work forward and support the wider rollout of Valuing SEND?**
This needs to be relevant to your field of work and/or team and could include some immediate and longer-term pledges - the more specific the better!
For example. Sharing a radar chart at your next staff meeting, mentioning Valuing SEND to the next school/setting you speak to, delivering Valuing SEND summary session to colleagues.

Enter your answer

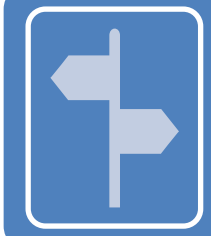
Sustaining a Valuing SEND learning culture

Delivering training is an important element in embedding the Valuing SEND approach within Lincolnshire, however, there are a number of ways to follow-up once the training is over to achieve lasting results. Here are some ideas for sustaining your training impact:

Have participants pledge and/or create action plans to apply what they have learnt in practice



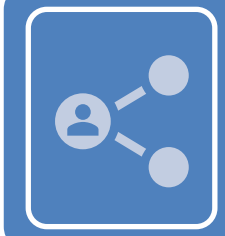
Share training slides and meeting recording after the session



Signpost to additional Valuing SEND resources on the local offer

Adapt training materials and approach based on participant survey feedback

Set up Valuing SEND drop-ins to answer follow-up questions and share learning



Share case studies of good practice and positive impact of using Valuing SEND

Valuing SEND Training Slides, including icebreakers and group activities

- For Valuing SEND Champions to use in delivering training

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Welcome!

Welcome to the Valuing SEND training!

Before we jump in, we'd love you get to know you all a little better…

Please can you share your name, role and what you are looking forward to about the training.

Agenda (example)

Agenda	Timings
Welcome and Introductions	10 minutes
Ground Rules and Objectives	5 minutes
Background – LCC's High Needs Strategy	5 minutes
Introduction to Valuing SEND	25 minutes
Icebreaker Activity – Potential for Valuing SEND	15 minutes
Refreshment break	10 minutes
Using Valuing SEND to support at an individual level	20 minutes
Group Activity – Interpreting the Valuing SEND Radar	30 minutes
The Bigger Picture: Using Valuing SEND to support at an individual level	10 minutes
Next steps and further support	5 minutes

Objectives for today's training

To get a grounding in the Valuing SEND approach, focusing on:

- **How** it developed, **where** it came from and with **whom**;
- **What** exactly it does and what it tells us;
- **Why** it's helpful – positive impact in Lincolnshire

- To learn more about further Valuing SEND support available on the local offer and who else you can speak to.
- To discuss and agree key **next steps** in how we support the successful use of Valuing SEND across Lincolnshire.

Ground Rules for Virtual Training

As this is a virtual workshop, we would like to agree a number of ground rules:

- Keep your microphone **muted** when you are not talking but we would love to see faces so those who can keep cameras on please do so;

- If you would like to ask questions during the presentation please use the **raise hand function** or add them into the **chat**;
- Stay **focused** and **engaged** on the workshop – resisting the temptation to check emails or the news;

- We want to hear from **you**! **-** This is a safe space to test your thinking and share ideas around Valuing SEND with peers.

Background and Context

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A National Need for Change

Since 2014 reforms, there is wide agreement from professionals, OFSTED, Ombudsman, Government Select Committees, LAs and parents that provision for SEND in schools and settings can vary widely and does not reflect a whole school approach.

"There is too much of a tension between the child's needs and the provision available".
- 'Not Going to Plan' Select Committee report 2019

"The variation in support experienced by pupils, even when they had a similar identified need, suggests that the SEND system relies on particular individuals performing important roles well and working together effectively. This means that 2 pupils with similar needs, attending different schools, can have very different experiences. Absolute uniformity is unlikely when individual schools have autonomy to make provision for their pupils. However, despite individuals working hard and with care, significant variability in provision is not an indicator of a system working effectively for children with SEND."
- Research and analysis, supporting SEND OFSTED 2021

National SEND Review

Further delays spark fears over much-anticipated SEND Review

Amid a third delay of the government review of special educational needs and disability provision, experts call on policymakers to use the time to ensure plans improve co-ordination of support across the children's system.

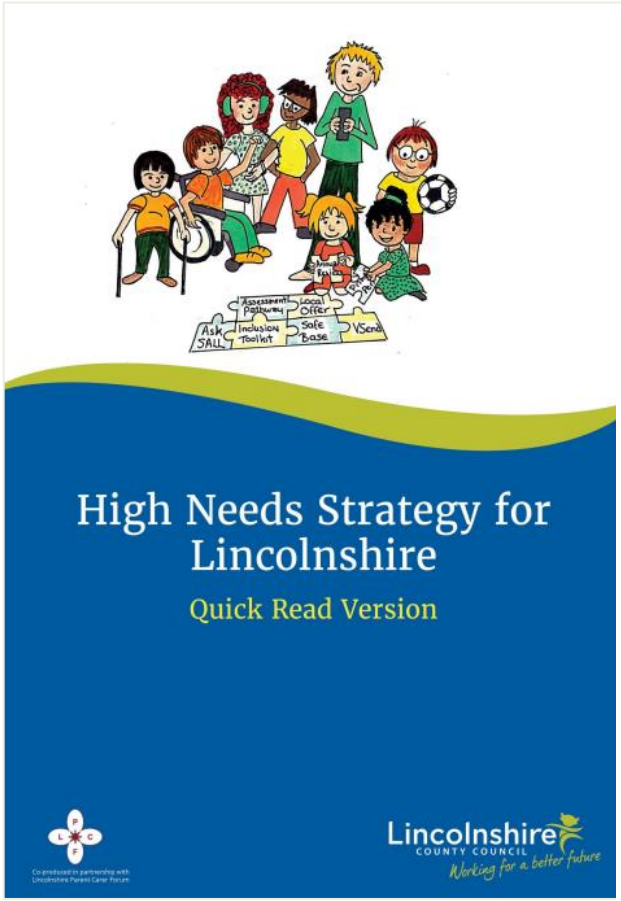
"All of the sector, from parents and young people through to the statutory agencies which support them, want to see a system that delivers better outcomes and sustainability but the solutions are not straightforward".

Dame Christine Lenehan, Director of the Council for Disabled Children

"While the sector is waiting on the publication of the review, it should focus on what it can currently change and influence".

Leo Jones, director of public services consultancy IMPOWER

Lincolnshire's High Needs Strategy



- Valuing SEND forms a key part of the High Needs Strategy for Lincolnshire, strengthening the graduated approach.
- It also works alongside and supports the Inclusion Toolkit.

We are providing a set of tools to help settings support children and young people with SEND. **Valuing SEND** and the **Inclusion Toolkit** make it easier for teachers in Lincolnshire to understand the needs of children and young people with SEND and to plan the right support at the right time.

Valuing SEND in settings

The tool includes helpful prompts and questions in three different sections:

- ✓ Understanding the child or young person's needs
- ✓ Understanding how well the setting can support the child or young person's needs
- ✓ Understanding how confident the family feels about supporting the child or young person's needs at home

The first two sections of the tool are completed by teachers in the school, and the 'home confidence' section should be completed in partnership with the family.

There are lots of good reasons for using the tool:

- It helps families and settings to talk about a child or young person with SEND and how they can be supported
- It helps settings look at different ways to help and support a child or young person with SEND
- The tool can help to identify any support families may need at home
- It helps explore any differences between a child or young person's needs at home and at the setting

Valuing SEND for families

Working with settings, a child or young person's family will be asked to score their confidence between 0 (low confidence) and 10 (very confident to support the child or young person's needs).

There is no right or wrong answer, it is based solely on how confident a family feels.

It is important that the family feel they can be honest, as this can help teachers learn even more about a child or young person's needs and how they might best be supported. A family will be asked about their confidence in meeting the needs of their child or young person in the following areas:

Communication and Interaction | Cognition and Learning | Social, Emotional or Mental Health | Communication and Interaction | Independence

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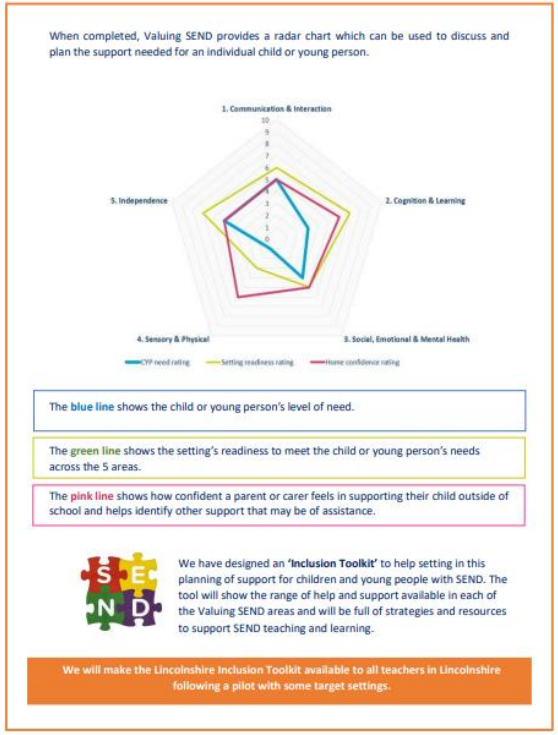

When completed, Valuing SEND provides a radar chart which can be used to discuss and plan the support needed for an individual child or young person.

The **blue line** shows the child or young person's level of need.

The **green line** shows the setting's readiness to meet the child or young person's needs across the 5 areas.

The **pink line** shows how confident a parent or carer feels in supporting their child outside of school and helps identify other support that may be of assistance.

We have designed an **'Inclusion Toolkit'** to help setting in this planning of support for children and young people with SEND. The tool will show the range of help and support available in each of the Valuing SEND areas and will be full of strategies and resources to support SEND teaching and learning.

We will make the Lincolnshire Inclusion Toolkit available to all teachers in Lincolnshire following a pilot with some target settings.

5

You will find the High Needs Strategy and Inclusion Toolkit on the [Lincolnshire SEND Local Offer](#).

Valuing SEND Journey so far

Valuing SEND was developed by IMPOWER alongside three local authorities in 2019 **in response to challenges** in the SEND system.

Valuing SEND was introduced in Lincolnshire in September 2020 **to improve children's long-term outcomes**.

Lincolnshire SENDCOs **trialled** the approach **and contributed to its development.**

Increasingly, schools and settings are using Valuing SEND and report that the radar summary of needs **made forward planning more efficient.** One setting described Valuing SEND as **"their one stop shop for SEND"**.

- ✓ When Valuing SEND was trialled in annual reviews in the summer term, a request for special school was avoided in 54% of cases
- ✓ Valuing SEND has become an integral part of the transitions protocol, supporting children to transition from special school to mainstream where they demonstrate a needs profile that might be suitable
- ✓ Valuing SEND provides a common language for SEND across services
- ✓ School and setting feedback is consistently strong

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What is Valuing SEND?

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Vision for Valuing SEND

The shared ambition for Valuing SEND is to:

- Improve children's long-term outcomes and inclusion
- Improve the experience of families and professionals across the system

Valuing SEND aims to achieve this by:

- Developing a single, rounded picture of the needs of children and the support they need to succeed and prosper within and outside of their education - from birth to adulthood (across early years, primary, secondary, special and post-16 education).
- Using this as the foundation for planning and commissioning of support, monitoring of progress and evaluation of support at a child and cohort level, and to enable earlier and more co-ordinated intervention.

"It is straightforward and captures all the information in a succinct, meaningful way. It's enabled us to sit down with parents and say 'look, we've tried this, but not this, so we're not ready to apply for an EHC plan yet."

Lincolnshire Head Teacher

Valuing SEND Aims and Objectives

Valuing SEND will:	Enabling:
Provide a single, holistic view of every child / young person's special educational needs from 0-25	Clarity and consistency for professionals, parents and children / young people as they grow up and move between settings, anchored in needs
Establish a common codification and rating framework to communicate the type and level of need and show changes	Earlier and more consistent identification of need, to prevent escalation and improve outcomes
Support education and home settings to evaluate readiness to meet need	Professionals and families are able to work better together to plan actions and support, keep the child or young person at the centre
Allow progress to be monitored through changes in rating – at child-level, school-level and county level	Professionals and families can see the impact of action, and commissioning agencies can evidence success or understand where there are gaps
Ensure that planning for independence in adulthood is prioritised alongside other educational support needs	Preparation for adulthood is embedded in work with children and young people from an earlier age – shifting the focus from provision to independence

Valuing SEND is a Whole School Approach

Staff use Valuing SEND when:

- Greater access to curriculum and school life is needed
- Graduated response is required
- EHCP is in place
- Child or young person is in transition between phases and moving into Adulthood
- Interventions are being reviewed at SEN Support or in EHCP implementation (including Annual Reviews)
- Child or young person is at risk of exclusion

In these cases, Valuing SEND can:

- ✓ Improve quality of conversation around need
- ✓ Inform levels of support and changes to interventions
- ✓ Guide discussions with child and young person
- ✓ Demonstrate progress to child and young person
- ✓ Enable parent and professionals to discuss child and young person's needs and progress
- ✓ Support requests for advice from Ask SALL and specialist services
- ✓ Inform support through observations, learning walks and moderation activities

Feedback on using Valuing SEND

"We have used VSEND extensively – it has helped us to identify emerging needs."- SENDco

"It gives us a very accurate view about where a child is (what their needs are) and what we are providing." - SENDco

"The use of VSEND helped build our School Development Plan and to see where there were holes" -Headteacher attending a CHIPS meeting

'The support prompt section of the VSEND tool was an absolute revolution to me, I knew we could use this really well for our assess, plan, do review at our setting'- SENDco

The Valuing SEND Tool at a glance

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Valuing SEND has gone digital

- The Valuing SEND tool has migrated to a new user-friendly digital platform which previously functioned in Microsoft Excel. The digital tool also has printable capability.

- Following a period of testing and development with schools and settings, the Valuing SEND digital tool went live at the end of 2021 to support children and young people with additional needs across Lincolnshire.

- A series of detailed Valuing SEND training resources have been developed to support those completing the Valuing SEND digital tool for children and young people additional needs, and include:

Guidance on accessing Valuing SEND Online

Step-by-Step Guidance on completing the Valuing SEND Tool

Instructional videos on completing the Valuing SEND Digital Tool

These resources, along with the full Valuing SEND toolkit, can be found on the Lincolnshire SEND Local Offer.

Valuing SEND Tool at a glance

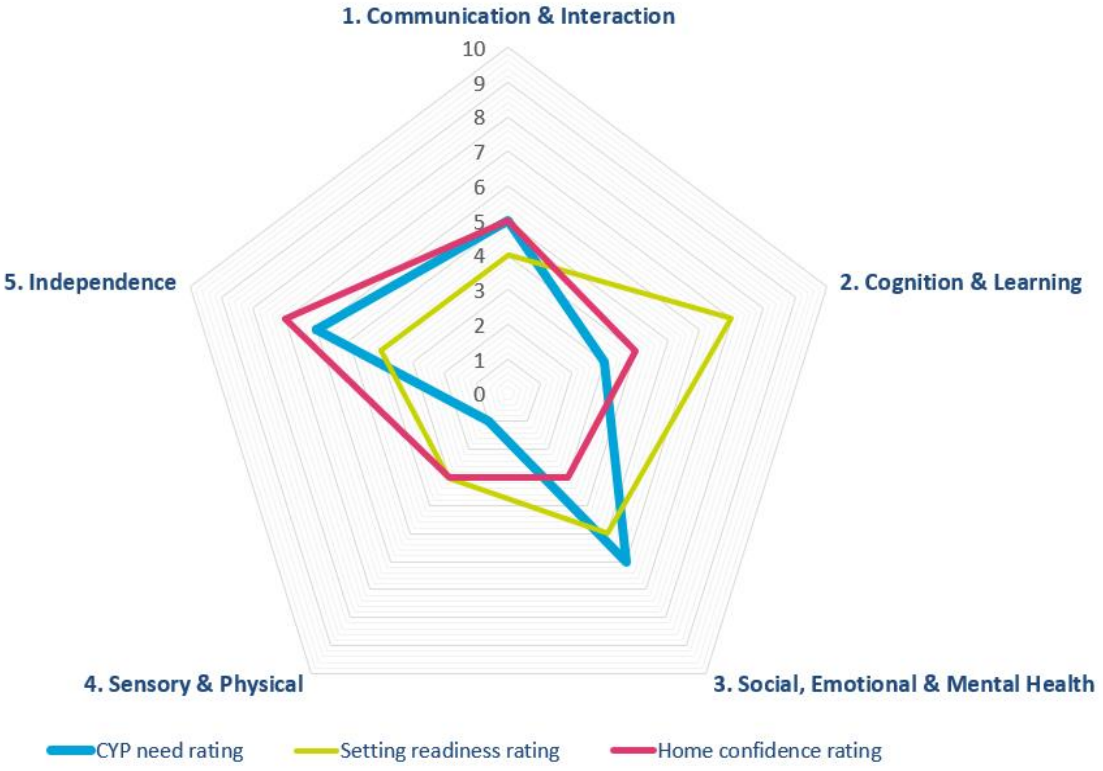
There are five sequential components to completing a Valuing SEND tool for a child or young person with additional needs using the new digital platform:

1. Basic Profile Summary	2. Setting Readiness	3. Needs Profiling	4. Home Confidence	5. Support Planning (Inclusion Toolkit)
Enter the child/ young person's details.	Evaluate your setting's readiness to meet this child/ young person's level of need using support prompts.	Use the needs descriptors to rate the level of the child/ young person's needs across the five domains.	Parent/carer or family evaluates their confidence to meet child/ young person's needs at home using support prompts.	Use support prompts as a starting point to plan support around needs to work towards identified outcomes.

Valuing SEND Ratings Chart

The tool produces an 'at a glance' ratings chart which maps:

- The **readiness of the educational setting** to meet needs across the five domains
- A **child or young person's needs** across five key domains – cognition and learning, communication and interaction, sensory and physical, social emotional and mental health and independence
- The **confidence of the home environment** to meet needs across the five domains



The ratings chart shows the 'gaps' between the child's level of need and the setting and/or home's readiness and confidence to meet at this point in time.

1 Minute Summary – What is Valuing SEND?

Recap on what we have just learnt:

1. Valuing SEND was developed by three county councils in collaboration with IMPOWER in 2019
2. The shared ambition for Valuing SEND is to:
   Improve children's long-term outcomes and inclusion
   Improve the experience of families and professionals across the system.
3. Valuing SEND aims to achieve this by:
   Developing a single, rounded picture of the needs of children and the support they need to succeed and prosper
   Using this as the foundation for planning and commissioning of support, monitoring of progress and evaluation of support at a child and cohort level, and to enable earlier and more co-ordinated intervention.
4. People in Lincolnshire who trialled the approach felt it would help to promote more inclusive and outcomes-focussed decisions about support.
5. The Valuing SEND approach is being rolled out across Lincolnshire as part of a wider transformation programme which aims to improve outcomes and inclusion for children and young people.

Icebreaker Activity

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Small Group Discussion – Potential for Valuing SEND

10 mins

Any questions and reflections on the Valuing SEND tool so far?

How do you think Valuing SEND tool will be helpful in your work to support children and young people with SEND and their families?

- In your breakout groups, you have 10 minutes to answer the below questions.
- Each group will have a facilitator to support you.
- Nominate a representative to feedback to the wider group.
- You can capture your ideas on the Jamboard (add link here)

Refreshment Break

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Using Valuing SEND to support at the individual level

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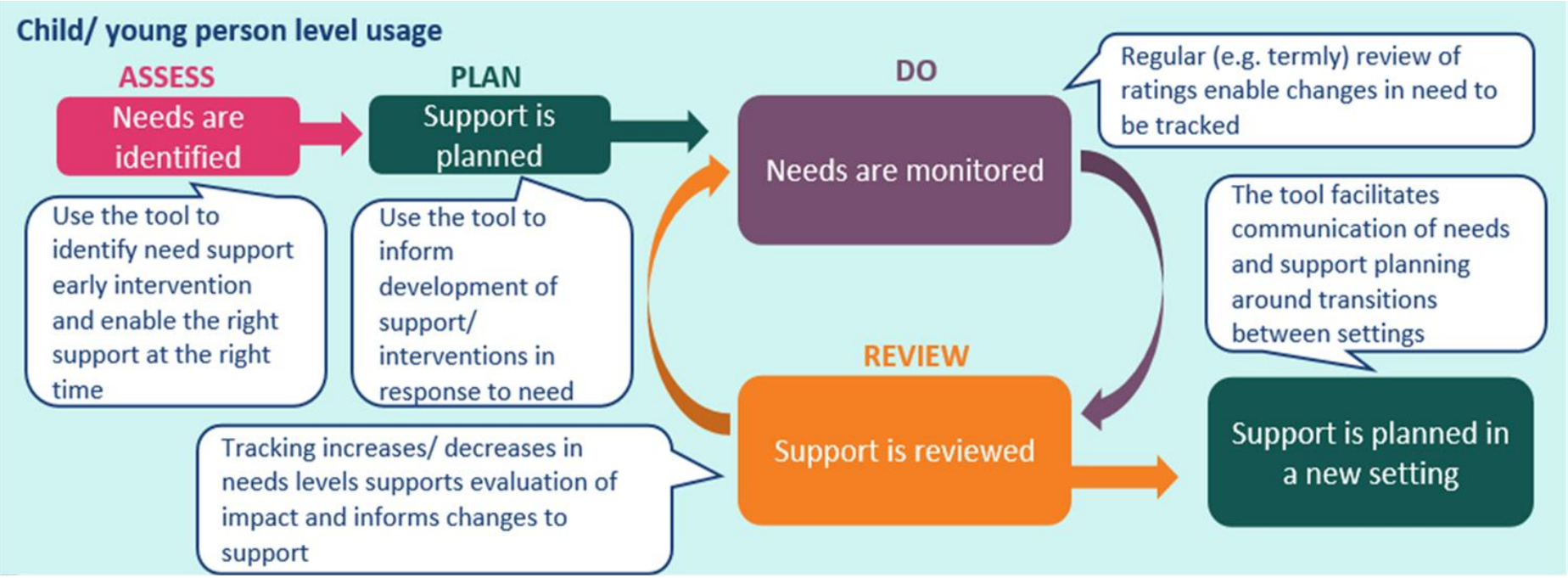
Valuing SEND across the child of young person's journey

The tool has been designed for use for **any child/ young person with additional needs**, from birth through to age 25. Whether **in a mainstream or specialist setting** and whether the child/ young person has an Education, Health and Care plan or not.

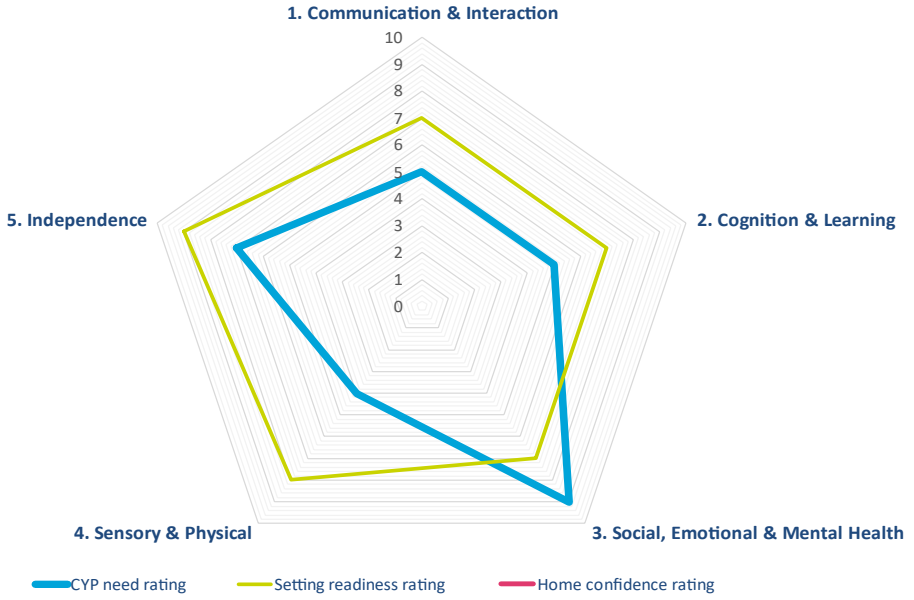
Consistent use of the Valuing SEND tool will **track how needs change over time**, both for the individual child/ young person, and for the setting, locality or local authority as a whole.



Improving Outcomes through Valuing SEND

Tom has a diagnosis of ADHD. He displays highly sexualised language and behaviour. Tom's outbursts include swearing and inappropriate touching of peers. Mother reports similar behaviour at home.

The SENDCo had significant concerns that Tom is at risk of permanent exclusion.

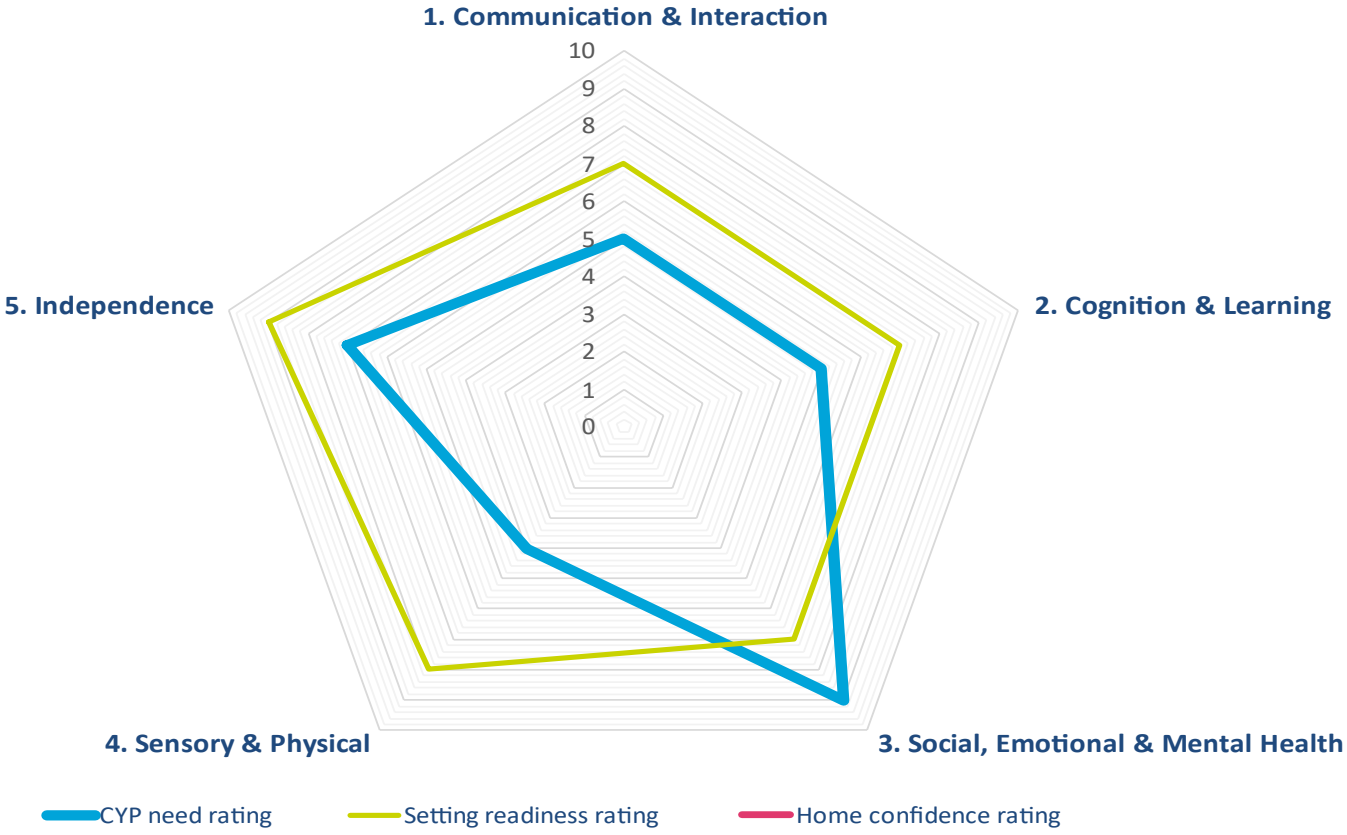


Valuing SEND clearly demonstrates that Tom's needs are being met largely by interventions in his mainstream school

Actions taken:

- Tom's sexualised behaviour to be further assessed through re referral to CAMHS
- Clarity of roles and responsibilities between services
- Parents to be supported re on line safety at home
- Review of impact of ADHD medication on his weight and behaviour
- Referral to school nursing re weight management
- The amended EHCP to focus on Tom's SEMH needs through a co-ordinated response from specialist services in school and at home

A close up of Tom's Ratings Chart



Group Activity

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Group Activity – Interpreting the Valuing SEND Ratings Chart

10 mins

Some of the most important skills for anyone using Valuing SEND is the ability to interpret the Valuing SEND rating chart, and use it to inform and support holistic conversations between practitioners, professionals and families.

In groups, you will be given a scenario. You have 10 minutes to consider the Valuing SEND radar chart and answer the following:

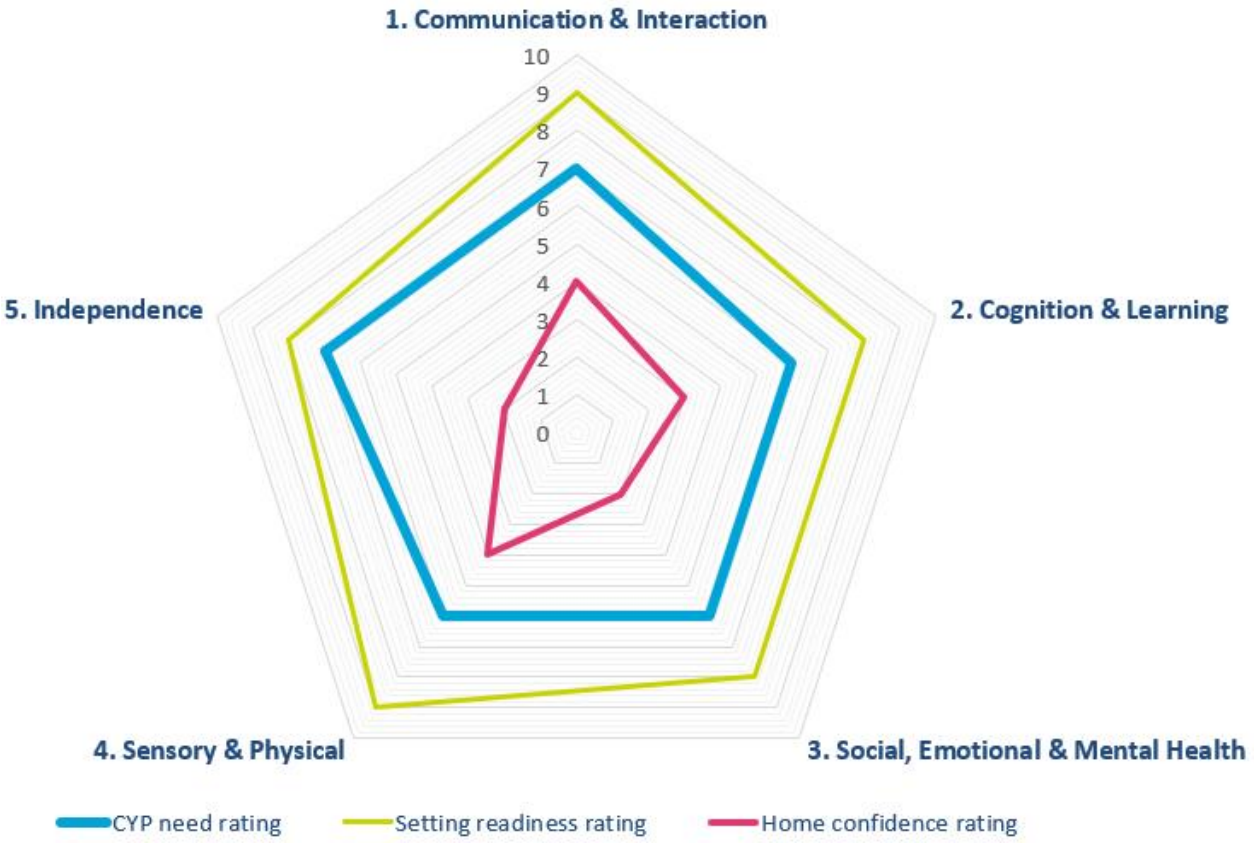
1. **What does it tell us about the setting's readiness to meet needs?**
2. **What does it tell us about the child/young person's needs?**
3. **What does it tell us about the family's confidence to meet needs at home?**
4. **Based on these insights, what key next steps and actions would you suggest?**

- Each group will have a facilitator
- Please nominate a spokesperson to feedback to the wider group afterwards.

Group Activity – Example 1

10 mins

Scenario 1: ‘Ben’ is in Year 6 at a mainstream school.



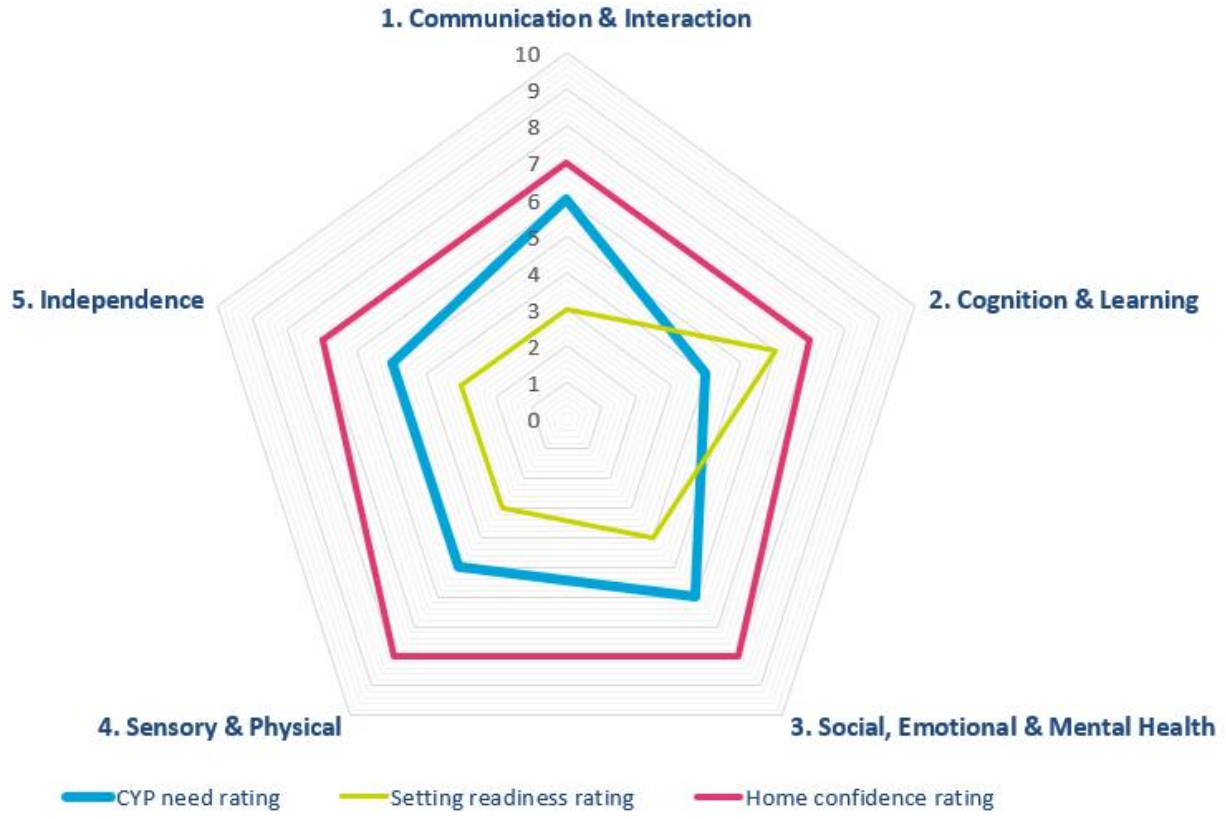
In your group, consider:

1. What does it tell us about the setting’s readiness to meet needs?
2. What does it tell us about the child/young person’s needs?
3. What does it tell us about the family’s confidence to meet needs at home?
4. Based on these insights, what key next steps or actions would you suggest?

Group Activity – Example 2

10 mins

Scenario 2: ‘Alice’ is at the start of Year 9 at a mainstream school.



In your groups, please consider:

1. What does it tell us about the setting’s readiness to meet needs?
2. What does it tell us about the child/young person’s needs?
3. What does it tell us about the family’s confidence to meet needs at home?
4. Based on these insights, what key next steps or actions would you suggest?

The Bigger Picture – Using Valuing SEND to support at a strategic level

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For Setting Level Insight

Setting Level

Needs of cohort are analysed and patterns in prevalence identified → Support and specialisms are reviewed → Staff training plans and local provision are tailored to needs

- Completion of the Valuing SEND tool for all children/ young people with additional needs will provide a much richer picture of the types of needs present – and therefore of the types of support required.
- Settings should regularly review the needs profiles across the whole setting, within year groups and within classes, to understand the complexity of needs mixes as well as the prevalence of different needs types.
- This information should be used to inform how the setting is planning staff development for the coming year as well as the types of interventions commissioned and where investment is directed.

For Locality or Local Authority Level Insight

When Valuing SEND is being used on a large scale, by all schools and settings within a locality, it can be used for strategic commissioning.

Widespread use of Valuing SEND can:

- Map needs across a locality or county
- Provide evidence for commissioning services to localities based on an accurate picture of the needs that exist in that geographic area
- Feed into performance data
- Identify future peaks in demand e.g. requests for statutory assessment
- Identify best practice and facilitate school-to-school support

1 Minute Summary – Using Valuing SEND

Recap on what we have just learnt:

1. The Valuing SEND Tool is completed in 5 stages:
   Summary – where you enter the child/young person's personal details; other information is automatically collated here
   Setting readiness – where you evaluate your setting's readiness to meet this child/ young person's level of need using support prompts
   Needs descriptors – where you use the needs descriptors to rate the level of the child/ young person's needs across the five domains
   Home confidence – parent/carer or family member evaluates their confidence to meet this child/ young person's level of need at home using support prompts
   Support planning – where you use support prompts as a starting point to plan support around needs to work towards identified outcomes (optional)
2. There are two versions of the tool – one for ages 0-5 and one for ages 5-25.
3. The tool will be available digitally and can be accessed from November 2021

Next Steps and Further Support

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Directory for the Valuing SEND Toolkit

The Valuing SEND Toolkit is a suite of training materials to support the use of Valuing SEND. Some resources are intended for universal use (i.e. settings, families, champions or wider services), while others are tailored to specific audiences and purposes:

Universal

- Instructional videos on completing the Digital Valuing SEND Tool
- Step-by-step guide to completing the Digital Valuing SEND Tool
- Valuing SEND Summary Guidance Pack
- Guide on accessing Valuing SEND Online
- Guidance on Strengths Based Conversation and Reflective Huddles
- High Needs Strategy and Inclusion Toolkit

CYP & Families

- Parent/Carer Guidance on Home Confidence
- Quick Read High Needs Strategy
- Quick Read Parent/Carer Transitions Protocol

Schools/Settings

- Guidance for Whole School/Settings on Valuing SEND
- Training materials for SENDCOs to deliver in schools
- Valuing SEND summary for school governors
- Graduated Approach Briefing on Valuing SEND Video
- Valuing SEND checklist for headteachers and senior managers

Champions

- Guidance for Valuing SEND Champions
- 'Train the Trainer' Support Materials
- Valuing SEND Champions Training Video
- List of Valuing SEND champions (as of Nov 21)

Many of these resources will be available on the Lincolnshire SEND Local Offer.

Further Information

Should you require any further assistance, please contact us at:

SEND Advice Line for Lincolnshire (Ask SALL)

Email - asksall@lincolnshire.gov.uk

Call - 01522 553199

Please share your feedback on today

We really hope you have enjoyed learning more about Valuing SEND and have found the session useful.

Along with the slides, we will be sharing a questionnaire asking for feedback on today – it should take no longer than 5 minutes.

You can also email us directly with any further thoughts or questions after the session.

...Thank you!