

## Appendix 1: Inclusion Outcomes Matrix

INCLUSION OUTCOMES MATRIX					
Kent CYP Outcomes Framework	My Quality of Life: I am happy and enjoy life				
	My Voice: I am listened to and understood	My Learning: I am the best that I can be at school, college or work	My Safety: I feel safe at home and out and about & My Health: I am as healthy as I can be	My Community: I can do things I like in my local area	My Future: I have choice about my future
Themes	Child & family centred	Progress in Education	Social, physical and emotional wellbeing	Community	Transitions & Independence
CATIE Outcomes  (What do we want to achieve?)	Parents and carers are confident that their child's school or setting has the knowledge, skills and confidence to meet their needs.  Parents/carers have confidence that their child or young person's broader health, wellbeing and social care needs are being supported.	Children and young people with SEND have their needs identified early and receive appropriate levels of support that enables them to engage and make appropriate progress in their learning.  Children and young people with SEND achieve their potential academically, gaining skills, knowledge, and confidence to move to the next stage of learning and independence with success.	Children and young people with SEND receive timely and holistic support from education and wider services that responds to their health, wellbeing or social care needs and supports their inclusion in education.  Children and young people with SEND are able to thrive socially and emotionally at school.	Support delivered within and through schools is connected to a wider, integrated offer.	Children and young people experience positive transitions between key stages of education and settings as well as wider life events and are prepared to live as independently as possible.
SEND Strategy Priorities:  (What do we need to do?)	Improve the way we work with children and young people, parents and carers.	Improve education, care and health outcomes for children and young people with SEND.  Identify and assess the needs of children and young people earlier and more effectively.		Ensure children and young people with SEND are included in their local community.	Ensure children, young people and their families have positive experiences at each stage of their journey including a well-planned and smooth transition to adulthood.

<p>How can we support this through mainstream schools?</p>	<p style="text-align: center;">↑</p> <p style="text-align: center;">Training &amp; Peer Support, IAG and Resources:</p>	<p style="text-align: center;">↑</p> <p style="text-align: center;">Multi-agency support networks</p>	<p style="text-align: center;">↑</p> <p style="text-align: center;">Transition Charter and Resources</p>
<p>CATIE School level outcomes:</p> <p><i>(What would this look like in schools?)</i></p>	<ul style="list-style-type: none"> <li>• Schools meet the needs of children and young people with SEND and strengthen inclusive practice through <b>access to a graduated core offer of training, development and peer review activities.</b></li> <li>• Staff in mainstream schools have improved knowledge, skills and confidence in responding to the needs of CYP with SEND through <b>access to high-quality information, advice and support from multi-agency professionals and specialist teachers.</b></li> <li>• Schools have access to <b>streamlined and effective locality structures</b> through which to share advice, best practice and information as well as accessing wider support for individual CYP with SEND.</li> <li>• Schools <u>are able to</u> draw upon <b>flexible locality resources, in the form of financial and practical support.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Support delivered within and through schools is <b>connected to a wider, integrated offer from partner services</b>, which support the child or young person's broader social, emotional and physical wellbeing.</li> <li>• Schools are able to <b>draw upon, and work in partnership with, a wider range of professionals</b> to ensure a holistic response to meeting the needs of children and young people.</li> </ul>	<p>Schools <u>are able to</u> <b>facilitate smooth and successful transitions through effective local collaboration</b>, built upon:</p> <ul style="list-style-type: none"> <li>• a shared understanding of <b>best practice</b> in relation to transition</li> <li>• <b>tools and approaches</b> to support planning for individual children and young people, including preparing for adulthood.</li> <li>• access to <b>resources and opportunities</b> for transition activities.</li> </ul>

<p><b>Example Indicators</b></p> <p><i>How do we measure impact through service delivery?</i></p> <p><i>(sample of indicators only).</i></p>	<ul style="list-style-type: none"> <li>• Increase in the percentage of parents that agree or strongly agree with the parental survey statements that they are confident the educational provider can meet needs and has the knowledge/ skills)</li> <li>• Staff reporting improved knowledge and skills in responding to the needs of pupils with SEMH</li> <li>• Staff reporting increased confidence in meeting the needs of CYP</li> <li>• Pupils reporting improved emotional wellbeing / reduced relationship difficulties at school (or demonstrated through Boxall Profiling)</li> <li>• Staff reporting improved active participation in learning, including attainment and progress, from CYP who receive SEN Support / have an EHCP.</li> <li>• Pupils achieving or making significant progress towards the targets set by Specialist Teacher</li> <li>• improvement in attendance of CYP who receive SEN Support / have an EHCP</li> <li>• Reduced percentage of CYP with an EHCP / SEN Support subject to a permanent exclusion</li> <li>• Reduced percentage of CYP with an EHCP / SEN Support on a reduced timetable</li> <li>• Proportion of SEND students transitioning successfully into paid work, work experience, or further education to gain qualifications needed for their informed careers pathway.</li> <li>• Ensure the percentage of CYP with an EHCP who <u>are NEET</u> remains below the national figure</li> </ul>
<p><b>System Level Outcomes</b></p> <p><i>What long-term system level outcomes are we aiming to achieve?</i></p>	<p><b>Through strengthening outcomes at an individual and school-level, we will see longer-term progress towards the following countywide outcomes:</b></p> <ul style="list-style-type: none"> <li>• A greater proportion of children and young people with SEND access a high-quality, inclusive education within a mainstream setting (where this is appropriate to their needs)</li> <li>• There is improvement in outcomes, attainment and progress made by children and young people with SEND</li> <li>• Achievement gaps close for pupils on free school meals, children in care, young offenders, and pupils with SEND.</li> </ul>

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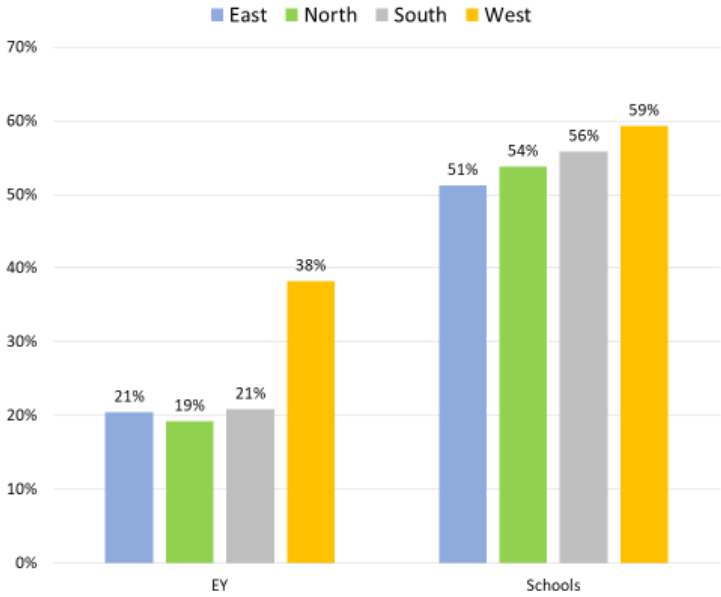
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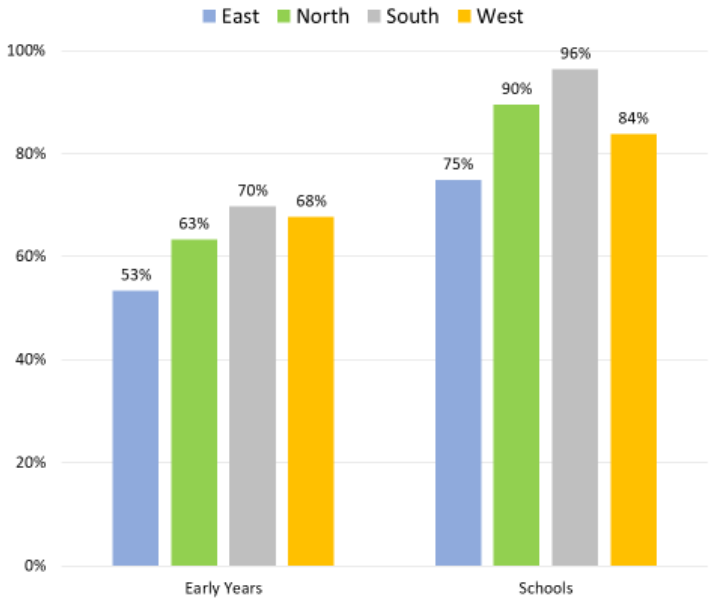
# Appendix 2 – Summary of Key Performance Indicators introduced from April 2021

KPI 1.1 – Percentage of requests for professional support/advice that are resolved at LIFT without the need for formal referral or intervention

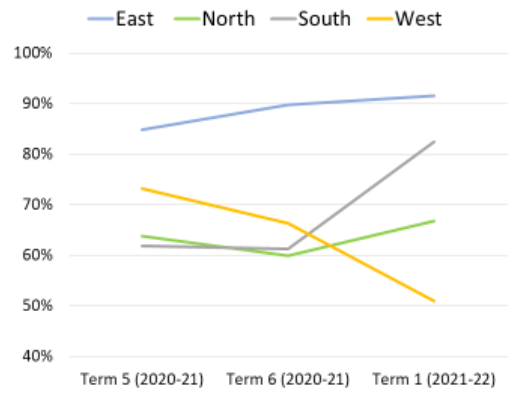
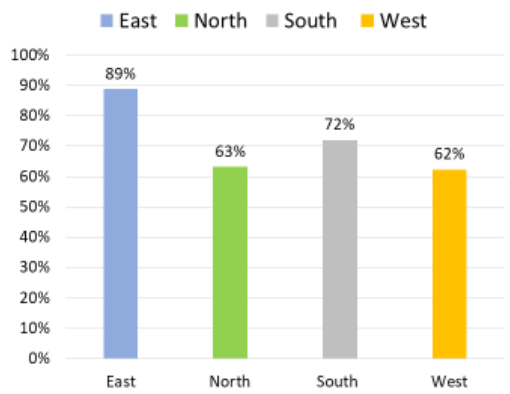
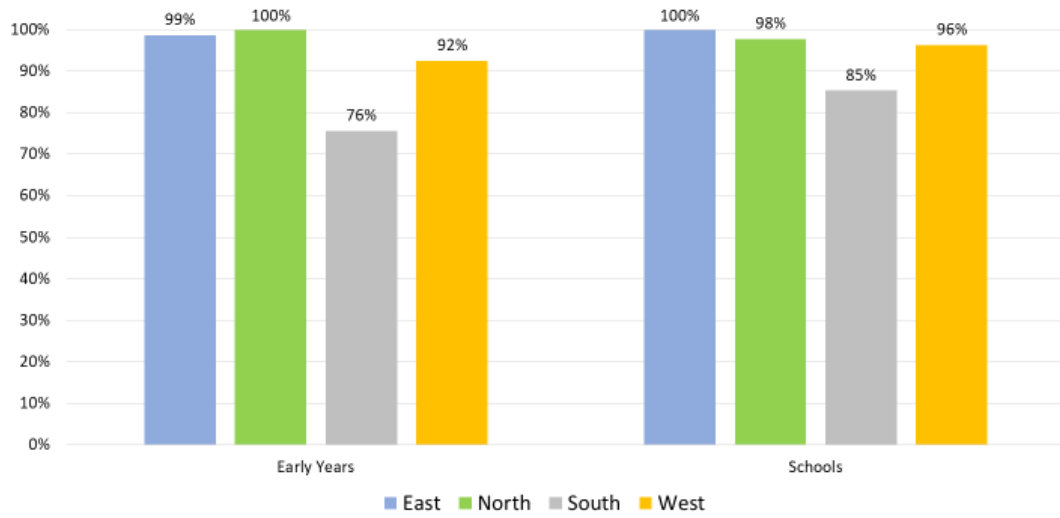
	East	North	South	West
Early Years	21%	19%	21%	38%
Schools	51%	54%	56%	59%



KPI 1.2 - school's engagement with the service (via LIFT, direct contact)

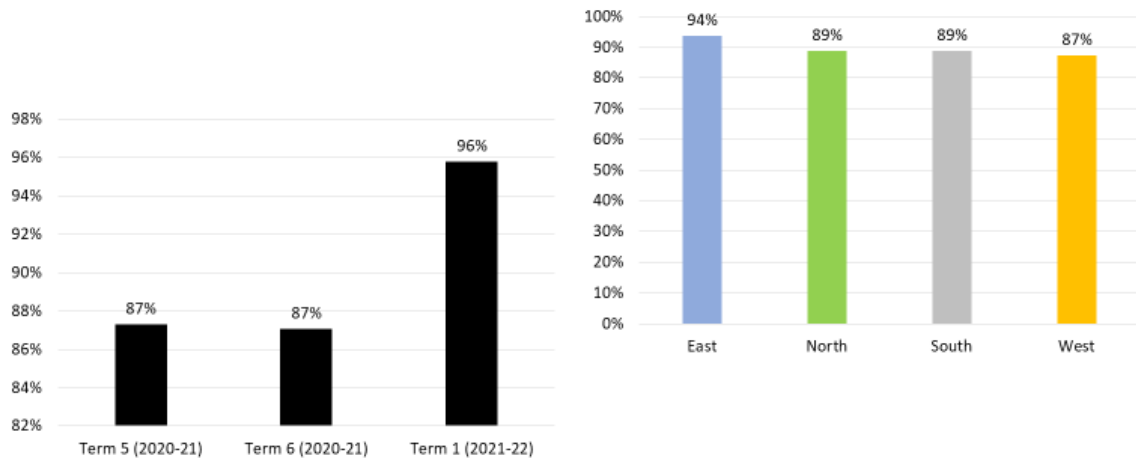


**KPI 1.3 - Satisfaction reported by school/ setting following LIFT indicated through survey/ feedback questionnaire**

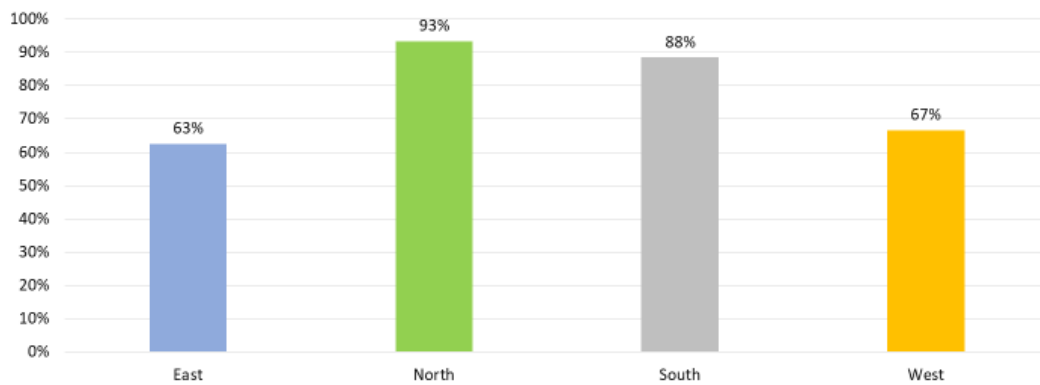


KPI 2.1 - At review how many pupils achieved or making significant progress towards the targets set by Specialist Teacher

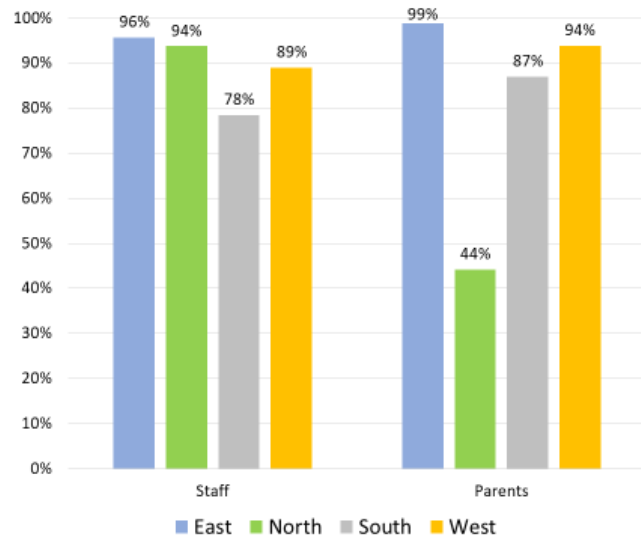
**KPI 2.2 - School/ setting reporting increased staff confidence in meeting the needs of CYP indicated through survey/ feedback questionnaire**



**KPI 2.3 - Parents' reporting an increase in confidence in the school/setting meeting pupil needs, indicated through survey/ feedback questionnaire**



KPIs 3.1 - 3.2—  
Staff and parents'  
confidence of  
knowledge and  
skills to meet  
needs





## Appendix 3 – Initial Service Review Findings

### Service Review – Initial Findings

A comprehensive review of the STLS provision was undertaken with the SLA holding schools between October and November 2020.

The review identified the following areas as those that are most valued and considered as its strength:

- Solution focussed LIFT process embedded in some districts
- Networking with linked professionals, such as Special Educational Needs Coordinators (SENCOs), Provision Evaluation Officers (PEOs) and Inclusion Attendance Advisors (IAA)
- Strong partnerships and collaborative relationships between districts
- Flexible offer to schools and settings to meet local need
- Parental trust and engagement
- Some districts have developed innovative approaches to transition planning and outcomes at different phases of education. The success of these approaches is yet to be tested to assess sustainability.

The review also identified areas requiring improvement. These included:

- Complex governance arrangements
- Capacity and funding issues
- Lack of consistency and equity of offer across Kent
- Access to other resources, particularly those commissioned by the NHS
- Clarity of roles and responsibilities of the wider workforce within SEND
- Accountability versus responsibility in relation to inclusive practice and academic achievement
- Lack of clarity of current KPIs in relation to the impact of the service on CYP with SEND.

### Stakeholder survey feedback

An initial focus area of the redesign included extensive stakeholder engagement to understand what is working well in the current provision, identify gaps and areas for further improvement and appraisal of options for the redesign of the service.

Two on-line stakeholder surveys were launched in May 2021: one to seek feedback from mainstream early years settings, schools and other practitioners; and another for feedback from parents/ carers and young persons with lived experience of the STLS.

The purpose of these surveys was to assess the STLS performance on a range of measures and to obtain feedback on the quality and impact of the current provision, experience of parents/carers of children in receipt of services from STLS, and potentially what the future service could look like. Survey feedback summaries can be found on the Kelsi website via this link <https://www.kelsi.org.uk/special-education-needs/inclusion/stls-review>

### **What settings, schools and practitioners have told us:**

A total of 515 responses were received from a cross section of settings, schools and other practitioners from across Kent.

The overall quality of services was rated highly, with upward of 86% rating the service as 'Very Good' or 'Outstanding'.

### **What parents, carers and young people have told us:**

A total of 159 responses were received from parents and carers of Children and Young People with SEND from across the county, who have received support from the STLS in the last 12 months.

68% of parents rated their overall experience in the last 12 months as 'Very Good' or 'Outstanding', with 14% rating it as 'Poor'.

### **Further Engagement Activities:**

Following the feedback to the online surveys, further discussions with key stakeholder groups followed to examine the survey feedback and better understand how the service can be improved or delivered differently for better outcomes for children and young persons with SEND in Kent. These included:

- 1) STLS Redesign Workshop with mainstream schools
- 2) Presentation and group discussion at the Early Years and Childcare Provider Forum
- 3) Sensory STLS Task and Finish Group (multi-disciplinary practitioners)
- 4) PD STLS Task and Finish Group (multi-disciplinary practitioners)
- 5) Specialist Teachers Task and Finish Group (Specialist Teachers across all need types)
- 6) Parents focus group hosted by Kent Pact
- 7) Parents focus group hosted by National Deaf Children's Society (NDCS)
- 8) Parents focus group organised by Sensory STLS

**Appendix 4 – Proposed set up of Area Inclusion Teams**

