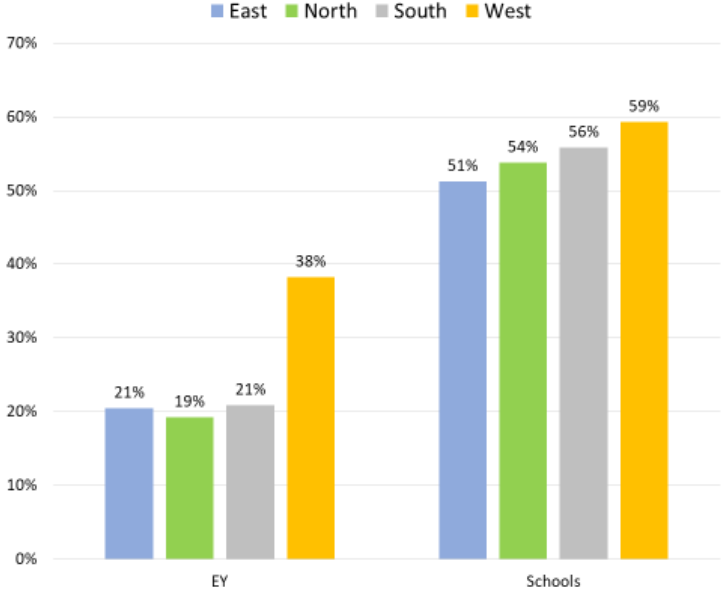


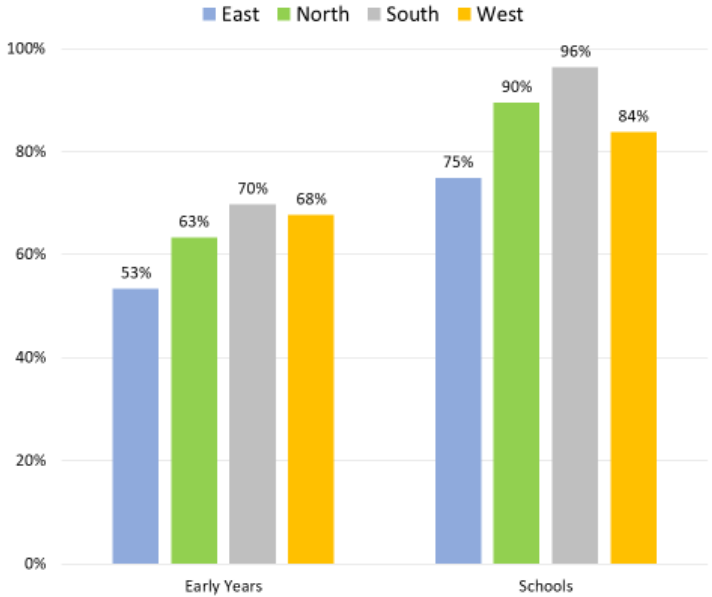
Appendix 2 – Summary of Key Performance Indicators introduced from April 2021

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

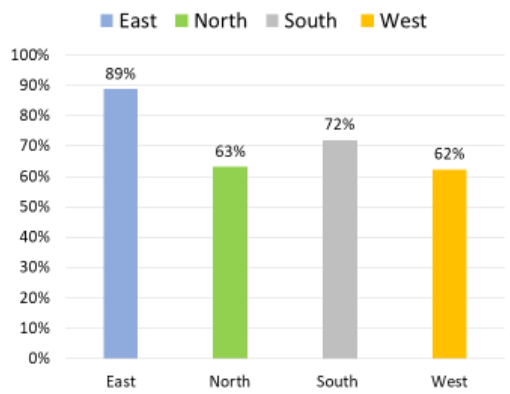
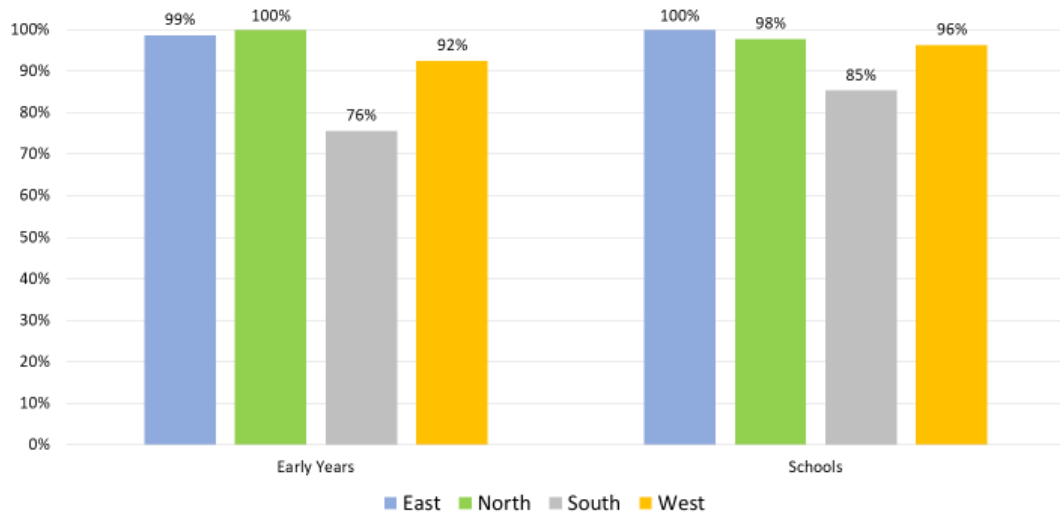
	East	North	South	West
Early Years	21%	19%	21%	38%
Schools	51%	54%	56%	59%



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

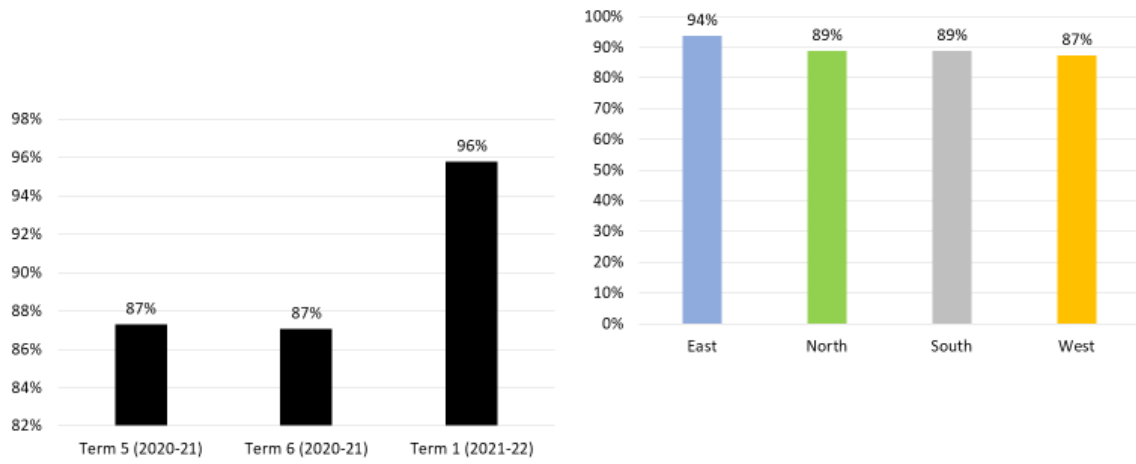


KPI 1.3 - Satisfaction reported by school/ setting following LIFT indicated through survey/ feedback questionnaire

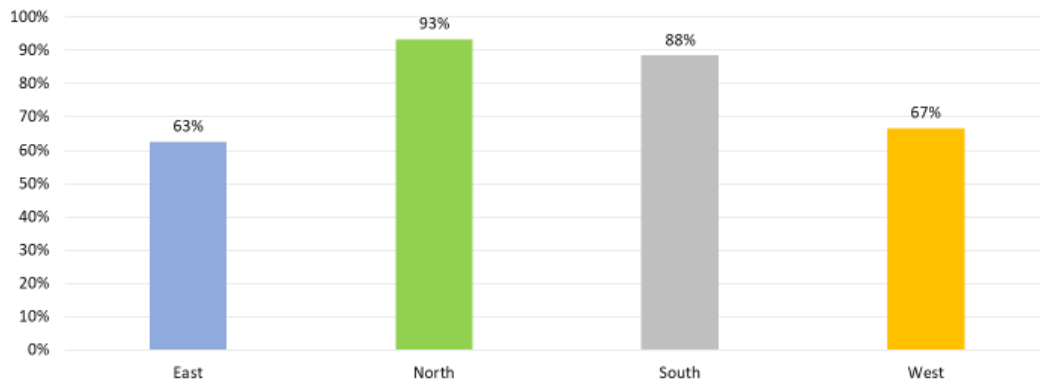


KPI 2.1 - At review how many pupils achieved or making significant progress towards the targets set by Specialist Teacher

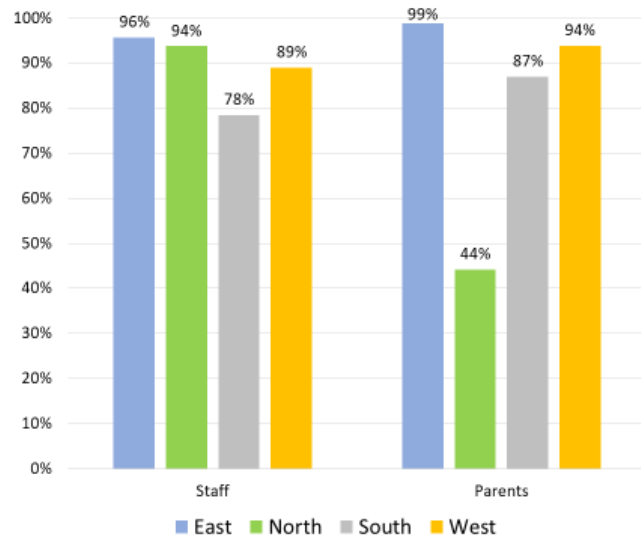
KPI 2.2 - School/ setting reporting increased staff confidence in meeting the needs of CYP indicated through survey/ feedback questionnaire



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

