

Kent County Council Service Level Agreement (SLA) with xxx

to deliver

The Specialist Teaching and Learning Service in the District of xxx

THIS AGREEMENT is made on the xxx

BETWEEN

THE KENT COUNTY COUNCIL of County Hall, Maidstone, Kent ME14 1XQ (“KCC”)

and

THE GOVERNING BODY OF xxx, (“School”)

IT IS HEREBY AGREED as follows:

1. The Agreement

- 1.1 The xxx is commissioned to provide the management and delivery of The Specialist Teaching and Learning Service within the Kent Local Authority xxx District for the period xxx – xxx. The xxx Local Inclusion Forum Team (LIFT) Executive will provide strategic oversight of this service and drive local inclusion responses based on local need.
- 1.2 The total annual funding of this service in the xxx District is £xxx
- 1.3 The purpose of the SLA is to formalise the arrangements for host special schools to provide timely advice and support to Kent’s mainstream schools and early years settings as part of Kent County Council’s co-ordinated strategy for SEN support. The future delivery of the service will be inline with the Kent Special Additional Needs and Disabilities (SEND) Strategy and the Countywide Approach to Inclusive Education (CATIE).

2. Vision and Aims

The main aim of the Specialist Teaching and Learning Service (STLS) is to enable children and young people with SEND who attend mainstream early years settings and schools to have access to teaching and learning that is differentiated and enables them to make progress.

The STLS must act as a key driver in developing the targeted and specialist knowledge, skills and expertise in Kent early years settings and mainstream schools in order to create a coordinated, equitable, and effective provision of additional support for children and young people with Special Additional to:

- raise standards of high-quality Inclusive teaching in mainstream classrooms
- close attainment gaps and improve pupil SEND targets and track progress to these outcomes

- prevent exclusion by ensuring staff skills and provision is right to meet the needs of vulnerable children
- build SEND capacity in early years settings and mainstream schools to meet the needs of children in the mainstream sector through high quality evidence led advice and training
- reduce the need for statutory assessments by building confidence in the sector and influencing Inclusive cultures
- ensure full access to learning for all the children and young people with special educational needs and disabilities in our schools

The overarching aim of the STLS is to support early years settings and schools to build their capacity and confidence to identify the right children at the right time, deliver high quality provision for children and young people with special educational needs and disabilities (SEND), to improve pupil progress and outcomes and to spread the best practice across Educational settings. This will be achieved in the following way:

- 2.1 Build capacity within mainstream schools and settings to equip staff at all levels to recognise and successfully include learners with SEND.
- 2.2 Provide support for the assessment and identification of support for all children and young people with SEND in mainstream schools and early years settings, according to needs, and at the earliest possible stage.
- 2.3 Evidence led development and use of resources and strategies within mainstream schools and early years settings, so that staff have the right skills, tools and strategies to enable children and young people with SEND to access the curriculum and make good progress in an inclusive learning environment.
- 2.4 Work with mainstream schools and early years settings, school improvement advisors and Local Authority Officers to support staff to develop quality of provision in SEND within mainstream schools and early years settings through training and development targeted to the delivery of the Mainstream Core Standards and Best Practice Guidance, ensuring that these are embedded in practice.
- 2.5 There is an expectation that the service will avidly promote the local offer and pathways of support for children and young people as well as delivering interventions, where needed.
- 2.6 It is essential that lead professionals take responsibility to join up working with other agencies, working in partnership to develop effective links, and with local and national experts to lead research and development projects within the field of SEND
- 2.7 To reduce the need for statutory assessment by establishing more effective processes for children to access timely, high quality earlier intervention, support and provision.
- 2.8 Develop effective partnerships with the LA to ensure the STLS play an effective role in supporting a co-ordinated County SEND Strategy and the priorities set out in the Countywide Approach to Inclusive Education (CATIE).
- 2.9 Ensure that all work undertaken by the team has clear impact and outcome measures that have a level of local accountability through being reported to and monitored by the District LIFT Executives and in monitoring meetings held by the Local Authority. These impact measures will in turn feed up to one of four Area LIFT Executive Forums, to

monitor impact, trends, challenges and opportunities on an area level comprising of 3 Districts.

- 2.10 The countywide strategic oversight will be carried out as part of ongoing commissioning review and monitoring process with representatives of the Area LIFT Executive Forums, working collaboratively with the Local Authority Commissioning and SEN representatives to monitor the impact of the service using the Local Activity Reports and KPIs and to ensure the STLS work is equitable and consistent across Kent, and provides good value for money.
- 2.11 Develop area plans coordinated across the four county areas, to ensure system capacity building. This will focus upon the planning, delivery and review of a professional development programme through an audit of need within the Districts and in partnership with mainstream early years settings and schools.
- 2.12 Undertake thorough course evaluations that will include take up by school, by need type and quantitative data on attendance and feedback, to ensure achievement of outcomes and demonstrate value for money.

3. Service Specification

- 3.1 The delivery model will be through a combination of specialist teachers employed directly by the SLA holding school to support mainstream colleagues and Special School teachers within the SLA holding schools or other special schools within the District who, through their expertise, can enhance that support, and secondment opportunities for SENCOs from mainstream schools.
- 3.2 Support will be delivered through advice and support given at whole school, class/group, individual child and family level to early years settings and mainstream schools completing an appropriate referral. Support can also be requested directly by the Local Authority (LA).
- 3.3 The Service will be coordinated and delivered via 12 LIFT Executives which will consist of mainstream Headteacher representatives of the District LIFT groups and will include other services including (but not exclusively) Provision Evaluation Officers (PEOs), Early Help, Speech and Language Therapists (SALT), Occupational Therapists (OT), Children and Young Peoples Mental Health Services (CYPMHS), Kent Health Needs Education Service (KHNES). *NB* Terms of Reference will need to be reviewed.*
- 3.4 There will be a central contact facility in each District for early years settings and schools. Schools LIFT will be held 6 times per year per group. Early Years referrals will be via the Early Years LIFT held 2/3 times per term in each District.
- 3.5 An expected prerequisite for support is that early years settings and schools continue to develop their SEND skills, knowledge and capacity; and that they will use this in applying a robust system of provision-mapping for SEND, based upon the 'additional support' section of the Mainstream Core Standards and the Early Years Best Practice Guidance
- 3.6 The LIFT Executive will be the forum for local inclusion discussions, strategies and projects within a District. This allows it to provide the single focal point for the development of inclusive practice for all agencies involved.
- 3.7 LIFT Executives will assess whether schools have used graduated approach before coming to LIFT and ensure any paperwork being brought around individual students

includes Pastoral Support Plans (PSPs) and personalised plans where appropriate. This will allow LIFT Executives to focus the work of the services engaged in LIFT by:

- Using LIFT meetings to focus more upon whole school pieces of work – with strategies identified alongside Speech and Language Therapists with the support of school improvement colleagues
- Focus on meeting schools' inclusion journey to increase capacity for inclusion so that schools become more confident/skilled in maintaining mainstream places and provision for students with SEND.

3.8 LIFT meetings will operate with a solution focussed approach, in which relevant multi-agency professionals and peers provide support for the school and examine strategies already applied and existing capacity. This will lead to the development of strategies for the school and potentially support from the STLS, other professionals or school to school support facilitating peer-to-peer support (sharing of resources / assessments and expertise, opportunities for in/outreach).

3.9 LIFT discussion will use the agreed framework to discuss the provision provided by the school. The team will confirm whether all recommendations provided by professionals have been fully implemented and reviewed and whether the district offer of support has been fully utilised and exhausted.

3.10 LIFT discussion may provide guidance to the school on whether they have the appropriate documentation and evidence for Statutory Assessment, however this will not be the focus of the meeting or advice/support. The LA retains the Statutory Duty to make the final decision as to whether the assessment will be undertaken.

3.11 All actions identified at LIFT meetings will be delivered within agreed timeframes.

3.12 Once the LIFT has agreed support for a school, this will be provided at the earliest point.

3.13 Support plans will be clearly laid out to include:

- details of the support to be provided
- entrance and exit criteria
- potential duration of support
- focus and purpose of the intervention
- progress measures and how these will be evidenced
- review date

3.14 The KCC SEND Early Years (EY) Manager will:

- support STLS colleagues in districts when recruiting for EY posts
- support induction to EY STLS posts if required
- lead EY Professional Seminars for EY Specialist Teachers
- represent Early Years at LIFT Strategic Board Meetings
- ensure Early Years core training is quality assured for consistency
- analyse data to support targeted work in specific areas/districts where the attainment gaps for children with SEND are not narrowing
- moderate EY LIFT & SEND Inclusion Fund (SENDIF) processes across county
- attend the Early Years Phase Working Group Meeting
- moderate the Specialist Nursery SLA
- attend the District Co-ordinators Meeting to provide regular county feedback

- be part of any working groups as appropriate
- co-ordinate working groups to develop Early Help practices.

4. Quality Assurance and Governance

- 4.1 The provision must be able to demonstrate its impact as well as being able to adapt as SEND needs in schools and early years settings change. It must build on and improve what has been done before to make a real and significant difference to the progress and attainment of children with special educational needs and disabilities in Kent.
- 4.2 To meet this aim, schools need to work closely at leadership team level to impact on whole school inclusive practice and commitment to strategies identified.
- 4.3 Rigorous quality assurance processes will be used, and quality assurance will be undertaken at all levels:
- 4.3.1 Local Authority – Governance and monitoring of the provision will be via the four Area LIFT Executive Forums comprising of representatives of Early Years Settings, Special School and Mainstream School Headteachers and LA Officers.
- 4.3.2 KsENT - Regular monitoring by KsENT Headteachers of activity and impact via the Headteacher STLS Operational group, reporting to be via the KsENT Board.
- 4.3.3 LIFT Executive - All services, teams and professionals need joint responsibility for the performance of District based school support via LIFT and therefore attendance at and accountability to the LIFT Executive is vital to the success of the service.
- 4.3.4 STLS District self-review and evaluation of areas of strength and areas that require improvement, in relation to this SLA, which will be captured at monitoring meetings.
- 4.3.5 Termly meetings of the district STLS Leads to share good practice and act as a direct point of liaison with the LA. These meetings will be chaired by KSENT with LA representation and contribution.
- 4.3.6 Regular monitoring of activity and impact and scrutiny by Governors within lead special schools, with trends, risks and issues reported back to the LA.

5. Partnership Working

The model should build on existing good practice in partnership working with other agencies and the private, voluntary and independent sector. Examples of this include: Formalising the expectation of STLS promoting local offer and services and often being the early intervention service they have a responsibility to support families through to other Kent support.

- Children's Social Care including Virtual Schools Kent and the Children, Young People and Education Services
- Strong links with PEOs/ Educational Psychologists (Eps)/ Early Years, SENIF practitioners and Early Help
- Collaboration with a wide health professionals in the delivery of specialist services and training
- Joint training planned and delivered in partnership
- Effective integrated multi-agency processes and practice

- Working with private, voluntary and independent sector providers, especially in the early years
- Continuing to develop links for training, joint practice improvement and service delivery with all of Kent's special schools
- Develop integrated working with district Specialist Resource Provisions (SRPs) through SRP attendance as a 'provider' on LIFT Executive

6. SLA holding Special Schools

- 6.1 Low incidence SEND needs (e.g. hearing, visual and physical impairments) will be co-ordinated and managed centrally through the specialist STLS Services.
- 6.2 The table below outlines the lead special schools within each District across Kent.

Area	District	School
East	Canterbury	
East	Swale	
East	Thanet	
West	Maidstone	
West	Tonbridge and Malling	
West	Tunbridge Wells	
North	Dartford	
North	Gravesend	
North	Sevenoaks	
South	Ashford	
South	Dover	
South	Folkestone and Hythe	

7. Staffing

- 7.1 The delivery of the service in the Districts will be the responsibility of the SLA Holding Special School, with access to additional capacity and expertise of other Special School(s) within the District. Expectation that this is transparent and staffing costs and ratios shared with the LA to reflect investment and outcomes achieved.
- 7.2 All staff within the service will have access to robust performance management, Continuous Professional Development (CPD) and professional support in line with the employing school policy and practice. CPD and Specialist affiliation to be agreed at dimension steering groups and captured in specialist teacher specification.
- 7.3 The Headteacher will be responsible for ensuring the service is adequately resourced with enough appropriately qualified and experienced staff to deliver a quality and efficient service.
- 7.4 The Headteacher will be responsible for ensuring relevant, appropriate and continuing CPD for the staff engaged in delivering the service. As highlighted in the CPD and affiliation specification.

8. Measurable Outcomes

- 8.1 The impact of the service will be measured against the Children and Young People's Outcomes Framework (shown below), using both qualitative and quantitative data.



- 8.2 Service overarching targets as part of a Countywide Approach to Inclusive Education:
- deliver an effective Service ensuring that the needs of children and young people are met
 - respond to referrals within an efficient time scale (to be agreed)
 - effectively implement the LIFT process
 - maintain current best practice in working in partnership with internal and external services, health services, charities, independent and voluntary organisations and any other appropriately identified support services
- 8.3 County indicators contributed to by the STLS
- improvement in attainment and progress of children and young people with SEND
 - increasing the % Kent's children accessing a local mainstream school
 - reduced number of children and young people with EHC plans
 - reduced number of children and young people with SEND receiving permanent exclusions
 - improved attendance of children and young people with SEND
 - reducing the number of young people 16-25 subject to EHC plans becoming NEET or whose destinations after school are unknown
 - Number of SEND outcomes met as set by specialist teacher
 - Increased confidence child/parent/school
- 8.4 Performance management of this Agreement will be led by Strategic Commissioning in partnership with Children, Young People and Education who have direction over KCC's SEND Strategy and inclusion workstreams. Wider representatives from within KCC may be asked to attend as required to ensure links with related areas of work.

8.5 The themes for the Key Performance Indicators and the expected impact against which the Service will be monitored are set out in the table below. These KPIs will be supported by a rich set of data captured on a Local Activity Report and relevant feedback questionnaires.

KPI Themes	Impact
1. To develop the breadth of partnership and engagement with mainstream schools, settings and multi-agency partners, via LIFT or any point of access	<ul style="list-style-type: none"> Schools and settings will support CYP to remain in mainstream education (where appropriate) through access to information, advice and support at the earliest opportunity, from a range of multi-agency professionals
2. The impact of direct school / class / individual interventions	<ul style="list-style-type: none"> CYP with SEND will be able to remain in mainstream education through high quality, specialist information, advice, and interventions provided to schools and settings by STLS
3. Develop the breadth and impact of the training	<ul style="list-style-type: none"> Early years, settings and schools will be confident and have increased capacity to meet the needs of children and young people with SEND. There will be a wide breadth of training on offer to equip families with the skills to better understand specific areas of need for their child and develop practical strategies to support their individual family needs
4. Effective sharing of information about individual pupils receiving SEN support at key transition points	<ul style="list-style-type: none"> Schools/ settings will be empowered and supported to enable CYP with SEND to experience a successful transfer

8.6 Key Performance Indicators will be reported termly, using the template in Appendix 1

9. CYP Systems and File Management

9.1 All involvement and support provided by the Service in relation to children and young people with SEND must be recorded in accordance with KCC Policy and General Data Protection Regulations 2018. Information regarding individual interventions must be recorded on the Synergy system.

9.2 Data input completed by Services and relevant administrative staff will be in accordance with KCC guidance and in line with the General Data Protection Regulations 2018, to ensure quality and consistency

9.3 Responsibility of ensuring appropriate levels of quality and consistency of information contained within electronic and manual systems will be that of each of the individual 12 relevant SLA holding special schools for their relevant District.

9.4 Management and maintenance of all electronic and manual information will be in accordance with the General Data Protection Regulations 2018.

10. Subject Access Requests

10.1 All Subject Access Requests will be received and coordinated by the relevant SLA-Holding special school within the District for which the subject of the request receives support. The responsibility for ensuring appropriate responses are made is that of the relevant SLA holding special school.

11. Complaints

11.1 All complaints must be dealt with according to KCC Policy and should, in the first instance, be addressed to the Headteacher of the SLA holding special school within the district to which the complaint relates.

11.2 If the complaint remains unresolved within a reasonable period of time, the matter can be escalated to the relevant Kent Area Inclusion Officer. (tbc)

11.3 In the event of a complaint regarding the collaborative work between the special schools the KSENT Executive will act on behalf of KCC and mediate in the first instance. If the matter is not resolved within a reasonable period of time, the complaint must be escalated to the Head of SEND Education and Young People's Service. (tbc)

12. Budget

12.1 The SLA holding school will receive a budget for period xxx.

12.2 This will be a devolved budget and as such remains part of the overall Children, Young People and Education Directorate budget, not the SLA holding special schools' budget.

12.3 KCC Finance will provide the SLA holding special school with yearly financial advances.

12.4 The SLA holding special school will be required to report on their annual funding forecast and actual expenditure, with a clear split between core and outreach expenditure.

13. Monitoring and Reporting Roles and Responsibilities

13.1 The SLA holding Headteacher will:

- make available an annual strategic plan related to the delivery and enhancement of outreach provision and effective use of resources to achieve this
- Ensure access to support is transparent, equitable and accessible for mainstream schools and settings
- Publicise, and keep regularly updated, what is on offer, making it clear who does what and how support can be accessed
- Ensure staff engaged in the delivery of support are able to model effective teaching (including Teaching Assistants and Higher-Level Teaching Assistants), participate in observations and take part in moderation in line with the school's procedures
- Ensure their staff are aware of their professional duty of care for the welfare and safety of children with whom they work and know how to respond in line with the procedures of the Kent Safeguarding Children Board. Be familiar with the KCC guidance *Keeping Children Safe in Education 2016*
- Evaluate the impact of their work through reporting to the LA on an annual basis in respect of the areas outlined within this SLA
- All reviews will seek the views of children young people and their families

13.2 KCC Management Information Data

- KCC Management Information Unit are responsible for providing annual reports relating to the attainment and performance of children and young people with SEND sourced using the Synergy Database and School Census information. All information will be able to be filtered by district and reports will be submitted to the KCC Monitoring and Quality Assurance Manager to share with each SLA holding special school and any other service deemed appropriate to receive the information.

13.3 Local and County Impact Measuring Data

- Headteachers of SLA holding special schools are responsible for ensuring 6 termly Local Activity Reports are submitted during an academic year. The Local Activity Report will be submitted to the LIFT Executive Group, the nominated Commissioning Lead (Contract Manager) and KCC Monitoring and Inclusion Manager. KCC will collate all information from Local Activity Reports for the purpose of monitoring and quality assurance of the Service.

13.4 Measuring Service Impact

- On a yearly basis SLA holding special school is responsible for co-ordinating the completion of confidential feedback and satisfaction surveys (10% sample of case lists for parent/carer questionnaire). Results of the surveys will be submitted on a district basis to the LIFT Executive Group, the LIFT County Strategic Group and KCC Monitoring and Inclusion Manager once per academic year.

13.5 Reporting Timetable

Responsibility for the Report	Name of Report	Terms to be Submitted	Report Submitted to
MIU	Attainment and Performance Report	1 (for previous year)	N/A
MIU via ISG	Attendance and Exclusion Report	1, 2, 3, 4, 5, 6	N/A
SLA holding school Headteacher	Local Activity Report & KPI Report	1, 2, 3, 4, 5, 6	LIFT Executive Group Contract Manager KCC Monitoring and Inclusion Manager
Headteacher	Budget Reporting	1	Contract Manager SEN Finance

14. Termination

This Agreement may be terminated by either party, before the period end date, by providing 6 months notification in writing.

Failure by the School to consistently abide by and adhere to the principles, terms and procedures outlined within this SLA can result in the reallocation of funding at the discretion of the KCC CYPE Corporate Director.

Failure by the School to consistently deliver an effective level of service can result in the reallocation of funding at the discretion of the KCC CYPE Corporate Director.

This Agreement may be terminated immediately if there is a serious persistent breach of conditions which cannot be resolved by both parties.

15. Costs

Each party to this Agreement will bear its own costs and expenses relating to this Agreement except where otherwise expressly stated.

16. Notices

16.1 Any demand, notice or other communication in connection with this Agreement will be in writing and will, if otherwise given or made in accordance with this Clause 16, be deemed to have been duly given or made as follows;

16.1.1 if sent by pre-paid first class post, on the second business day after the date of posting;

16.1.2 if delivered by hand, upon delivery at the address provided for in this Agreement; or

16.1.3 if sent by facsimile, on the day of transmission provided that a confirmatory copy is, on the same business day that the facsimile is transmitted, sent by pre-paid first class post in the manner provided in this **Clause 16**, provided that if it is delivered by hand or sent by facsimile on a day which is not a business day or after 4.00 pm on a business day, it will instead be deemed given or made on the next business day.

16.2 Any such demand, notice or other communication will, in the case of service by post or delivery by hand, be addressed to the recipient at the recipient's address stated in this Agreement or such other address as may from time to time be notified in writing by the recipient to the sender as being the recipient's address for service and will, in the case of service by facsimile, be sent to the recipient using a facsimile number then used by the recipient.

17. Severance

17.1 If any provision of this Agreement shall be found by any court or body or authority of competent jurisdiction to be invalid or unenforceable, such provision shall be severed from the remainder of this Agreement which shall remain in full force and effect to the extent permitted by law.

17.2 If any provision of this Agreement is so found to be invalid or unenforceable but would be valid or enforceable if some part of the provision were deleted or modified, the provision in question shall apply with such modification as may be necessary to make it valid.

18. Validity of the Agreement

18.1 KCC has full power to enter into and perform this Agreement with the School

18.2 The signature, execution and performance of this Agreement and all documents ancillary to it have been duly authorised by all necessary acts of KCC

19. General

- 19.1 This Agreement will be binding on and ensure for the benefit of each party's successors and assigns.
- 19.2 Failure or delay by any party in exercising any right or remedy under this Agreement will not operate as a waiver of it.
- 19.3 Any waiver of any breach of this Agreement will not be deemed a waiver of any subsequent breach and will in no way affect the other terms of this Agreement.
- 19.4 The rights and remedies expressly provided for by this Agreement will not exclude any rights or remedies provided by law.
- 19.5 Nothing in this Agreement shall create or be deemed to create a legal partnership or the relationship of employer and employee or agent and principal between the parties hereto.
- 19.6 The parties to this Agreement do not intend that any of its terms will by virtue of the Contracts (Rights of Third Parties) Act 1999 be enforceable by any person not a party to it.
- 19.7 This Agreement and the documents referred to in it constitute the entire agreement between the parties and supersedes any previous agreement, understanding, undertaking or arrangement of any nature whatsoever between the parties relating to the subject matter of this Agreement. The School has not relied on any representation or warranty in entering into this Agreement, not expressly set out in this Agreement.
- 19.8 The formation, existence, construction, performance, validity and all aspects whatsoever of this Agreement or any terms of this Agreement will be governed by English law. The English courts will have jurisdiction to settle any disputes which may arise out of or in connection with this Agreement. The parties agree to submit to the said jurisdiction.

IN WITNESS whereof the parties hereto have signed this Agreement on the date and year first before written.

SIGNED for and on behalf of
The Kent County Council

Signature

Print name and Job title: Click or tap here to enter text.

Date: Click or tap to enter a date.

SIGNED for and on behalf of
the Governing Body of
xxx

Signature

Print name and Job title: Click or tap here to enter text.

Date: Click or tap to enter a date.

Appendix 1
STLS Key Performance Indicators 2021 – 2022

Theme	Impact (so what)	Performance Indicators	Impact measuring tool	Reported No. out of total	Reported %	Green 75% +	Amber 70-74%	Red Below 70%	
1. To develop the breadth of partnership and engagement with mainstream schools, settings and multi-agency partners – via LIFT or any other point of access	Schools and settings will support CYP to remain in mainstream education (Where appropriate) through access to information, advice and support at the earliest opportunity, from a range of multi-agency professionals.	1.1 No of requests for professional support and advice that are resolved ¹ at LIFT without the need for further formal referral or intervention	Local Activity Report			NA	NA	NA	
			Local Activity Report						
		1.2 Number of (different) mainstream settings' and school's engagement with the service (via LIFT, direct contact)	Local Activity Report			NA	NA	NA	
			Local Activity Report						
		1.3 Satisfaction reported by school/ setting following LIFT discussion, indicated through survey/ feedback questionnaire Scoring 4 or above	LIFT Satisfaction questionnaire (reporting on Q2 only)						

¹ Resolved means – schools/settings are provided with recommendations of strategies and interventions they can implement or signposted to an appropriate agency

Theme	Impact (so what)	Performance Indicators	Impact measuring tool	Reported No. out of total	Reported %	Green 75% +	Amber 70-74%	Red Below 70%
2. The impact of direct school / class / individual interventions	CYP with SEND will be able to remain in mainstream education through high quality, specialist information, advice, and interventions provided to schools and settings by STLS	2.1 At review how many pupils achieved or making significant progress ² towards the targets set by Specialist Teacher (in conjunction with school/ family and child/ young person)	Pupil target data spreadsheet					
		2.2 School/ setting reporting increased staff confidence in meeting the needs of CYP indicated through survey/ feedback questionnaire Scoring 4 or above (out of 5)	School/Setting end of intervention questionnaire (reporting on Q5 only)					
		2.3 Parents' reporting an increase in confidence in the school/setting meeting pupil needs, indicated through survey/ feedback questionnaire Scoring 4 or above (out of 5)	Parent/Carers' end of intervention questionnaire (reporting on Q9 only)					

² Significant Progress means at least 50% towards achieving targets set

Theme	Impact (so what)	Performance Indicators	Impact measuring tool	Reported No. out of total	Reported %	Green 75% +	Amber 70-74%	Red Below 70%
3. Develop the breadth and Impact of the training	Early years, settings and schools will be confident and have increased capacity to meet the needs of children and young people with SEND. There will be a wide breadth of training on offer to equip families with the skills to better understand specific areas of need for their child and develop practical strategies to support their individual family needs	3.1 School and setting reporting increased confidence, knowledge, and skills to meet needs, indicated through survey/ feedback questionnaire Scoring 4 or above (out of 5)	School/Setting training course evaluation (reporting on Q4 only)					
		3.2 Parents' reporting increased confidence to meet needs, indicated through survey/ feedback questionnaire	Parent/Carer training course evaluation			NA	NA	NA
		3.3 Number of training courses developed and delivered in response to an identified need in the district. (Please provide narrative about what has been identified to feed into the wider analysis of need)	District to record in a way they see fit (could be LAR or other)			NA	NA	NA

Theme	Impact (so what)	Performance Indicators	Impact measuring tool	Reported No. out of total	Reported %	Green 75% +	Amber 70-74%	Red Below 70%
4. Effective sharing of information about individual pupils receiving SEN support at key transition points	Schools/ settings will be empowered and supported to enable CYP with SEND to experience a successful transfer.	4.1 No. of schools/ settings engaged in transition events facilitated by STLS	Attendance register for events (districts to keep their own) What about other "initiatives?"			NA	NA	NA
		4.2 Settings/ schools reporting high levels of confidence following the transition event/initiative, indicated through survey/ feedback questionnaire Scoring 4 or above (out of 5)	STLS transition event/initiative feedback survey (summer) Reporting on Q1 only					

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