

## **Appendix 1: Purpose of the service (extract from Specialist Teaching and Learning Service (STLS) Service Level Agreement)**

### **3. Background and Context of the Service**

3.1 The main aims of the Specialist Teaching and Learning Service are:

3.2 to raise standards of high-quality Inclusive teaching in mainstream classrooms that enables children and young people with SEND who attend mainstream early years settings and schools to remain in these settings with access to quality first teaching.

3.3 developing the targeted and specialist knowledge, skills and expertise in Kent early years settings and mainstream schools using specialist SEN support services to create a coordinated, equitable, and effective provision of additional support for children and young people with Special Additional Needs to:

- build sustainable 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
- close attainment gaps and improve pupil SEND targets and track progress to these outcomes
- reduce the likelihood of exclusion by ensuring staff skills and provision is right to meet the needs of vulnerable children
- reduce the need for statutory assessments (for example, Education and Health Care Plans) by:
  - supporting schools and education settings in meeting children's needs through SEN support, adopting an 'assess, plan, do, review' approach to enable children to be included
  - by building confidence in the sector and influencing Inclusive cultures
  - building confidence in the totality of the local offer signposting the wealth of support available to children and families pre EHCP

### **4. Service Outcomes and Aims**

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

#### **Outcomes for children and young people with SEND**

4.2 Provide support for the identification of needs and the provision of evidence-based support (e.g. Education Endowment Foundation Toolkit; Autism Education Trust resource materials, Anna Freud centre, Nurture UK and British Dyslexia

Association) for all children and young people with SEND in mainstream schools and early years settings, at the earliest possible stage and monitored and tracked over time.

- 4.3 Promote the local offer and other pathways to support for children and young people as well as providing advice on interventions and provisions suitable for the child, modelling excellent practice and building capacity where needed.
- 4.4 The service will also promote the Kent Schools Resource Directory and other commissioned training opportunities as resources to schools in developing Inclusive Practices.

### **Outcomes for participating schools**

- 4.5 Supporting the increased use of maintained sector provision and resources rather than independent sector placements through building capacity within mainstream schools and settings to equip staff at all levels to recognise and successfully include learners with SEND.
- 4.6 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.
- 4.7 Work with mainstream schools and early years settings, school improvement advisors and Local Authority Officers to promote the mainstream pathway for pre-school children, 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.
- 4.8 To reduce the need for Statutory Assessment by establishing more effective processes for children to access timely, high quality earlier intervention, support and provision.