



## Strategic Commissioning

# Specialist Teaching and Learning Service Annual Survey

2022-2023

This first annual survey was produced in order to collate a standardised response from across the county regarding the support that schools had received from STLS throughout the year.

The survey was promoted at the SENCo conference, and to headteachers. There was a good response, with 483 respondents. The majority of these were SENCos, who are the cohort who interact with STLS the majority of the time.

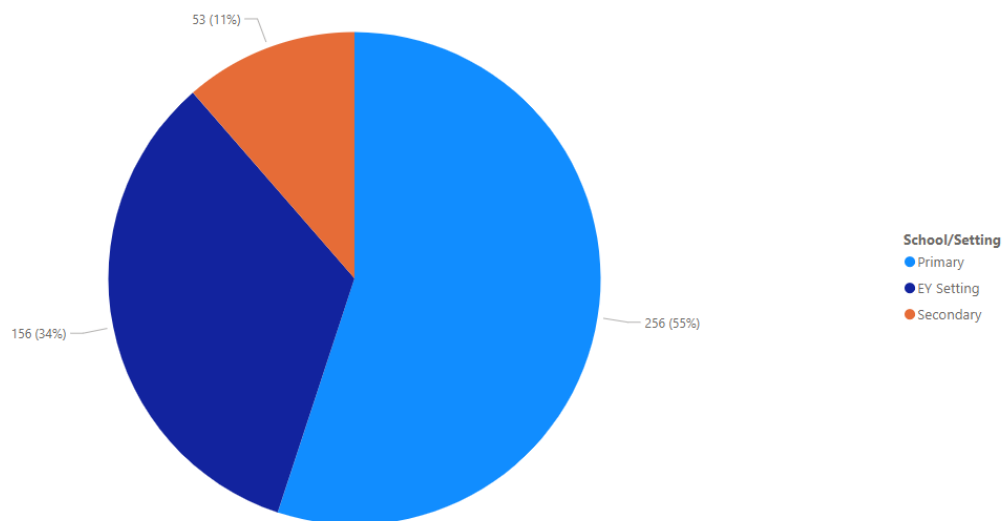


Figure 1: Number of survey responses by School/Setting

More than half of the respondents (55%) came from the primary school cohort, followed by the early years sector at 34% and 11% from secondary schools.

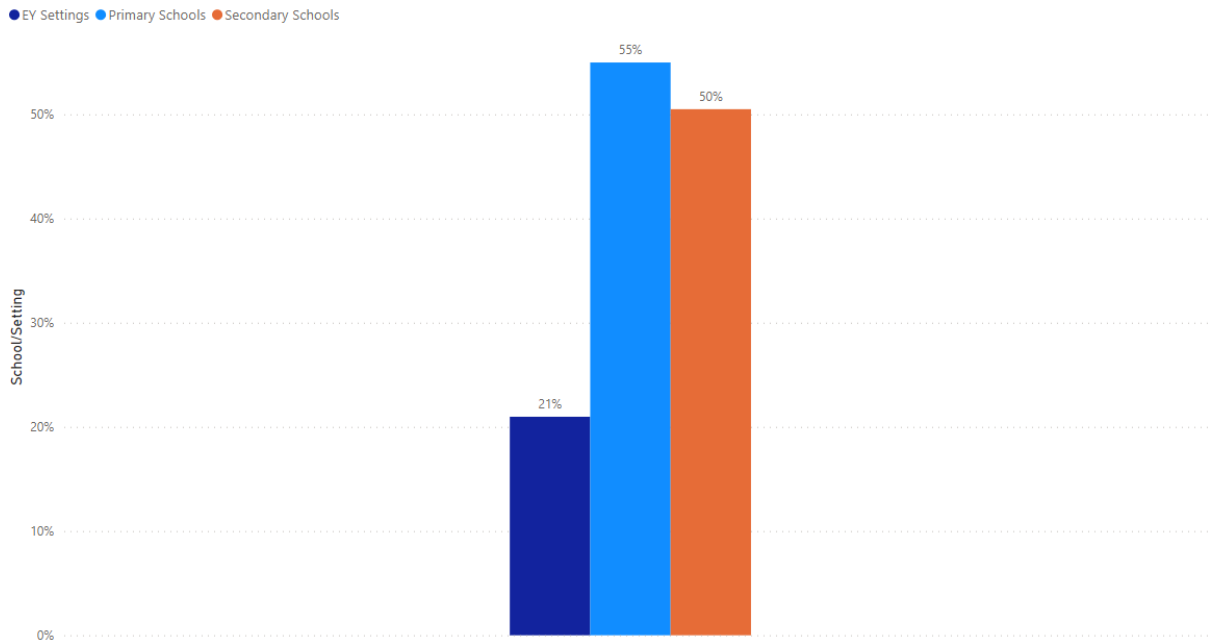


Figure 2: Out of all schools/settings in Kent, percentage of those who responded to the survey.

Although the number of primary school settings was far greater than for secondary settings, the percentages show that 55% of primary schools replied, and 50% of secondary schools. Only 21% of early years settings felt able or willing to respond.

### Early Years

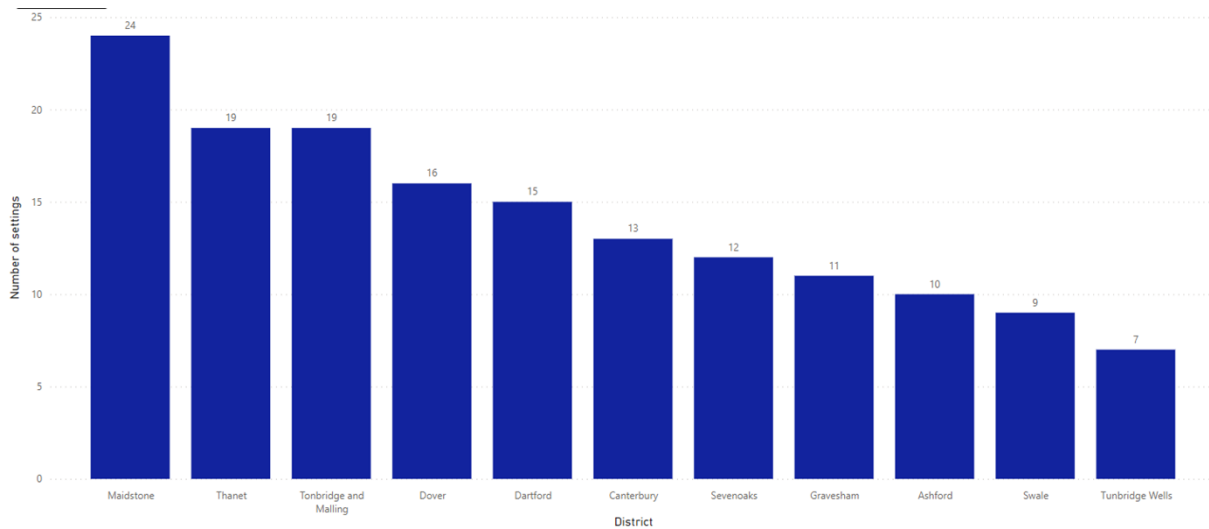


Figure 3: Number of settings responding per district

There was a variation in the response across the county, with the district with the largest number of respondents from the early years being Maidstone, and the least amount being Folkstone and Hythe, where there were no respondents from the early years.

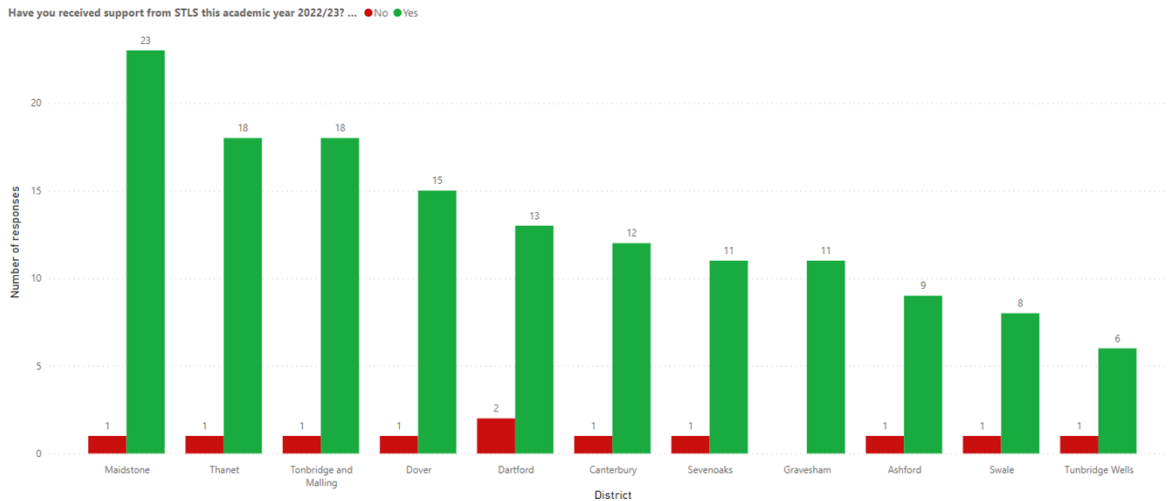


Figure 4: Out of settings which have responded to the survey - Number of settings reporting to have received support from STLS in the academic year 2022/23

A small number of respondents had not received support from STLS in this academic year.

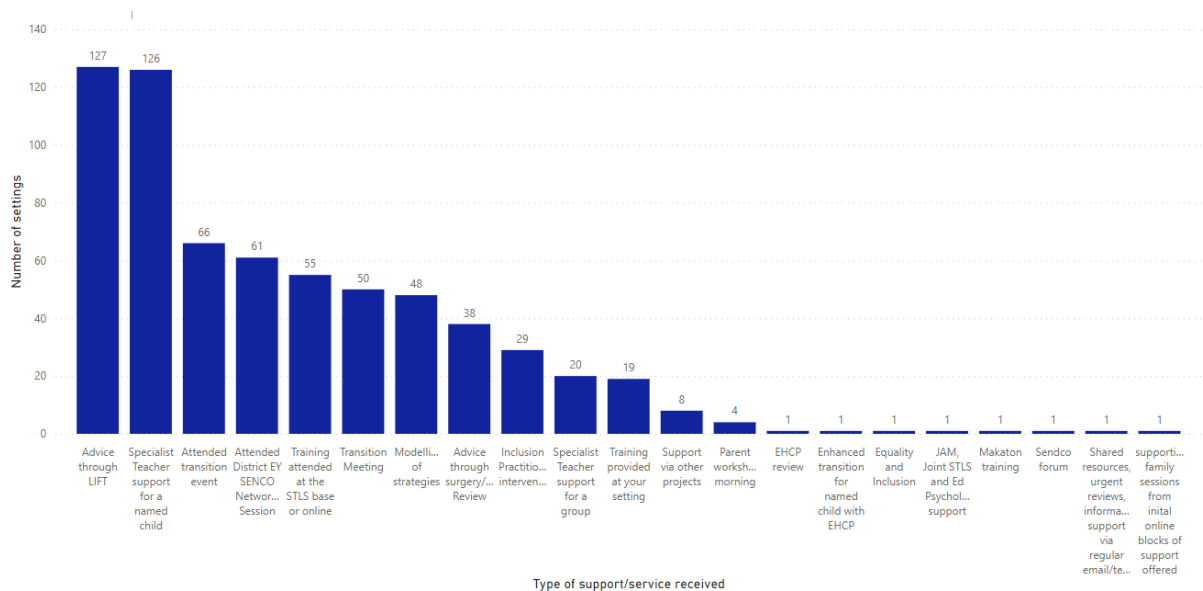


Figure 5: Number of services/supports received by EY settings

Early Years settings responded that the services that they had access the most were: Advice through LIFT; and Support for a Named Child. The requirements for accessing SENIF support and funding require attendance at LIFT and being open to a specialist teacher, which will have an effect on these figures.

Setting Manager	67
SENCO	80
Keyworker	1
Other	7



Figure 6: Respondent's' role within early years settings

## Primary Schools

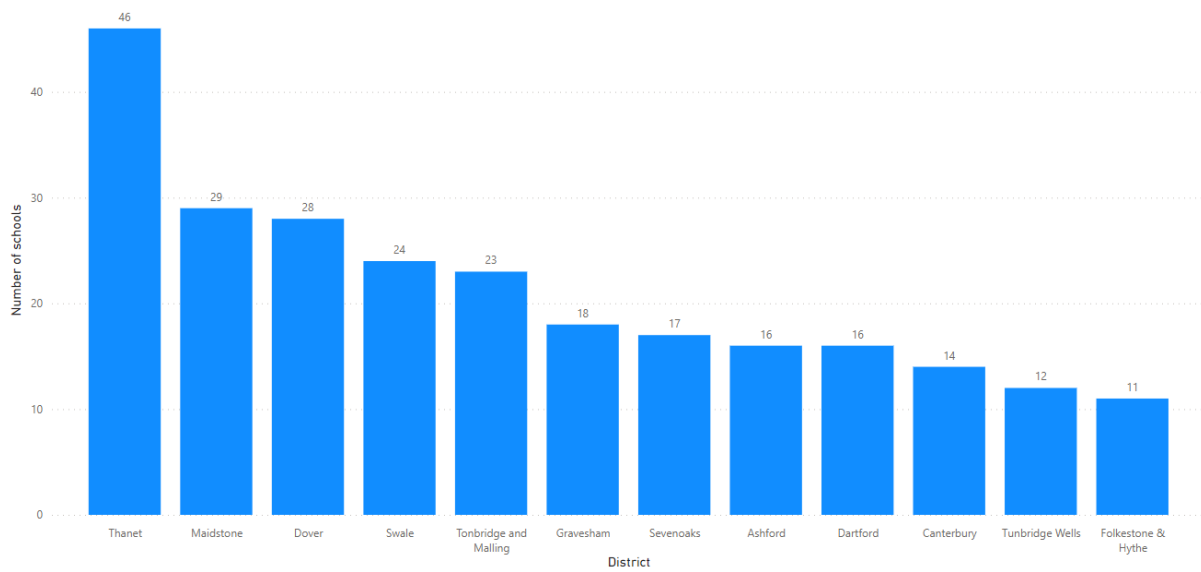


Figure 7: Number of primary schools responding per district

The largest amount of primary school respondents came from the Thanet district, with the least amount from Folkestone and Hythe district.

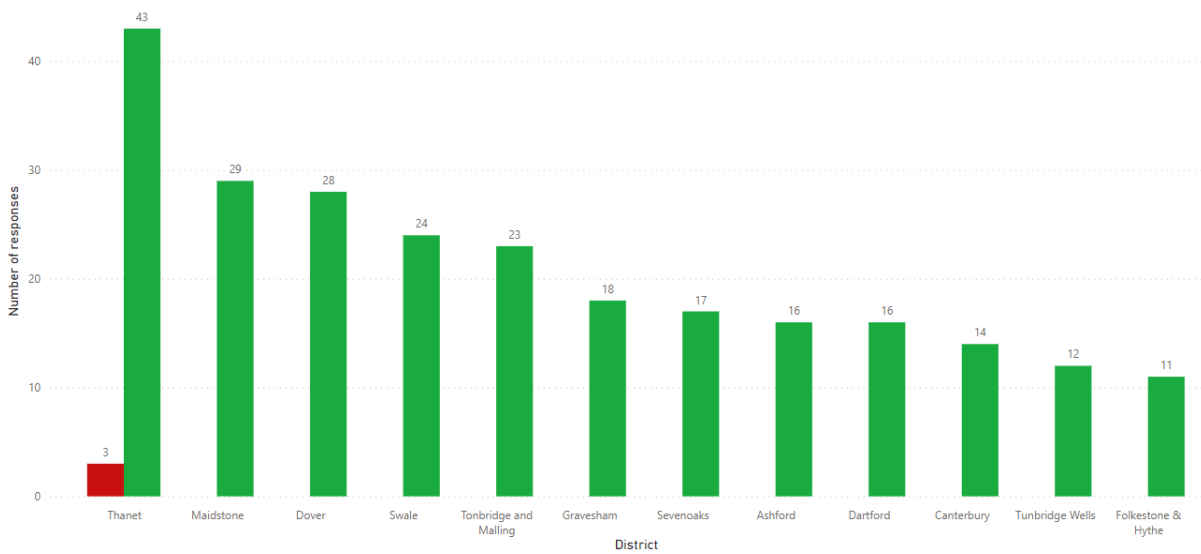


Figure 8: Out of primary schools which have responded to the survey - Number of settings reporting to have received support from STLS in the academic year 2022/23

A small number of respondents from Thanet had not received any support from STLS this year.

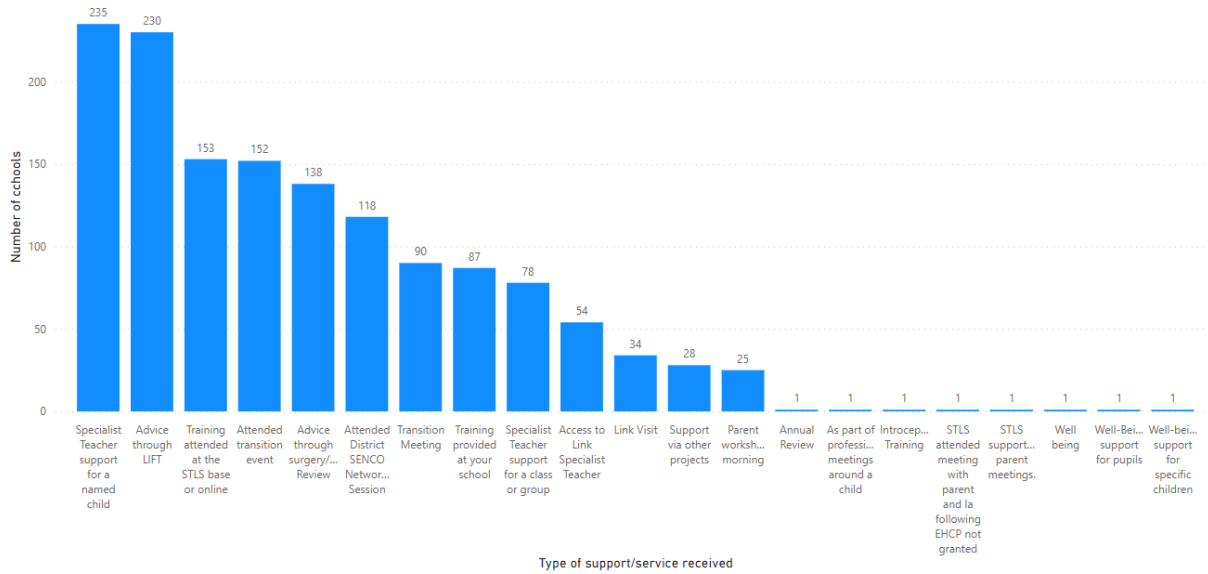


Figure 9: Number of services/support received by primary schools

As with the early years, the top two types of support accessed by primary schools were: Specialist support for a named child and LIFT.

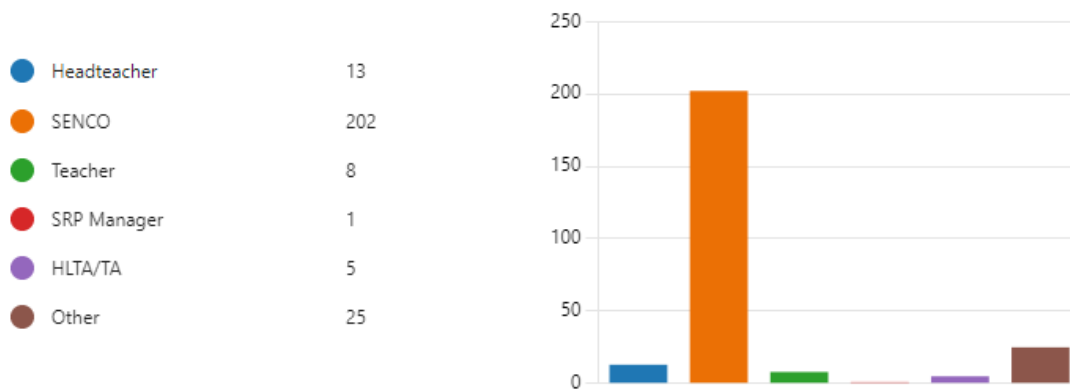


Figure 10: Responders' role within primary school

The overwhelming majority of primary respondents were SENCOs' although there was some headteacher representation.

## Secondary Schools

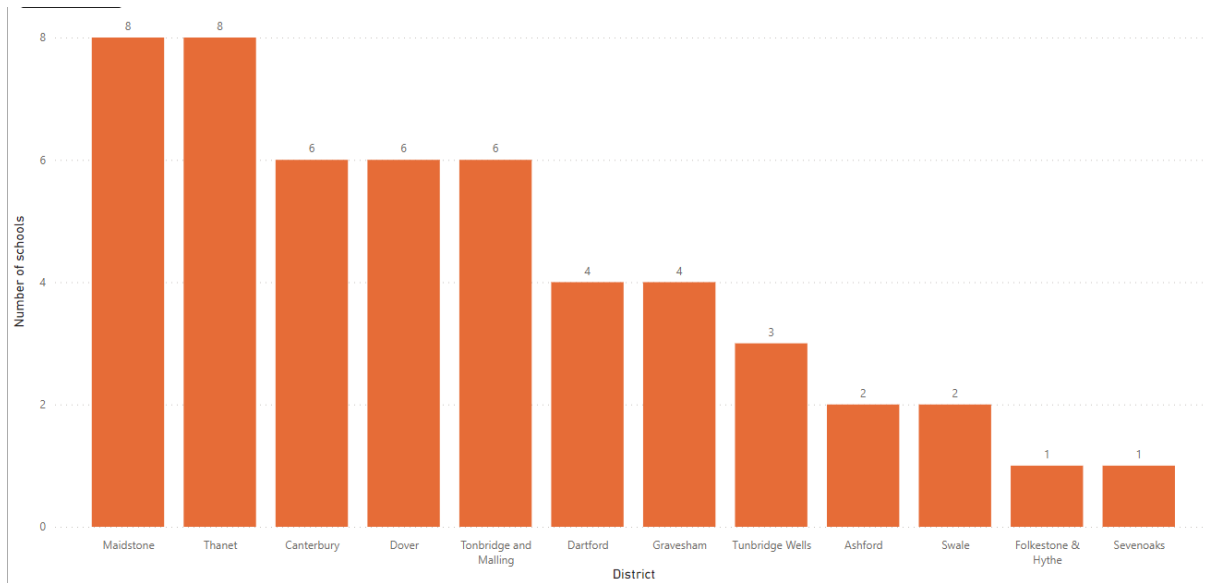


Figure 11: Number of secondary schools responding per district

Although the number of secondary schools responding was lower than primary schools there was some representation in each district.

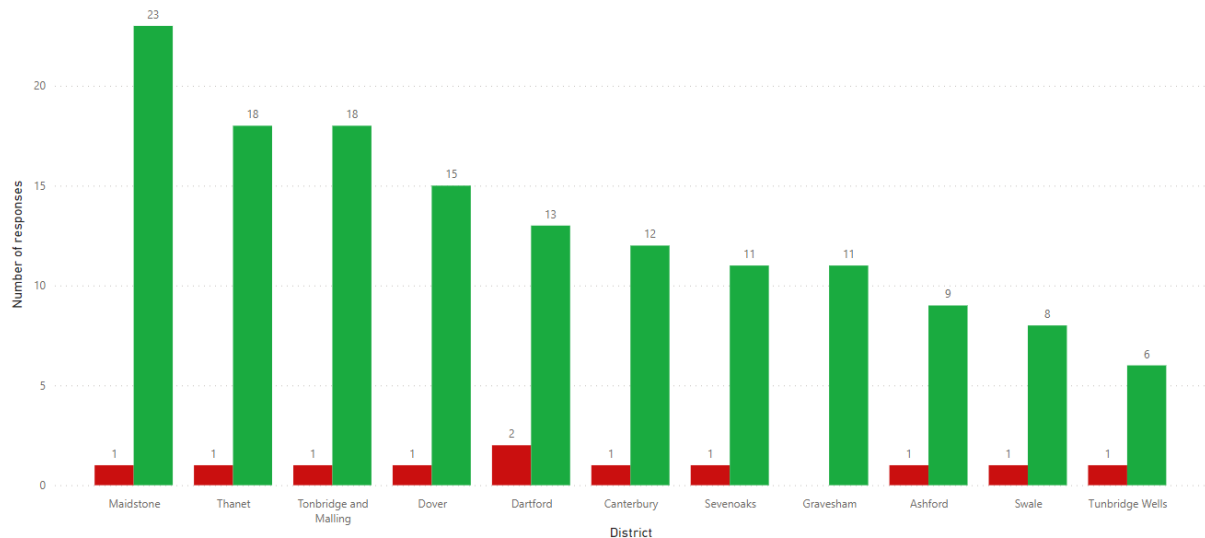
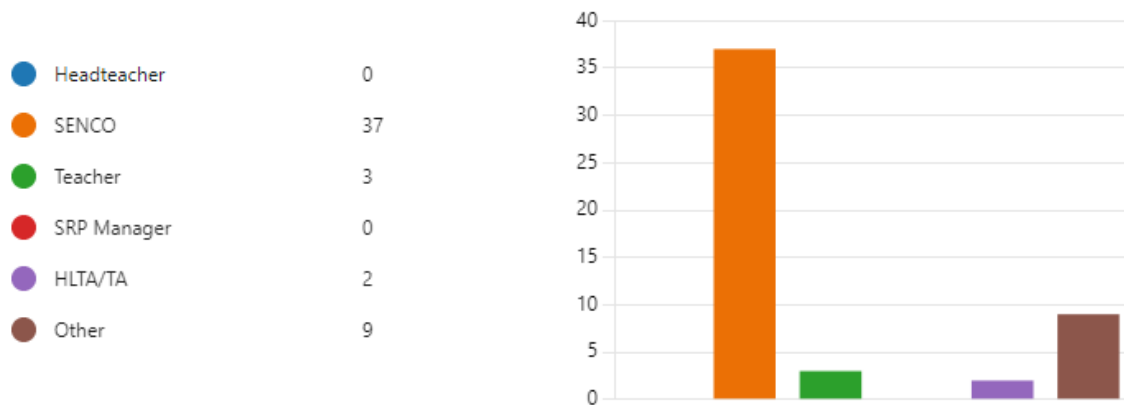


Figure 12: Out of secondary schools which have responded to the survey - Number of settings reporting to have received support from STLS in the academic year 2022/23

This visual is not available

Figure 13: Number of services/supports received by secondary schools



*Figure 14: Responders' role within secondary school*

The majority of secondary respondents were SENCOs, with no secondary headteacher representation.

## Responses

School / Setting ● EY Setting ● Primary ● Secondary

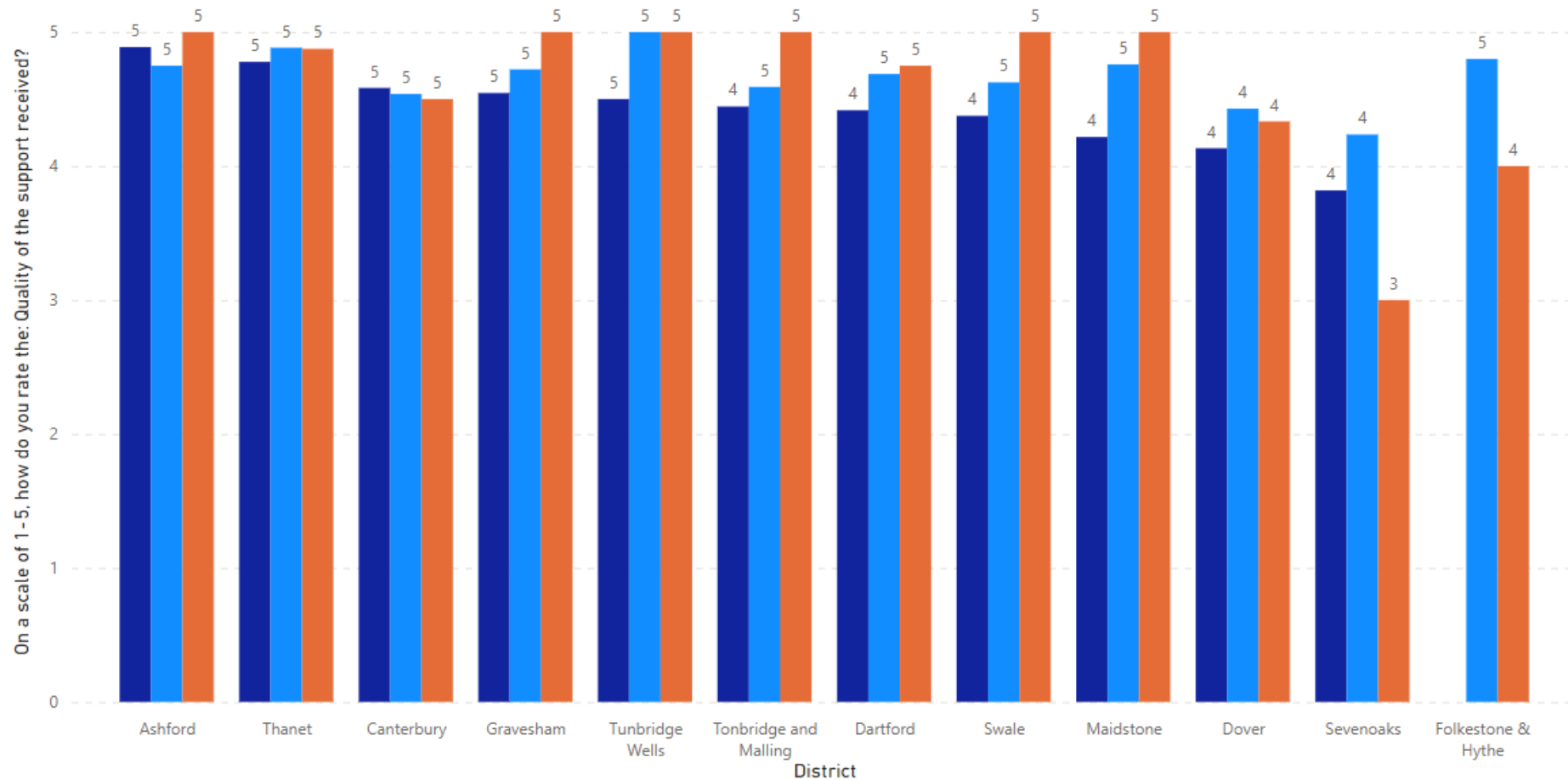


Figure 15: Quality of the support received across schools/settings

Schools and settings were asked to evaluate the quality of the support that they received on a scale of 1-5, with 5 being the highest. Response was positive, with most cohorts and districts scoring this as a 4 or a 5, with one district scoring a 3. No early year's settings responded to this survey in Folkestone and Hythe.



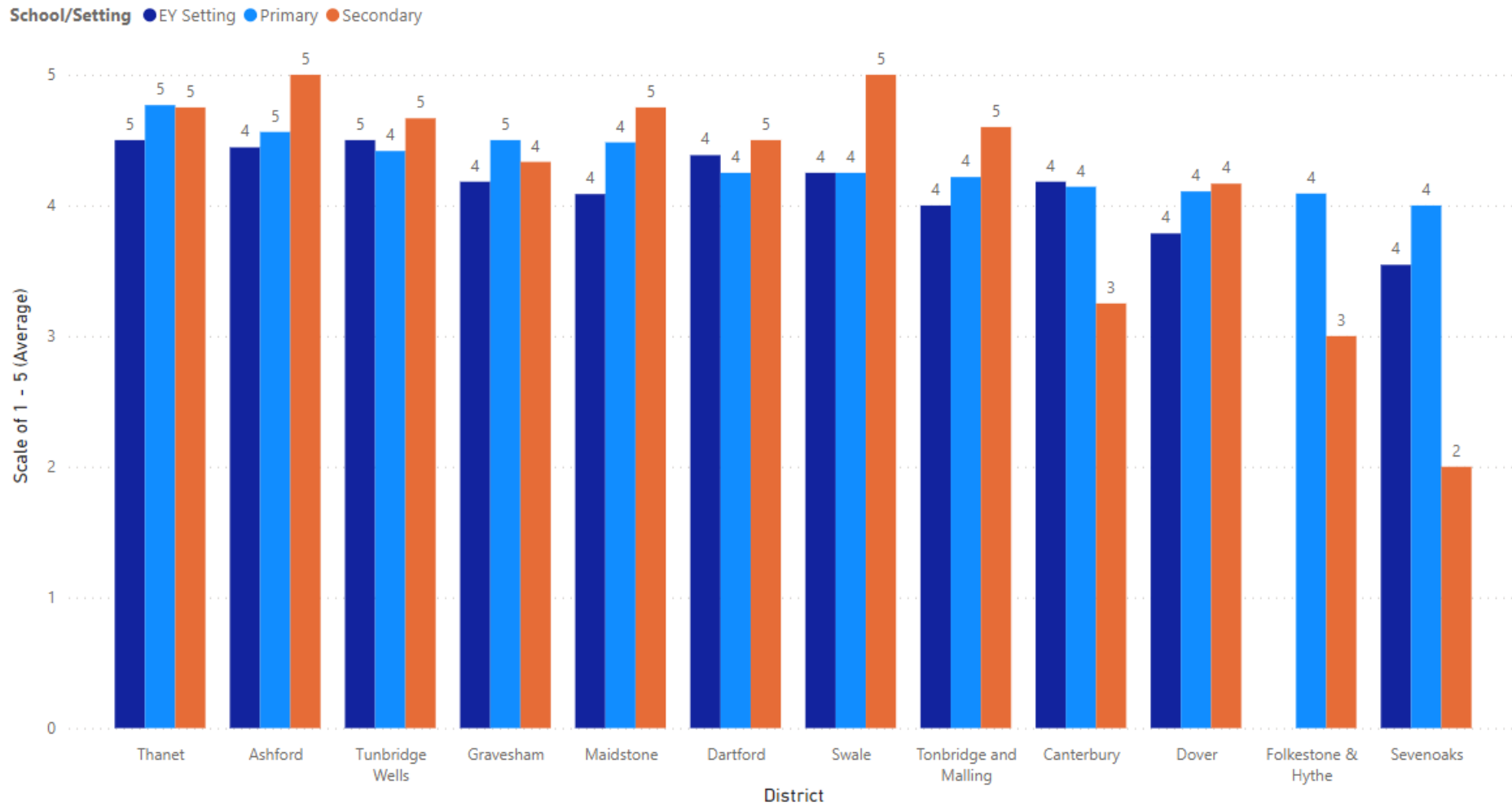


Figure 16: Impact of the support received in relation to building skills and knowledge within your school or setting in relation to SEND

The impact of the support received in relation to building skills and knowledge was positive, with some district variations, particularly in Sevenoaks where secondary schools gave less positive feedback than primary schools and early years settings.

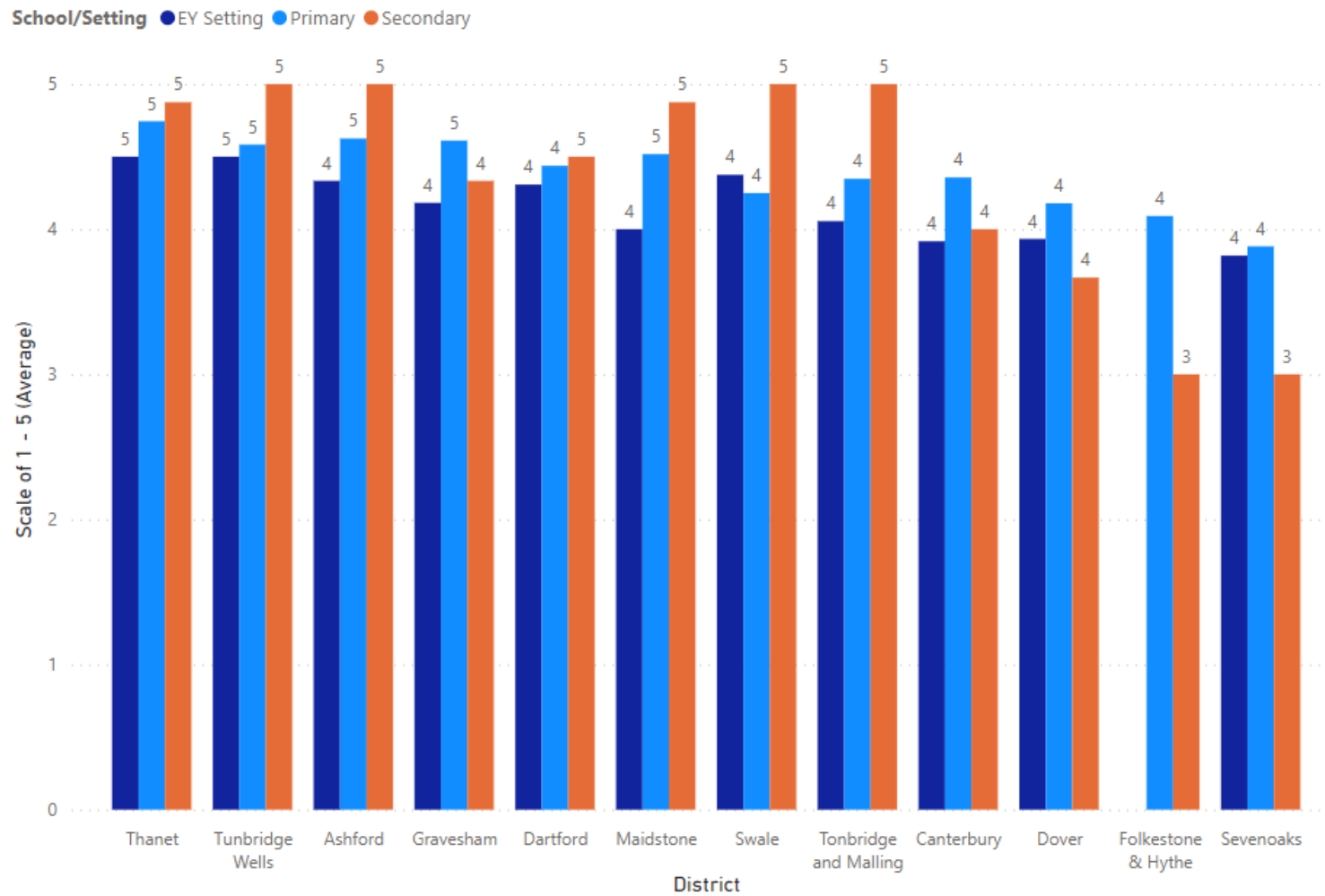


Figure 17: Impact of the support received in relation to confidence of you and your colleagues in supporting children and young people with SEND

Respondents in most districts scored the impact of the support received on their confidence at or near the highest score. This was slightly lower for secondary settings in F&H and Sevenoaks, however the score was still positive in these districts.

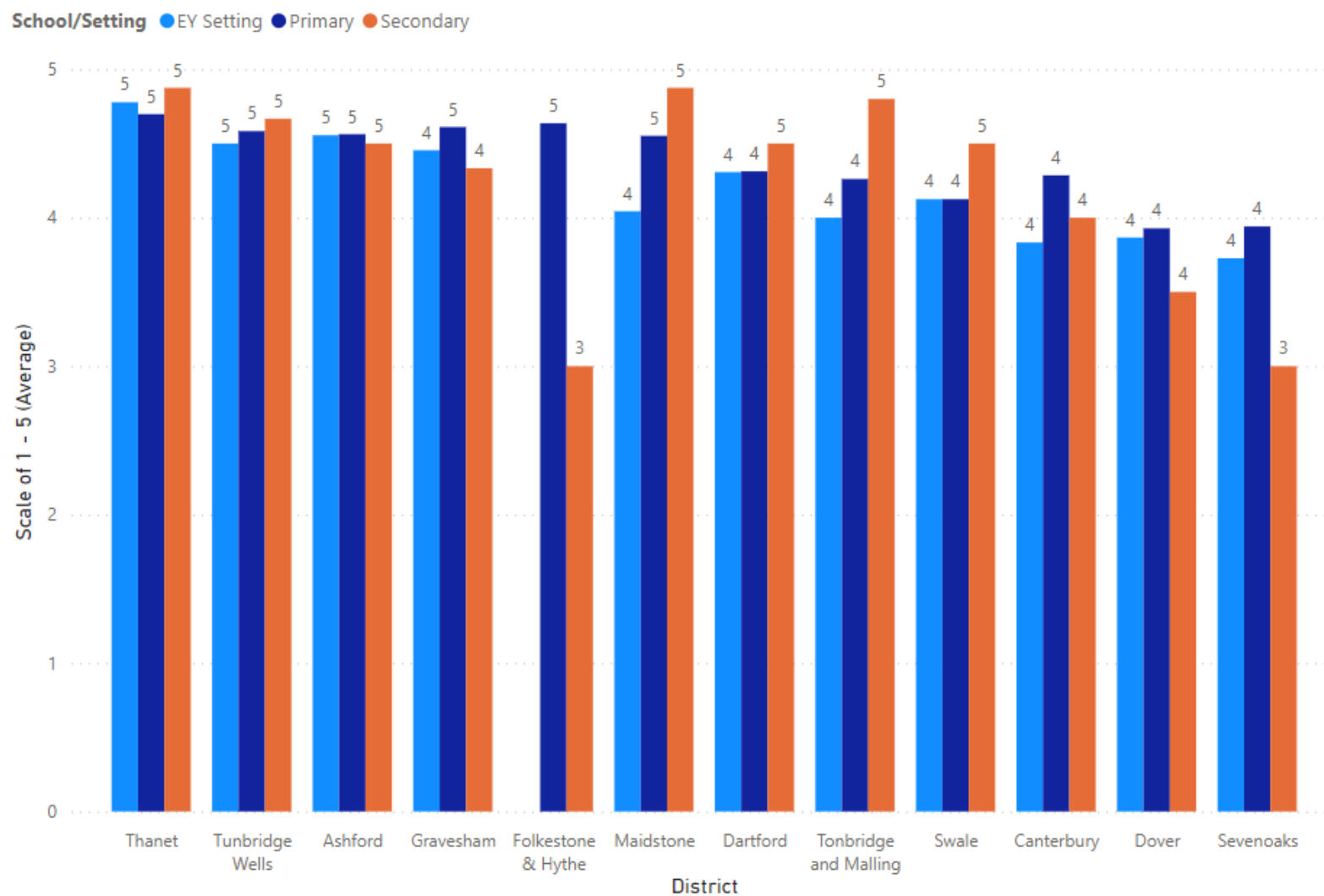


Figure 18: Impact of the support received in relation to outcomes identified for children and young people with SEND

All cohorts across all districts were positive about STLS support in relation to outcomes.

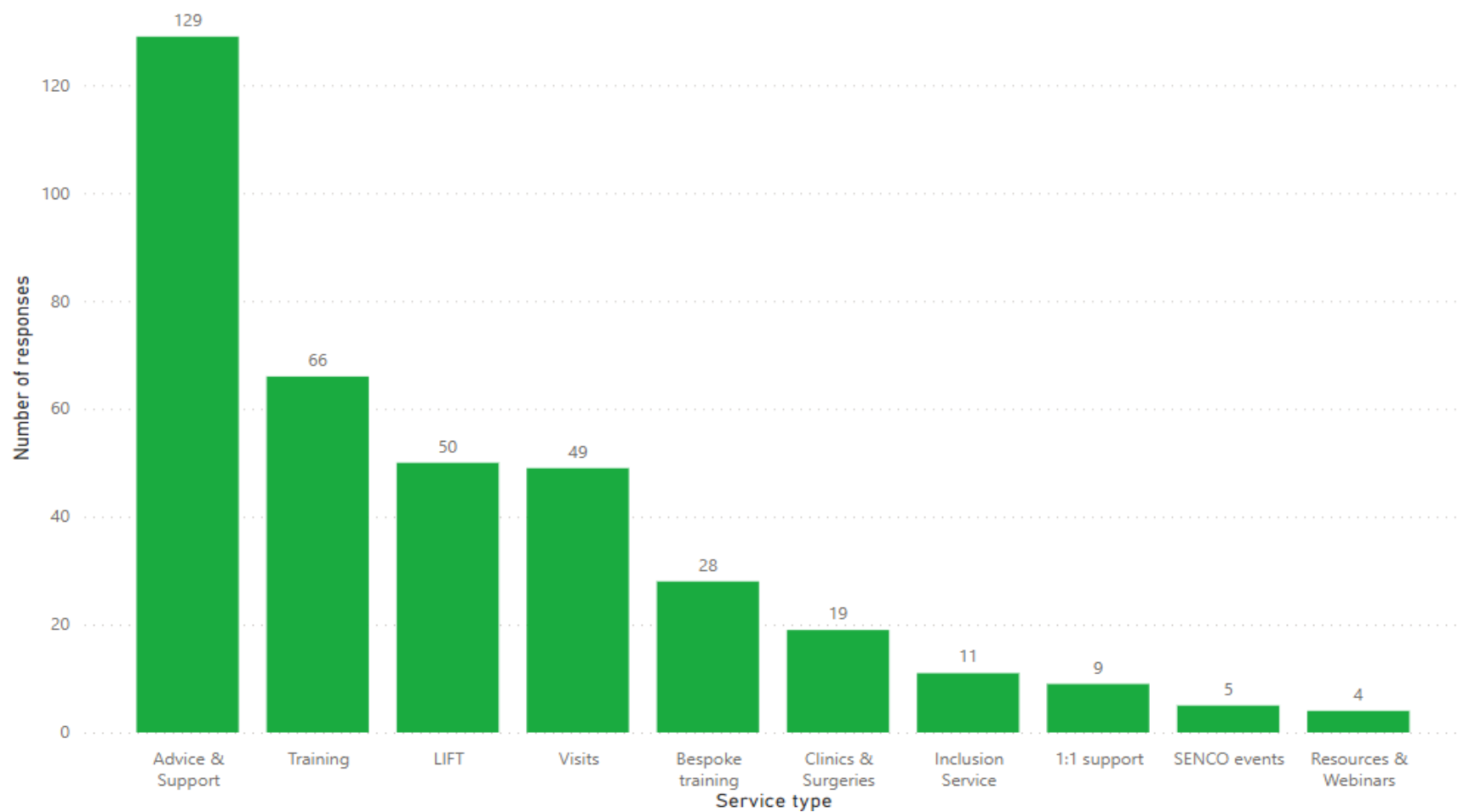


Figure 19: Top 10 services benefiting inclusive practice received by school / setting

Respondents were asked to tell us which services provided by STLS benefited their inclusive practice the most. It is evident that SENCOs value advice and guidance above all other types of support. One-to-one support is the 8<sup>th</sup> most valued service provided.

**Average score of the quality of support received by number of responses per role, per cohort.**

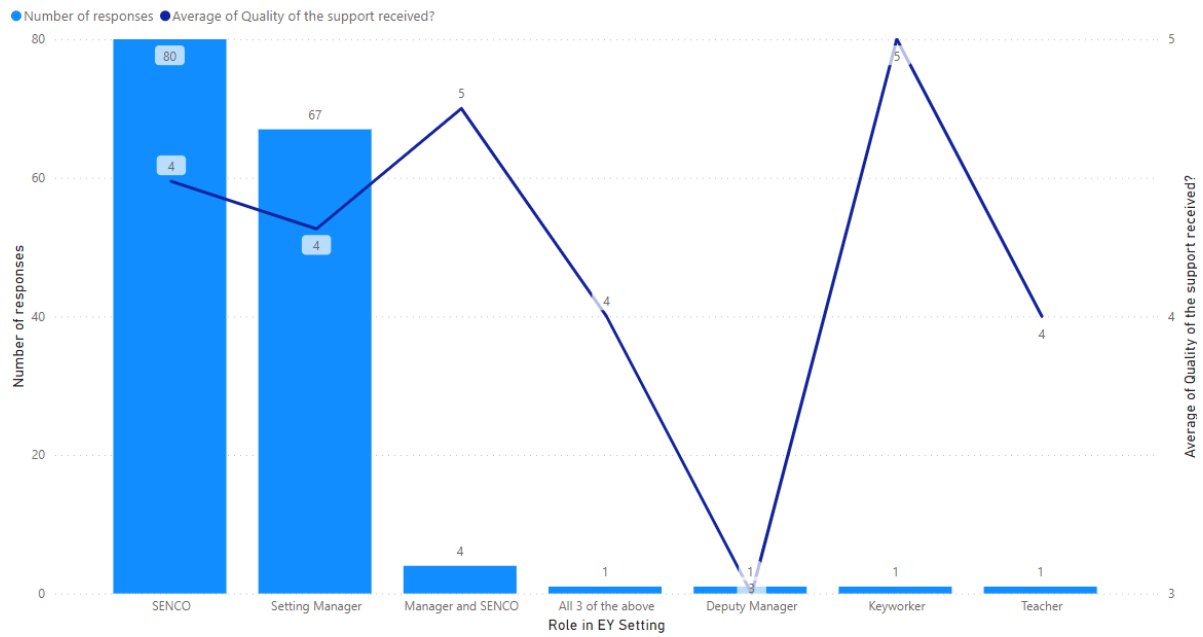


Figure 20: Average score of the quality of support received by number of responses (per role within EY Setting)

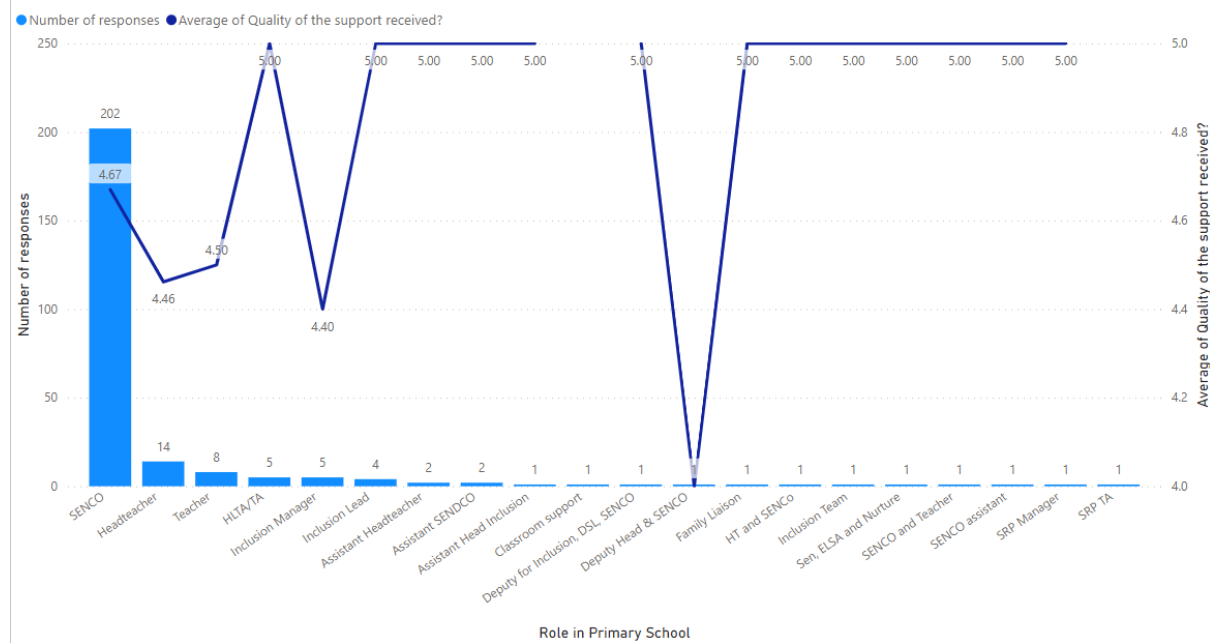
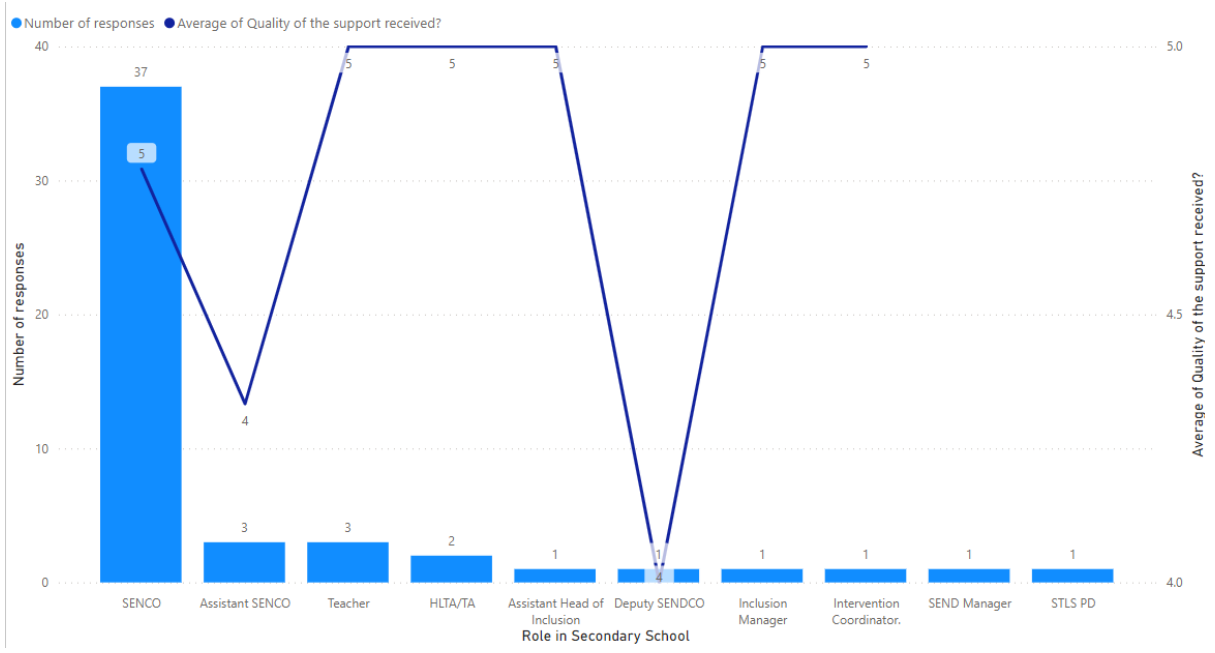


Figure 21: Average score of the quality of support received by number of responses (per role within primary school)



*Figure 22: Average score of the quality of support received by number of responses (per role within secondary school)*