



Children, Young People and Education
Children's Commissioning Team

Specialist Teaching and Learning Service Countywide Annual Report

Term 1 - 4

2023-2024

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Purpose of report

The Specialist Teaching and Learning Service (STLS) operates across Kent. The outcomes of the service are described in a Service Level Agreement (SLA) which is held by one special school in each district. All 12 SLAs are all the same, with the only difference being the level of funding allocated to each school for the delivery of the service.

The current SLA began 1 September 2022 and ends 31 August 2025.

This report comprises one of several reports that have been compiled to support decision making regarding the future of the service beyond the terms of the current SLA. It illustrates the activity and performance of the service across Kent for terms 1-4 in 2023-2024 and compares this to the same terms from 2022-2023.

Previous reports include a performance report for Term 1 and 2 of 2022-2023 that made several recommendations, including the recommendation to remove several KPS, and an annual performance report to summarise countywide performance of the service for 2022 – 2023. This year is the first opportunity to compare the delivery of the Key Performance Indicators (KPI) across successive years.

The current KPIs were developed with STLS to ensure that the service was being fairly and appropriately measured, and a simplified reporting process was established within the first term of the current SLA. Some districts struggled to report completely in the first reporting periods (Term 1 and Term 2, 2022-23). Most had developed appropriate recording and reporting systems by Term 2, and all were able to report fully by Term 3 of 2022-23.

The current KPI template can be found in Appendix A, and the Term 1 and 2 2022 – 2023 Countywide report which includes a detailed description of the service and the background to the [Cabinet Committee recommendations](#) made on 1 March 2022 can be found in Appendix D. Given that some KPIs were removed for 2023-24 reporting purposes, a comparison for these measures is not possible. The KPIs which were removed are listed at the end of this document.

The STLS district leads of the SLA holding schools submit their KPIs on a termly basis and formal monitoring meetings are held three times per year, reporting retrospectively on the two preceding terms.

This report makes a comparison of the activity and performance of terms 1-4 2022-2023 (the first year of the new SLA), and terms 1-4 2023 – 2024 (the second year of the SLA) to understand any changes in performance between the two years.

Factors to consider that may impact activity between these two years include:

- The rollout of AET training by STLS during 2023- 2024.
- The changes made within the service delivery as regular monitoring and supportive conversations are held.
- Changes occurring due to a year of interacting closely with other inclusion services in their districts as inclusion services are facilitated to work more closely together.
- Changes in delivery as the services adjust to static budgets by reducing full time equivalent staffing, or managing maternity leave, struggles to recruit to vacant positions and long term sick leave.
- Changes to service delivery between year 1 and 2 might include: changing their models of delivery to focus on specialist support, increase the use of less formal support through clinics and surgeries, as well as reduce their case lists and the length of time they provide support for. The Appendices detail district level data.

Local Context

Following an initial Ofsted inspection in 2019, and a re-visit in November 2022, the Council is undergoing significant period of change with an even greater focus on Inclusion than previously. STLS sits amongst a range of other services in delivering this ambition. The service supports the strategic outcomes of the Council as referenced in the [Countywide Approach to Inclusive Education \(CATIE\)](#) and the [Accelerated Programme Plan \(APP\)](#) which has been developed as a direct response to the OFSTED inspection. Both of which aim to improve outcomes for children and young people with SEND.

A review of the High Needs Funding model in Kent has been completed and a new model has been proposed which reflects a locality-based approach, with greater decision making and accountability for locality resources within districts. A public consultation has been conducted and responses will be taken into consideration when the model is implemented from September 2025. STLS is funded by KCC through the High Needs Funding block and is also a local resource so any changes to how that funding is allocated and administered may impact on STLS.

There are a number of reviews being undertaken as part of the financial recovery [Safety Valve Agreement](#) which aims to eliminate the cumulative deficit arising from existing and forecast overspends on high needs funding for schools for children and young people with SEND in Kent. These include the Specialist Resource Provision (SRP) review, the Special School review and the Early Years review. These reviews are complete and awaiting Cabinet Committee agreement. The outcomes may also impact on future delivery of STLS.

Part One – Background and Progress to Date

The overarching aim of the STLS is to support Kent's mainstream early years settings and schools in delivering high quality inclusive provision for children and young people with Special Educational Needs and Disabilities (SEND). Their focus is to build capacity, confidence, skills, and knowledge amongst educators and promote inclusive practice and increase capacity across all mainstream educational settings. Increasingly, the service is being aligned with the Council's Outcomes Framework for children and young people with SEN.

Formal performance monitoring takes place three times across the academic year to review performance retrospectively for the preceding two terms.

Since the inception of the current SLA, four rounds of performance monitoring have taken place, as below, with two more monitoring meetings scheduled for this academic year.

- February 2023 for Terms 1 and 2 of 2022-23 academic year,
- May 2023 for Terms 3 and 4 of 2022-23 academic year
- September 2023 for Terms 5 and 6 of 2022-23 academic year
- January 2024 for Terms 1 and 2 of 2023-24 academic year

Two previous countywide reports have been produced – one to reflect terms 1 and 2 for 2022-2023, and one to reflect the full academic year for 2022-2023. The initial report made several recommendations, most of which were accepted. (see Appendix B).

1.2 The Service

STLS supports mainstream primary and secondary schools as well as early year's settings to improve inclusive practice through information, advice and guidance, as well as training. The STLS supports children with special educational needs (SEN) in mainstream and are part of a system of support in phase transition.

While there is a consistent core offer of support across the county, there can be variations in relation to quality and delivery approaches. Districts will also deliver additional projects which are unique to the needs of their district.

Each district has its own SLA with an allocated financial envelope specific to the district. This is based on historical criteria and has not been reprofiled since initial allocation. The level of funding relates directly to staffing capacity within each district and this capacity accounts for some of the variation of approach and practice across the county.

STLS participate in the Working Together, Planning Together workshops. The focus of these workshops, which are held termly, is to enable greater collaboration between inclusion services, including STLS, Educational Psychologists from Kent Educational Psychology Service (KEPS), Special Educational Needs Inclusion Advisors (SIA), PIAS and council officers, and support a more joined-up approach within local areas. The past year has seen a focus on phase transition and the services have worked together to develop a district level plan to ensure a joined-up approach to transition, based on the Transition Charter.

Council officers have continued to attend the STLS District Leads meeting, which are held termly, to provide updates on relevant, strategic developments and activity within the Council.

STLS support the Council's strategic aims by delivering Autism Education Trust (AET) training and supporting the roll out of the Balanced System®. Rollout of the AET training has not been consistent across the county and some districts have struggled to prioritise this due to capacity and conflicting district priorities. Please see table 16 for this information.

This report will reflect the changes in activity and focus as STLS have adjusted their ways of working in response to limited and decreasing capacity of services. These include:

- An approach to more group work, moving away from individual support.
- Sharing of resources and training across districts (usually within Areas).
- Using the Graduated Approach in allocation of support – to keep the focus on specialist and sometimes targeted support.
- STLS having greater collaboration with the Council by supporting initiatives such as the rollout of the AET training and attending the Working Together, Planning Together workshops.
- Districts exploring the possibility of using a Link Teacher model.

1.3 What makes a Specialist Teacher

In seeking to continue deepening the level of understanding of the service, one of the areas explored as part of performance monitoring was the expected levels of qualification and relevant experience that is needed to be a specialist teacher in each district. Figure 1 below, outlines some of the key areas identified by individual districts.

Requirement	Number of districts (out of 12)
SENCo background	6
Specialist background / experience	8
Mainstream experience	2
Early years' experience	1
Range of skills	1
Responsive to queries	1
Qualified Teacher Status (QTS)	6
Master's level qualification in a relevant field – not a requirement but a definite benefit	6
People skills	1
Relevant experience	6
Up-to-date CPD	8

Figure 1: Specialist Teacher qualifications and experience

Not all districts require the Specialist Teacher to have Qualified Teacher Status or a master's degree, however there is an emphasis on keeping specialist training up to date. Having experience either as a SENCo or having previous experience of supporting children with SEN in schools and settings are sought after skills.

1.4 Staffing

The level of staffing within each district is a direct result of the amount of funding available. There have been some fluctuations in staffing levels between the two comparison years – for instance, Swale now has a full complement of staff after a long period of vacancies and Dartford has reduced staffing due to budget constraints.

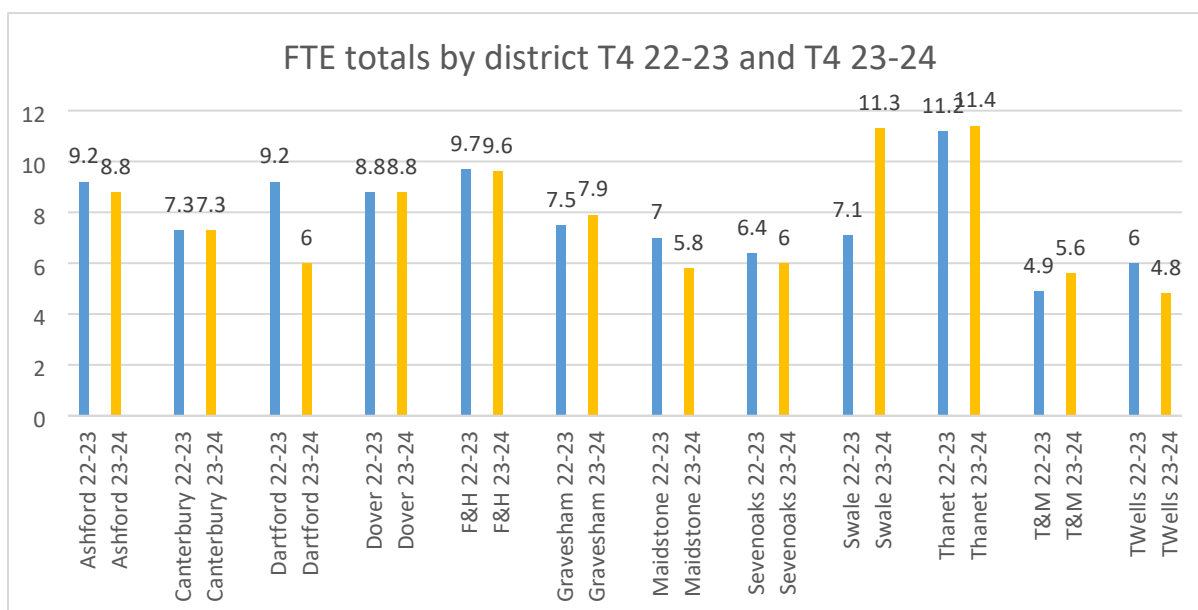


Figure 2: Countywide Total number of FTE staff by district – term 4 comparisons. (data for Dartford district is from term 3, 2023-24) (Kent Analytics KPIs Power BI Dashboard).

The total number of Full Time Equivalent (FTE) staff members has changed from 94.38 FTE in Term 4, 2022-23 to 93.46 in term 4, 2023-24. This indicates that the resource available at this point in the current academic year is very close to the same as it was last year, despite some fluctuations across districts. These figures represent the whole resource available in the district, including leads and support staff. In all districts administration is less than 2 FTE. District Leads chair Local Inclusion Forum Team (LIFT) meetings and, in most cases, will carry a case load.

It is anticipated that recent teacher’s pay increases will have an impact on staffing numbers for academic year 2024-25, impacting on capacity within the service.

Data for Dartford district is from term 3, 2023-24, however it is assumed that the staffing resource has remained static.

Part Two – Key Performance Indicators (KPIs) and Performance Monitoring Process

A new set of Key Performance Indicators (KPIs) alongside a new, simplified reporting mechanism using Microsoft forms and a revised approach to performance monitoring was coproduced with the STLS Leads when the current SLA came into effect in September 2022.

2023-24 is therefore the first year where a comparison in performance across successive years of the SLA can be made. This comparative data does have some anomalies as not all districts had capacity to collect and report on all KPIs in Terms 1 and 2 of 2022-23. However, by the end of Term 3 2022-23, all districts had processes in place to collect the required information and so the data has a higher degree of accuracy from that term onwards. The new reporting process also introduced a Narrative Report as a mechanism to compliment and provide context to the data returns.

Generally, there have been two commissioners, the district lead, and the SLA holding head teacher present during performance monitoring meetings.

The agendas for monitoring meetings is summarised below:

Terms 1 and 2	2022-23 1. Operational update <ul style="list-style-type: none"> • Transition • LIFT • Communications with schools and SENCos 2. Performance against KPIs <ul style="list-style-type: none"> • Narrative report • Staffing • Financial Audit 3. Quality Impact (case study) 4. Challenges, barriers, issues arising	2023-24 1. Narrative report <i>Please prepare a comment to include anything significant on: transition, process changes, innovation, or new ways of working, supplementary information in relation to KPI's i.e., anomalies/exceptions</i> 2. KPI and LAR returns 3. Staff Qualifications 4. Finance Budget Sheet/Understanding your budget 5. Challenges, barriers, issues arising
Terms 3 and 4	2022-23	2023-24

	<ol style="list-style-type: none"> 1. Narrative report <i>(To include transition, process changes, innovation, or new ways of working, supplementary information in relation to KPI's i.e., anomalies/exceptions)</i> 2. KPI and LAR returns 3. Questions (to be provided to commissioners before the meeting) 	<ol style="list-style-type: none"> 1. Narrative Report 2. KPI and LAR returns 3. Impact Survey 4. Challenges, Barriers, Issues arising
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Figure 3: Agenda for formal monitoring meetings

2.1 Summary of Activity

Comparison of Key Performance Indicators (KPI) and Local Area Reports (LAR for Terms 1 & 2 2022-2023, and Terms 1 & 2 2023-2024

The following is a high-level summary (based on data submitted) of the performance of STLS as a countywide service during Terms 1 to 4 of 2022–2023 compared to the same period for the 2023-2024 school academic year. All districts were able to report on this data.

Total Number of schools and early years settings supported								
	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2022-23	Term 3 2023-24	Term 3 2023-24	Term 4 22-23	Term 4 2023-24
	547	554	552	562	540	562	550	564
Primary	467	463	472	465	452	471	457	472
Secondary	80	91	80	97	88	91	93	92
Total Number of Early Years settings supported	504	589	558	601	594	606	670	614

Figure 4: Countywide number of schools and settings supported (including schools with children on active caseload, schools participating in training and schools supported with transition) terms 1-4 2022-23; 2023-24 (Kent Analytics KPIs Power BI Dashboard)

The overall number of schools supported has shown a small increase since term 1, 2022-23. This is likely to be because of the increasing focus on transition. There has been a small increase in engagement with secondary schools.

The number of settings supported has increased slightly. This may be due to the rollout of AET training to early years settings.

These numbers are presented below as percentages of the overall number of schools and settings in the county. Some percentages are over 100%. This is due to an anomaly in the reporting process which reflects support provided to schools outside the district and included in the count, as can be seen in Figure 5 below. This mostly happens when districts share training courses. Amending the reporting process to address this has been discussed, but dismissed in favour of keeping the current process which enables the ability to undertake meaningful comparisons across and within academic years.

Percentage of schools supported across the county								
	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2023-24	Term 3 2023-24	Term 3 2023-24	Term 4 22-23	Term 4 2023-24
Primary	101%	100%	102%	100%	98%	102%	99%	102%
Secondary	78%	89%	78%	95%	86%	89%	81%	90%
Early years	68%	79%	76%	80%	80%	81%	91%	83%

Figure 5: Countywide average % of early years settings, primary, secondary schools supported (Kent Analytics KPIs Power BI Dashboard) NOTE: these figures are impacted through double counting in some instances. See text for details.

When looking at performance of the service, another key indicator is the number of children and young people who are receiving support from the service (figure 6) One of the key changes implemented from the previous KPIs was to separate out data on children who are on case lists from those that are actively receiving support and those that have been open for more than six months. In relation to the data below, this concerns children who are on the caseload. Figure 7 identified the percentage that are actively receiving support and Figure 8, those that are on hold.

Performance Indicator	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2023-24	Term 3 2023-24	Term 3 2023-24	Term 4 22-23	Term 4 2023-24
Total number of children on schools caseload	3019	2953	3126	3031	3072	2923	2870	2981
Primary	2644	2506	2697	2624	2653	2497	2487	2575
Secondary	375	437	429	407	419	449	383	406
Early Years	1400	1201	1457	1416	1586	1473	1678	1554

Figure 6: Countywide total number of children on caseload terms 1-4 2022-23; 2023-24 (Kent Analytics KPIs Power BI Dashboard)

Caseloads in schools and settings have reduced slightly. All districts have started working in a more solution-focussed manner, and an increase in advice and guidance provided through clinics / surgeries (see figure 11) will have enabled schools to support more children without the need for a referral on to caseload through the Local Inclusion Forum Team (LIFT) referral route. Although districts review caseloads regularly and have closed a number of cases that were open for some time, they report that the level and complexity of need results in SENCos requesting referrals which can lead to open cases.

This is the same with early years caseloads. The level of demand through LIFT for the allocation of a specialist teacher may be impacted by the requirement for children to be allocated a specialist teacher to receive certain support – such as Special Educational Needs Inclusion Fund (SENIF) allocation, the allocation of a SENIF support worker (a Council resource, allocated at LIFT) and support through a Specialist Nursery Intervention. Proposals within the Early Years in Education public consultation seek to address these issues. However, these requirements remain in place at the time of writing.

Percentage of children on caseloads who are being actively supported								
	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2023-24	Term 3 2022-23	Term 3 2023-24	Term 4 22-23	Term 4 2023-24
schools	67%	81%	70%	83%	75%	80%	77%	71%
years cases	59%	76%	63%	71%	81%	69%	82%	73%

Figure 7: children on caseload being actively supported in reporting period terms 1-4 2022-23; 2023-24 (Kent Analytics KPIs Power BI Dashboard)

By Actively Supporting, we mean: an individual child that is 1) open to the service; 2) has a specialist teacher actively supporting the child and 3) where the child is working towards individual targets. It is important to note that these are not new cases each term and many children are likely to be the same children from term to term.

In some districts, *actively supporting a child* means that the specialist teacher spends time with the child. This can include undertaking cognitive assessments in some districts and observations and feedback in others who do not have the capacity to do the assessments. An assessment can take up to two or three mornings with a child. Some do a half day assessment which revolves around key time e.g. morning arrival or lunch time. Sometimes they talk to child and sometimes not depending on child.

In other districts, the specialist teacher does not interact directly with the child. The specialist teacher may do an observation and make recommendations. They will then meet with the SENCo on a termly basis to assess progress and make further recommendations.

Although this is not a complete data set, we can see from figure 7 that districts have worked hard to undertake regular caseload reviews and ensure that at least 80% of the children on their caseloads are being actively supported.

Total number of children inactive / dormant / on hold								
	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2022-23	Term 3 2023-24	Term 3 2023-24	Term 4 22-23	Term 4 2023-24
school	514	442	442	320	457	247	250	245
Early Years	327	139	243	128	218	168	160	134

Figure 8: Countywide total number of children on caseload who are inactive/dormant/on hold terms 1-4 2022-23; 2023-24 (Kent Analytics KPIs Power BI Dashboard)

Three districts were unable to report on this KPI in terms 1&2, 2022-23, and two districts were unable to report in term 3 of that year.

We can see in figure 8 that the number of children who were on caseload but were not being actively supported had fallen significantly between terms 1, 2 and 3 of 2022-23 and 2023-24, with a sharp rise in term 4, 2023-24.

When the new KPIs were introduced, it was noted that some districts kept children with complex needs or conditions such as Down’s Syndrome permanently on their caseloads. Districts reported that SENCos were uncomfortable with children having their cases closed as having a specialist teacher available at short notice had provided a sense of security for them. However, a move towards a solution focussed approach has led to some of these children’s cases being closed. These children can be brought back to LIFT for a referral should this be necessary, or the SENCo can access advice and guidance through clinics.

Performance monitoring also reflects that districts tend to keep some children on caseload for one or two terms after transition from primary to secondary school so they can quickly support with any difficulties the child may experience. This accounts for a higher number of children on hold during terms 1 and 2 of the new academic year, followed by a fall in the number on hold in terms 3 and 4 when they are then removed from the caseload once the child has settled in the school and teachers have support systems in place.

Total number of cases open for more than six months								
	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2022-23	Term 3 2023-24	Term 3 2023-24	Term 4 22-23	Term 4 2023-24
Schools	1752	2254	2282	2163	2089	2109	1848	2076
Early years	829	774	1000	798	1013	869	1032	905

Figure 9: Countywide total number of cases open for more than six months terms 1-4 2022-23; 2023-24 (Kent Analytics KPIs Power BI Dashboard)

Three districts were not able to report on this figure for terms 1 and 2, and two were not able to report in terms 3 of 2022-23.

There has been some discussion regarding this measurable, with STLS reporting that six months is not a useful benchmark as some children could come onto caseload just before the six-week summer holidays and would fall into this category. Not all districts were collecting this data initially, but the data shows that this number has fallen as districts have examined their caseloads and ways of working.

The figures in table 9 are also affected by some Council processes, such as the requirement for children in receipt of a Specialist Nurseries Intervention to be open to STLS, and for children in early years settings receiving SENIF funding to have been allocated a specialist teacher. Both factors will account for a proportion of the children open for longer than six months. Both will be impacted by proposals identified within the Early Years in Education public consultation. If implemented, then these proposals would remove that requirement, and this should result in a drop in these numbers for 2024-25 academic year.

Total number of cases closed								
	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2022-23	Term 3 2023-24	Term 3 2023-24	Term 4 22-23	Term 4 2023-24
Total number of school cases closed	338	377	340	376	242	301	306	226
Total number of early years cases closed	80	104	81	65	89	49	79	55

Figure 10: Total number of individuals whose STLS support has ended in reporting period terms 1-4 2022-23; 2023-24 (Kent Analytics KPIs Power BI Dashboard)

One district was not able to report on this in term 1 and 2 2022-23, and one district was not able to report in term 4, 2023-24. For reasons noted above, an increase in the number of cases being closed can be seen from 2022-23 to 2023-24. We would expect this trend to continue for 2024-25.

2.2 LIFT and Local Area Reports

The Local Inclusion Forum Team (LIFT) meeting is a forum where SENCOs can discuss the needs of individual children with STLS teachers, other SENCOs and any other attending professionals, such as Educational Psychologists and receive support and advise in return. LIFT is also the mechanism to refer to STLS specialist teachers, SENIF Practitioners and Specialist Nursery Intervention. STLS record the activity through LIFT on the Local Area Reports (LAR).

LIFT meetings follow a similar format across the county. There are some differences in relation to combining primary and secondary schools in one meeting, and the use of a solution focused approach in school age LIFT but less so in early years LIFT. In addition,

some districts now adhere to a strict version of the Graduated Approach, with only the most complex cases taken to LIFT and advice and support offered through clinics or surgeries.

LIFT meetings have continued to be well attended by SENCOs and those who do attend attach a lot of value to them, as evidenced through the STLS Impact Survey. Although the intention is for these to be multi-agency meetings, they are generally seen to be synonymous with STLS. STLS administer and chair these meetings in all districts and take their referrals from there. The early years LIFT chair will also recommend the allocation of a SENIF practitioner from this meeting. Other than that, no other agencies take referrals from LIFT. Data collected during 2022- 2023 regarding the level of attendance at LIFT by other professionals demonstrated inconsistent attendance across the districts.

Performance monitoring meetings have highlighted high demand for cases to be discussed at LIFT with capacity issues resulting in some districts limiting the number of cases that individual schools or settings can bring.

One reason for the level of demand may be linked to Council pathways that schools and setting must follow when applying for funding. For example, early years practitioners must attend LIFT to have a specialist teacher allocated to a child in order to be allocated a SENIF practitioner or SENIF funding. These requirements have been examined through the Early Years Review which is to go to Children, Young People and Education Cabinet Committee on 2 July 2024. Removal of this requirement (if agreed) would ensure that early years LIFT is solely used for support, advice and guidance and may reduce the level of demand that LIFT experiences.

Schools report that they are not able to receive High Needs Funding (HNF) or EHCPs for children if they have not exhausted the Local Offer. Whilst not explicitly a requirement, the general perception is that the local offer includes accessing a specialist teacher through LIFT. Schools have reported that their applications have been turned down if they are unable to provide evidence that this step has been completed. The new Localities initiative will change the way that high needs funding is allocated and this may also have an impact on the LIFT process for school age children.

Some districts have had surgeries, clinics or in-school / in-setting reviews as part of their offer for some time, however more districts have moved towards this model since the beginning of the current SLA as can be seen in figure 11.

Clinics or surgeries are less formal than LIFT and offer a less bureaucratic, anonymised way for the SENCO to receive advice and guidance. This has enabled SENCOs to obtain advice and guidance quickly whilst reserving LIFT for the more complex cases.

Number of clinics / surgeries / in-setting reviews / in-school reviews								
	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2022-23	Term 3 2023-24	Term 3 2023-24	Term 4 22- 23	Term 4 2023-24
schools	-	124	-	153	-	149	-	124
Early years	-	14	-	26	-	23	-	14

Figure 11 Number of clinics / surgeries / in-setting reviews / in-school reviews term 1-4 2023-24 (Kent Analytics LAR Power BI Dashboard)

Regarding clinics, this information was not collected in 2022-23. One district was not able to report in term 4, 2023-24. The service began reporting on clinics at the beginning of the 2023-24 academic year, and so these are included from then in this table.

The LAR does not form part of STLS' KPIs and several discussions have taken place about either combining the two or removing the LAR. However, at this point STLS report on both. The KPIs provide valuable insight into the delivery of the service in schools and the impact on children and young people, whereas the LAR provides valuable insight into the overall demands on the service.

Information collated from LAR include:

- which schools and settings are accessing LIFT,
- which need types they are bringing to the meeting and
- the allocation of specialist teachers to need type.

As noted above, demand through LIFT is high.

In 2022-2023 38% early years settings, 68% primaries and 53% secondaries attended LIFT on average each term.

In 2023-2024 31% early years settings, 67% primaries and 63% secondaries attended LIFT on average each term.

Local Area Report (LAR) reporting for schools

	Term	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2023-24	Term 3 2022- 23	Term 3 2023-24	Term 4 2022-23	Term 4 2023-24
	No of LIFTs	69	69	65	69	66	70	69	63
	No of clinics		124		153		149		124
	Average % of schools attending LIFT	64%	65%	68%	68%	66%	70%	69%	60%
	Average % of schools engaging with clinics		31%		41%		37%		35%
Referrals	Average % of new referrals	88%	86%	92%	92%	88%	90%	89%	84%
	Average % of return referrals (return within 12 months)	12%	15%	8%	8%	12%	10%	11%	8%
	Number of discussions re possible SA / EHCP Applications	28	61	62	85	40	71	41	57
	Individuals	428	423	563	486	381	499	374	407
	Cohorts	0	4	2	11	4	4	3	2
	Classrooms	11	0	9	9	9	12	8	6
	Whole school referrals	2	1	6	6	0	0	0	0
	No. of each priority need type as identified by	C & I (includes ASD, C&I, SLCN)	186	158	229	186	150	188	136

school (1 per referral only for individual cases) for LIFT	SEMH	162	190	228	267	178	225	178	211	
	C&L	79	66	99	63	60	79	65	45	
	PD	2	8	3	0	7	9	3	3	
	PD/Medical	4	2	6	4	2	3	4	3	
No. of each priority need type as identified by school (1 per referral only for individual cases) for Clinics	C & I (includes ASD, C&I, SLCN)		81		95		113		94	
	SEMH		100		79		109		92	
	C&L		59		80		97		70	
	PD		0		0		0		0	
	PD/Medical		9		1		0		2	
SEN States	SEN Support	288	362	413	400	308	434	320	349	
	Receiving HNF	41	50	53	45	41	62	36	57	
	Has EHCP	25	20	33	32	36	43	29	33	
Additional vulnerabilities	Service child	2	2	5	1	0	2	2	4	
	Child in care	13	11	10	18	12	23	13	11	
	In receipt of pupil premium	88	116	104	112	111	132	102	121	
	Low or non-attendance	54	63	68	91	62	83	85	53	
	Currently on a reduced timetable	59	83	78	72	49	79	55	62	
	Suspensions in last 12 months	36	72	60	83	58	74	57	74	
Outcome	Allocate to STS	C&I	90	69	80	78	59	66	57	47
		C&L	45	32	47	37	33	41	30	19
		EY	26	28	50	38	29	30	22	29
		SEMH	71	85	108	109	67	98	92	66

	PD	1	1	5	0	5	0	4	0
	Resolved at LIFT	239	217	325	243	203	278	190	163
	Referred/ signposted to other agencies	110	106	112	148	75	125	91	90

Figure 12: Schools Local Area Report (LAR) comparison of Terms 1-4, 2022-23; and terms 1-4, 2023-24 Kent Analytics dashboard

The percentage of schools attending LIFT has remained consistent across the compared periods. This is due to the value attached to LIFT by SENCOs as a result of the support provided, the amount and complexity of the need which requires a visit to LIFT; including the perceived requirement of the allocation of a specialist teacher, to receive an EHCP or HNF, or a combination of both. Therefore, an expected decrease in the number of cases presented at LIFT due to the introduction of clinics in most districts has not occurred.

Some conversations regarding EHCPs are still being held in LIFT meetings. Between 65% and 85% of referrals through LIFT are in receipt of SEN support. Between 9% and 14% of referrals are in receipt of High Needs Funding, and between 5% and 9% of children referred are already in receipt of an EHCP.

These figures are comparable across the two periods being examined.

Although there is a drive towards working more with groups or cohorts of children, the numbers individuals, cohorts, classrooms and whole schools being brought to LIFT remain low.

The number of children being brought to LIFT with SEMH has risen term on term. SEMH is also by far the largest need type being brought to clinics or surgeries for advice.

About 24% of children accessing LIFT are in receipt of Pupil Premium. This has remained comparable across the two periods being compared.

Around 50% of cases brought to school LIFT receive an allocation of a specialist teacher.

Local Area Report (LAR) reporting for early years settings

	Term	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2023-24	Term 3 2022- 23	Term 3 2023-24	Term 4 2022-23	Term 4 2023-24
	No of LIFTs	35	36	36	36	36	35	36	32
	No of clinics		14		26		23		14
	Average % of settings attending LIFT	38%	34%	39%	33%	40%	29%	41%	28%
	Average % of settings engaging with clinics		2%		7%		3%		2%
Referrals	Average % of new referrals	96%	88%	97%	93%	96%	95%	96%	83%
	Average % of return referrals (return within 12 months)	4%	12%	3%	7%	4%	5%	4%	9%
	Individuals	276	304	350	278	245	230	268	229
	Cohorts	3	0	0	0	0	0	0	0
	Setting sessions	0	0	0	0	0	0	0	0
	Whole setting	2	0	1	0	0	1	0	1
No. of each priority need type as identified by school (1 per referral only for individual cases) for LIFT	C & I (includes ASD, C&I, SLCN)	151	149	201	226	135	147	157	137
	C&I (social comm need)	136	128	151	72	103	70	90	70
	C&L	1	2	5	4	0	4	3	2
	SEMH	8	3	16	4	5	5	14	6
	PD	4	5	7	2	2	4	4	3

No. of each priority need type as identified by school (1 per referral only for individual cases) for Clinics	C & I (includes ASD, C&I, SLCN)		22		30		17		17	
	C&I (social comm need)		3		14		5		32	
	C&L		1		2		1		0	
	SEMH		0		1		1		2	
	PD		1		2		0		0	
Additional vulnerabilities	Child in care	2	4	0	3	5	2	5	1	
	EAL	19	33	31	37	31	40	26	22	
	Forces family	1	2	3	2	0	3	1	1	
	Early years pupil premium	6	15	16	27	18	18	16	18	
	Disability Access Fund (DAF)	9	21	11	13	5	13	8	18	
	Free for Two entitlement	21	44	33	49	19	36	38	39	
Outcome	Allocated to STLS	EY	198	225	250	242	170	166	175	131
		PD	3	3	3	0	2	3	1	0
		Specialist outreach	16	9	19	15	6	13	11	8
	Signposted to E&I	31	11	13	14	7	8	14	12	

	Signposted to SENIF	44	37	40	64	35	41	42	33
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Figure 13: Early years Local Area Report (LAR) comparison of Terms 1-4, 2022-23; and terms 1-4, 2023-24 Kent Analytics dashboard

In the STLS Satisfaction Survey and the recent STLS Impact Survey, LIFT is ranked as the most valued aspect of support provided by STLS.

As part of mapping which schools across the county had accessed support from inclusion agencies, the Area SEND Co-ordinator canvassed STLS to ascertain which schools had not accessed support from STLS at all. The responses were mixed, with some districts not able to supply any data, and so the Area SEND Co-ordinator was not able to compile this data set.

However, from the information that was received, it is evident that there are vast variations district to district. This was felt that this is due to the offer varying significantly district to district. For example, in some districts there are schools that had engaged in 12-15+ training sessions, in school bespoke session, etc. and in others there was a high of 2/3 sessions attended - so it was very difficult to do a cross county comparison on school engagement.

The recent STLS Impact Survey (see appendix E) which was mainly completed by primary school SENCos, indicates that advice and support provided through LIFT is the second highest ranking aspect of support with regards to benefit on inclusive practise within schools or early years settings, second to one-to-one Specialist Support for a Named Child Provided in the School or Setting. STLS is by far the most represented service at this meeting and so therefore the advice and support at LIFT will be mostly either support from peers or from STLS, or both.

2.3 Transition

A key topic of discussion within the performance monitoring meetings continues to be the role of STLS in transition. Although this has always formed a part of the STLS support to schools and settings, there has been a Council facilitated countywide focus on developing a planned multi-agency approach to transition over the past year, supported through the Working Together Planning Together meetings.

Number of schools and settings supported to deliver transition events (including preparation meetings in relation to phased transfer process)								
	Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2023-24	Term 3 2022-23	Term 3 2023-24	Term 4 22- 23	Term 4 2023-24
Schools	102	235	86	119	74	167	86	300
Early years	12	109	26	72	6	43	43	85

Figure 14: Transition support comparison of Terms 1-4, 2022-23; and terms 1-4, 2023-24 Kent Analytics dashboard

One district did not report in term 4, 2023-24. Some schools and settings may receive support over more than one term.

STLS have been engaged with other inclusion agencies and it is evident that their transition support has increased significantly across the two periods, particularly increasing in term 4, 2023-24. This is likely to be associated with the Transition Charter and the joined up working with other Inclusion agencies as well as a focus on supporting transition activities throughout the academic years rather than in specific terms. Another reason for the increase is that commissioning have asked STLS to record preparation meetings as well as transition (e.g. 'speed dating') events.

Transition support is offered across the academic year to ensure that children can be properly supported when or soon after their transition. STLS have further developed relationships with the SEND Inclusion Advisors and the Education Psychologists in their districts to support implementing the Transition Charter.

In comparison to other support provided, schools and settings responding to the STLS Impact survey (appendix E) rank transition second from the bottom in terms of the support that has most impact on inclusion in schools and settings. Just above support for parents.

2.4 Training

In the recent STLS Impact Survey, training delivered at the STLS base or online was considered by respondents the sixth out of 11 most beneficial aspect of support with regards to inclusion. Bespoke training delivered in the school or setting was less impactful and sits at seventh most beneficial aspect of support. However, the STLS service has reported in their monitoring meetings that core training is not sought after by schools and settings as they are unable to release SENCOs and Teaching Assistants to attend training. STLS told us that demand for bespoke training is increasing with schools and settings request training focused on their areas of need to be delivered at the setting. This is corroborated by data submitted within the KPIs which generally shows a trend of the number of people participating in core training decreasing and the number participating in bespoke training increasing.

In 22-23 34% Early Years settings, 97% of primary schools and 103% of secondary schools engaged in training. In 23-24 20% Early Years settings, 98% of primary schools and 105% of secondary schools engaged in training.

STLS sometimes provide training to schools outside their district, which affects the reported percentage of schools supported in a district. This method of data capture has been discussed and will be examined for the 2024-25 reporting period.

		Term 1 2022-23	Term 1 2023-24	Term 2 2022-23	Term 2 2023 -24	Term 3 2022-23	Term 3 2023-24	Term 4 2022-23	Term 4 2023-24
Number of core offer training courses delivered		22	48	39	45	20	58	27	73
Number of schools and settings participating in core offer training	Primary	119	68	126	113	91	120	114	150
	Secondary	19	22	34	23	23	24	29	38
	Early years	22	24	98	27	60	36	68	64
Number of school and setting staff participating in training		469	2512	511	2413	511	2246	587	1749
Number of bespoke or additional training courses developed and delivered in response to an identified need in the district		77	94	70	101	97	105	89	101
Number of schools and settings participating in bespoke or additional training:	Primary	72	205	81	209	114	174	190	164
	Secondary	15	38	12	33	18	38	66	41
	Early years	25	104	33	112	77	76	111	98
Number of school staff participating in bespoke training		1010	2631	971	1836	1341	2373	1161	1989
Number of training courses delivered to parents		30	25	29	30	20	31	22	30
Number of parents engaging in training		85	187	130	191	149	246	202	238

Figure 15: Countywide average of core, bespoke and parental training delivered per district (Kent Analytics KPIs Power BI Dashboard)

One district did not report in term 4, 2023-24. The number of training sessions and school and setting staff participating is directly related to the rollout of the Autism Education Trust (AET) training that has been rolled out across the county. This training is delivered by STLS, KEPS and some training has been delivered directly by the AET Lead Trainer who is part of the Council's workforce.

AET

STLS is engaged with the delivery of the Autism Education Trust (AET) training across KENT. This framework has been purchased by KCC with the ambition of supporting children across with county with autism, or autism-like traits. The rollout of this training started in 2022-2023.

The focus for the AET rollout has now moved to the Good Autism Practice (GAP) and returning to settings for meetings to review the impact of the training and support schools to use the AET Frameworks documents to create an action plan around embedding good autism practice. The AET Lead Trainer reports that some districts are doing review meetings, however moving forward the meetings need to adopt the new Action Planning format that includes a Case Study document. In some circumstances there has been a follow up meeting with the setting but no direct work around the frameworks. There is positive feeling that reviews are being conducted and the AET team have been able to collect anecdotal evidence around training impact and cultural change, but there is recognition that use of prescribed materials and meeting format are not consistently used across the county. The information from these review meetings will be used in a research project on the impact of AET training.

There has been variation in capacity to deliver across districts and challenges in finding opportunities to deliver to early years settings who are often unable to release staff during the working day. Kent Educational Psychologist Service (KEPS) has been supporting with training as part of the rollout. KEPS has also supported in delivery over weekends where settings are more able to attend. The AET Lead Trainer who manages the overall delivery and is employed directly by KCC has also been delivering in districts where STLS was not able to meet their targets. The allocation of training delivered is indicated in Figure 16 below.

The license for AET expires August 2025.

A researcher has now been added to the AET team to research and evaluate the impact of the training and the implementation of the frameworks. A specific evaluation format had been created and shared. Trainers were asked to support schools to create a next step action plan.

The previous format was not adopted as standard practise, with some districts focusing more on discussions around training impact without looking at the Standards Framework in the follow up meeting. The impact of this has been that there are no action plans that can be shared for the research project. To mitigate this, the AET have redeveloped the Action Planning document and shared this with STLS and KEPS staff in April. Moving forward it is important that all districts are using this document in the follow up meeting. The follow up meetings should discuss impact, but also encourage schools to use the frameworks and embed practice.

Districts have requested to deliver the training virtually, particularly to early years settings. This was agreed for early years, however some districts have extended this to their School Age as a virtual training. There is concern that virtual training does limit attendees' ability to have group discussions around practice and improving practice.

A further issue with virtual training is how to ensure that identified principles from the standards framework are being supported, as a wide number of settings would be present who may have different priorities, and how does this affect the effectiveness of follow up meetings.

Virtual training cannot be recorded and reported on to AET due to the licence requirements.

The AET Lead Trainer is working with STLS and other trainers to develop a focus on the broader aim of using the modules of the training to encourage settings to the frameworks to make cultural change rather than just getting training out to every setting.

Figure 16: AET training sessions comparison - Data provided by KCC AET Lead Trainer

District	Target	Delivered	Planned	Delivered by:				Comments
				Lead AET Trainer	STLS	KEPS	Joint (STLS & KEPS)	
Ashford								
Early Years	24	12	7	1	10	1	0	Ran Saturday EY training
School Age	8	17	9	0	10	7	0	
Secondary	2	3	1	0	3	0	0	
Canterbury								
Early Years	20	4	0	2	2	0	0	Have found it hard as many settings want evening and weekend training which they can't facilitate.
School Age	7	11	1	0	10	1	0	
Secondary	2	0	0	0	0	0	0	
Dartford								
Early Years	24	8	0	2	4	2	0	
School Age	6	8	4	0	2	5	1	
Secondary	3	1	0	0	0	0	0	
Dover								
Early Years	14	9	1	1	8	0	0	They are running EY training in the summer led by AET Lead Trainer
School Age	8	24	10	2	13	5	4	
Secondary	2	2	0	1	0	0	1	
Folkestone & Hythe								
Early Years	15	13	0	0	13	0	0	
School Age	7	21	0	0	13	7	1	Folkestone have led some GAP training too. They also led 6 trainings in 22/23 so total number trained is higher.
Secondary	1	1	0	0	1	0	0	
Gravesham								
Early Years	24	17	0	0	16	1	0	

District	Target	Delivered	Planned	Lead AET Trainer	STLS	EP	Joint (STLS & EPs)	Comment
Maidstone								
Early Years	32	27	0	1	26	0	0	KEPS ran a virtual EY training session on 20/04/24 which had 26 attendees.
School Age	10	7	2	0	2	0	5	
Secondary	3	0	1	0	0	0	0	
Sevenoaks								
Early Years	26	12	0	4	7	1	0	AET Lead trainer has supported training due to low capacity
School Age	8	22	0	2	13	7	0	
Secondary	1	1	0	1	0	0	0	
Swale								
Early Years	32	22	4	0	22	2	0	They have completed training and had follow up meetings delivered in a localised format. Targets are being achieved and Swale are also leading GAP training in their area.
School Age	10	31	5	0	29	2	0	
Secondary	2	2	3	0	1	1	0	
Thanet								
Early Years	32	16	0	4	10	2	0	
School Age	6	16	0	0	16	0	0	
Secondary	2	4	0	0	4	0	0	
Tonbridge and Malling								
Early Years	20	5	4	3	2	0	0	
School Age	9	9	9	0	7	2	0	
Secondary	3	0	2	0	0	0	0	
Tunbridge Wells								
Early Years	24	7	0	3	4	0	0	
School Age	7	14	6	0	6	1	7	
Secondary	2	1	0	0	0	0	1	

The Balanced System

The Balanced System® is a whole-system outcomes focused approach to meet the needs of children and young people (CYP) with Speech, Language and Communication Needs (SLCN). The STLS contribute to supporting CYP with SLCN in a variety of ways at individual, cohort and whole school levels. This involves liaison with Link Therapists and SENCos to support the implementation of a whole school development plan for SLCN and may include activities such supporting set-up of targeted provisions and interventions, staff training and coaching, and direct support for CYP.

Link therapists are currently in place in Ashford, Folkestone and Hythe and Dover/Deal, the rest of Kent except Swale will be from September 2025. There is intention and plan to include Swale.

2.5 Finance and Budget

The annual STLS budget is £5,856,468. The funding currently comes from the High Needs Funding Block. This funding block supports SEN support services and the mainstream top up. Each district has an allocation which was determined in 2012 when the service was devolved from the Council and has not changed since then. This budget will remain static for the duration of the SLA.

Each district was asked to report on their budget, identifying how the budget is used within the district and what it funds. Not all districts were able to give complete figures.

District	Core Budget	Outreach Budget	Total (This is the amount specified in each SLA)	Any other Income 22-23	Any other Income 23-24
Thanet	£377,550	£278,000	£655,550	£1,120	£22,751
Swale	£617,679	0	£617,679	£50,596	£42,230
Maidstone	£267,850	£240,000	£507,850	£12,080	£40,293
Folkestone and Hythe	£307,210	£200,000	£507,210	£3,000	£3,000
Ashford	£292,840	£210,000	£502,840	£17,751	£17,751
Gravesham	£309,310	£180,000	£489,310	£9,000	£28,159
Canterbury	£278,840	£200,000	£478,840	0	£19,145
Dover	£283,230	£180,000	£463,230	£23,479	£19,803
Dartford	£288,830	£170,000	£458,830	£8,276	£45,318
Tonbridge and Malling	£264,850	£190,000	£454,850	£1,750	£25,272
Tunbridge Wells	364,850	0	£364,800	£19,163	£16,163
Sevenoaks	£235,480	£120,000	£355,480	£24,023	£15,870
Total			£5,856,468		

Figure 14: Information accurate as of Term 2, 2023-2024. The Total column remains static whilst districts may make changes to the other amounts according to priority and activity.

There are ongoing challenges with regards to this budget, with a particular impact on staffing and capacity. See figure 2 for an overview of staffing changes over the comparative periods.

Each district receives funding for both Core STLS and outreach. In districts where the SLA holding school provides both STLS and outreach, several have amalgamated the budgets to support STLS. Others are cutting their outreach budget allocation due to increasing core

costs – mainly salaries. Some districts continue to fund other special schools to deliver their outreach commitment, but have changed how they fund them, for example, moving away from a block payment to a per activity payment.

Schools are also able to generate income through their training offer. Some districts are reporting that their ability to generate income through training has been reduced by the requirement to deliver the AET training, which is free. Generally, the income generated from delivery of training covers the associated costs of the delivery, for example, venue hire.

All districts receive an additional contribution to teacher's pension costs. Some districts choose to support the service by contributing to the staffing costs from their school's budget.

Appendix B contains a more detailed summary of information relating to funding, staffing volumes, caseloads and schools supported. This contains an analysis of demand in relation to staffing levels if all schools and settings in a district received support and average caseloads per district.

Overall, STLS report that approximately 95% of the budget is spent directly on staffing costs.

Key differences include:

- the way that each district manages their budgets.
- how outreach funding is allocated.
- allocation of non-staffing related costs, for example, rent or management costs for the host school.
- any income generation and how this is used. For instance, some will allocate this towards professional development.

The central government agreed 6.5% teacher pay rises which came into effect in September 2023 has had an impact on the financial planning for the STLS budget holders, although this has not yet had an impact on the overall resource available to the service.

SLA-holding Heads value the STLS service in their districts and have strongly expressed a willingness to continue providing the service after the current SLA ends, but caution that this would be a diminishing service over time due to the static funding.

2.6 Impact

STLS are not the only inclusion service supporting children with SEN to stay in mainstream settings, and so measuring impact has been challenging.

Within the KPIs there are several measures of impact. These are best efforts to measure the impact of STLS as a service in relation to individual progress of children who are supported either directly by a specialist teacher or by a staff member within the school who is implementing advice provided by STLS. Initially, there were a further two measures included, however these were removed at the end of the 2022-23 academic year as they were not seen to provide necessary or accurate information.

Demonstrating impact of the service is challenging, especially recognising the number of factors that might impact on an individual child's ability to make progress within their environment. However, given the value of the funding given to the service and the volume of both schools and individual children supported, it is important to make reasonable attempts to do so.

The STLS takes a bespoke approach with each child, meeting them where they are. Initial, SMART targets are set, with a careful approach to ensure they are not too many or too complex so the child is able to feel positive about their progress.

Once initial targets have been met, STLS will work with the school to design and agree new targets that will develop the child further. This process will continue for as long as STLS, the school and child need.

Due to capacity within the service, and to allow children sufficient time to make progress, not all children are reviewed each term. Of the children reviewed, some will have their cases closed due to targets being achieved and some will have targets amended due to progress made. In this instance, 'Amended target' is not a negative term, in most cases it means previous targets have been met and the child is progressing. Targets are, therefore, amended accordingly.

	Term 1 2022- 23	Term 1 2023- 24	Term 2 2022-23	Term 2 2023 -24	Term 3 2022-23	Term 3 2023-24	Term 4 2022-23	Term 4 2023-24
Average % of children open to STLS whose targets have been formally reviewed	35%	43%	38%	40%	36%	40%	41%	42%
Average % of individual cases closed due to STLS set targets achieved	12%	32%	12%	39%	25%	37%	31%	44%
Average % of individual cases where STLS set targets are amended on review (schools only)	25%	39%	23%	36%	35%	39%	37%	44%

Figure 15: Impact measures

The above impact measures have been the subject of discussion during monitoring meetings, with feedback from STLS indicating that measuring children’s progress against long-term targets every six weeks means does not allow time for sufficient progress to be made and therefore KPIs will reflect that a lower percentage of children will achieve set targets (on paper).

STLS have suggested that if the KPI read ‘on track to meet targets’, this percentage would be significantly higher. A decision has been taken to retain the current KPIs for consistency of reporting., but the reporting frequency of these measures will be amended to twice per year for 2024-2025 reporting – once in term 3, and once in term 6.

An initial Countywide STLS Feedback Survey can be found in appendix D. This survey received over 400 responses, mostly from SENCos, and focused on understanding quality and levels of satisfaction with the service. Overall, respondents reported high levels of satisfaction with the support they received from STLS.

To understand the impact of the service on inclusion in mainstream schools and settings in more detail, an Impact Survey was produced and distributed at the end of term 3, 2023-24 (Appendix E)

Respondents were asked to rate the impact of STLS on impact measures that are generally held to be indicative of embedded inclusive practice within mainstream settings and schools.

Most respondents to the survey were Primary School SENCOs. Although some responses did raise concerns about the quality and relevance of support, overwhelmingly the responses were positive.

Part Three – Capacity versus Demand

The data tells us that the numbers on caseloads and cases going through LIFT is not decreasing and that the capacity of the service, based on an FTE comparison, has not diminished.

Based on feedback provided by STLS, there is a risk that the number of FTE staff will reduce in 2024-25 as districts consider the rising salary costs within a static budget.

It is expected that some demand through LIFT will change because of the implementation of the Localities Model. However there are still reports that LIFT is a prerequisite for referral to therapists, Early Help and paediatricians that will continue to result in referrals, and given the level of complexity of children in mainstream settings and the resultant 'cap' on the number of cases that some districts have imposed, this change may be ameliorated.

It is apparent from the engagement that the Council has had with schools through the two surveys that schools and settings most value the support they receive through direct one-to-one interventions, visits to schools and settings, and advice and guidance through LIFT and clinics.

As part of the development of a preferred option for the future of the STLS, the Council held three engagement sessions with schools and settings. 69 individuals attended these sessions, and the attendees widely responded that they valued the STLS and were concerned that they might lose a trusted and well-known inclusion service.

The Early Years review which will be presented at the County Cabinet Committee in July 2024 makes some recommendations which will support the removal of some of the requirements to attend LIFT to receive wider funding and support. Also, the Localities review which will be presented at the same committee meeting makes further recommendations which will remove further obligations from attendance at LIFT. These factors, and the increased use of clinics or surgeries which are anonymised and require significantly less administration and permissions, should ensure that LIFT is reserved for those children who have complex and exceptional needs.

Part four - Looking forward







The current STLS Service Level Agreements come to an end in August 2025. The Council is undertaking an optional appraisal process to ascertain the opinion of key stakeholders for future of the service.









Engagement has been completed with internal stakeholders through the STLS Steering Group, SLA-holding heads and the STLS Leads, as well as schools and settings. Options

workshops were held with each of these groups where they were presented with several options and some additional clarification questions.

Once a preferred option has been identified, this will be communicated to the service in July 2024.

APPENDICES

A	Key Performance Indicators Template and Local Activity Report Template	 STLS Key Performance Indicators.xlsx  Local Area Report template.xlsx
B	STLS Countywide report Term 1 and 2 2023	 STLS Countywide Report Terms 1&2 20
C	STLS MD Report May 2022	 STLS MD report May 2022 Final.docx
D	STLS Annual survey 2022-2023	 STLS survey 2022-2023.docx
E	Impact Survey 2024	 STLS Impact survey report 2024 0.5.docx
F	District Profile: Ashford	 ashford.docx
G	District Profile: Canterbury	 canterbury.docx
H	District Profile: Dartford	 Dartford.docx
I	District Profile: Dover	 Dover.docx

J	District Profile: Folkestone and Hythe	 F&H.docx
K	District Profile: Gravesham	 Gravesham.docx
L	District Profile: Maidstone	 Maidstone.docx
M	District Profile: Sevenoaks	 Sevenoaks.docx
N	District Profile: Swale	 Swale.docx
O	District Profile: Thanet	 Thanet.docx
P	District Profile: Tonbridge and Malling	 T&M.docx
Q	District Profile: Tunbridge Wells	 T%20Wells.docx