



Children, Young People and Education

Children's Commissioning Team

Specialist Teaching and Learning Service Options workshops

Introduction

The 12 Service Level Agreements (SLA) for the Specialist Teaching and Learning Service (STLS) will end on 31 August 2025. To support the development of future options, and the identification of the preferred option to be presented at the Cabinet Committee in July 2024, Children's Commissioning undertook a series of workshops with stakeholders. This report details the activity and outcomes from these workshops.

The stakeholder groups engaged in this process include:

- internal stakeholders (specifically Council representatives from the Education and SEND Division of the Children, Young People and Education Directorate) who commission and fund the service,
- representatives from the Specialist Teaching and Learning Service (STLS), who are responsible for delivering the service, and
- representatives from mainstream early years settings and schools who are beneficiaries of the service.

Internal stakeholders were consulted at the STLS Steering Group on 13 March 2024.

Three in-person meetings were held with representative from the service. Representatives comprised of head teachers of the SLA holding schools and STLS district leads. One was held on 7 March 2024, and two further workshops were held 15 March 2024.

Three virtual workshops were held with schools – on 26 March, 17 April and 18 April 2024.

The presentation was the same for all workshops to ensure consistency.

In the workshops, we sought opinions on the following options:

- Option 1: Do nothing – the SLA and the service ends.
- Option 2: No change – the service continues to be funded through High Needs Funding (HNF)
- Option 3: Traded service
- Option 4: Funded by schools – use HNF allocated to them for decision making through the Localities model

Two additional questions were asked:

Additional question one: If funding continues:

- Please list the outcomes for children and young people that any future service would focus on delivering.
- Please identify who would write a future SLA?

Additional question two: If funding continues:

- Should funding remain as is, increase or decrease?
- If funding was re-profiled, what factors should be taken into consideration?

Attendance

Steering Group members were able to comment at the steering group meeting, 10 SLA-holding heads and 12 STLS Leads attended the STLS engagement workshops and 69 mainstream staff attended the early years settings and school workshops.

At the early years settings and school workshops, 67% of attendees were from primary schools.

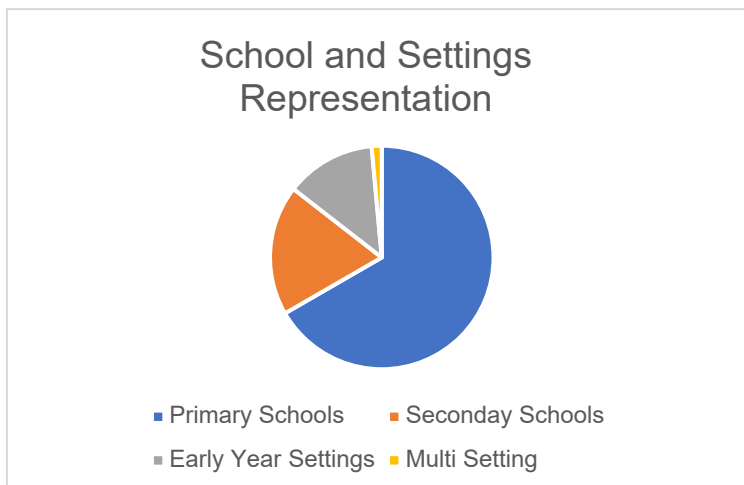


Figure one: representation from schools and settings

Based on Key Performance Indicators submitted by the service, primary schools are the greatest users of the service.

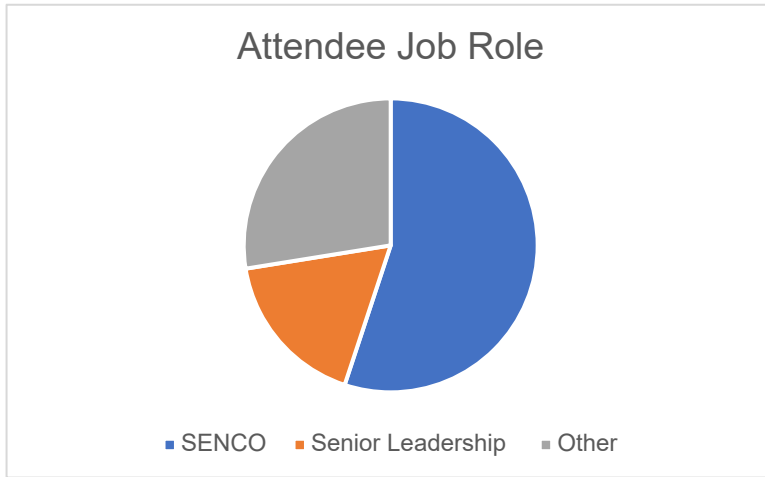


Figure two: School and setting attendee job role

55% of the attendees were SENCOs. A further 17% of attendees self-identified as having a Senior Leadership role.

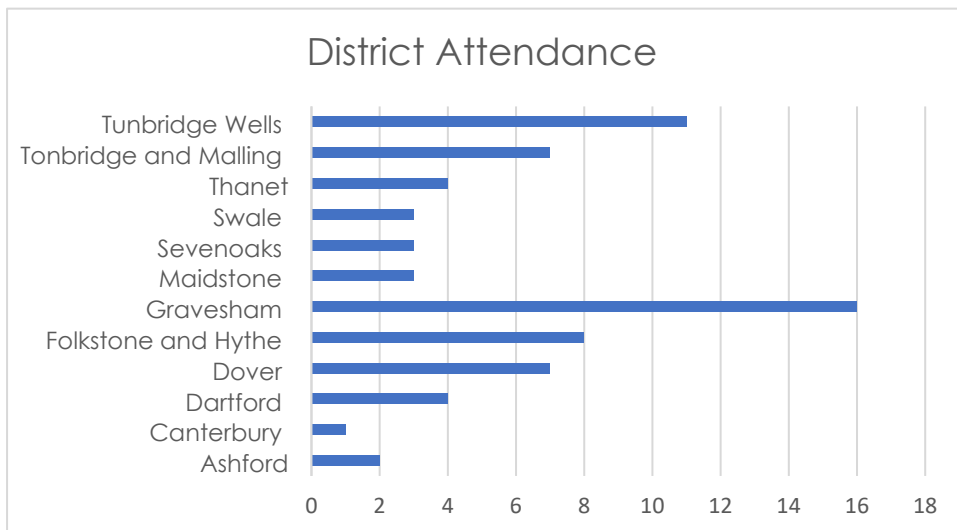


Figure three: School and setting workshop - District attendance

The schools' workshops had representation from all districts, with the highest representation from the Gravesham district, and the lowest representation from the Canterbury district.

Options feedback

In relation to the options, internal stakeholders and STLS meetings were held in person and feedback sought on the advantages, disadvantages, benefits and risks of each option.

Meetings with schools were held online and feedback collated via the Chat Function. For clarity, feedback was sought on the relative advantages (to include benefits) and disadvantages (to include risks) of each option.

Below is summary of feedback provided for each option.

The feedback is outlined for each of the stakeholder groups: internal stakeholders, representatives from the Specialist Teaching and Learning Service and representatives from mainstream early years settings and schools.

Option 1: Service Ends

Stakeholder Feedback: STLS

Advantages (2 comments)

- **100%** of comments- Ending the service would have a **positive impact in terms of finance**.

Disadvantages (18 comments)

- **24%** of comments stated ending the service would have a **negative impact on providing training**.
- **24%** of comments stated ending the service would have a **negative impact on inclusion** in schools.
- **12%** of comments stated ending the service would have a **negative impact on parental confidence in schools**.
- **12%** of comments stated ending the service would have a **negative impact on key Impact measures** e.g. attendance, specialist placements, exclusions etc.
- **12%** of comments stated ending the service would have a **negative impact on mainstream staff**.
- **12%** of comments stated ending the service would have a **negative impact on multi agency working relationships**.

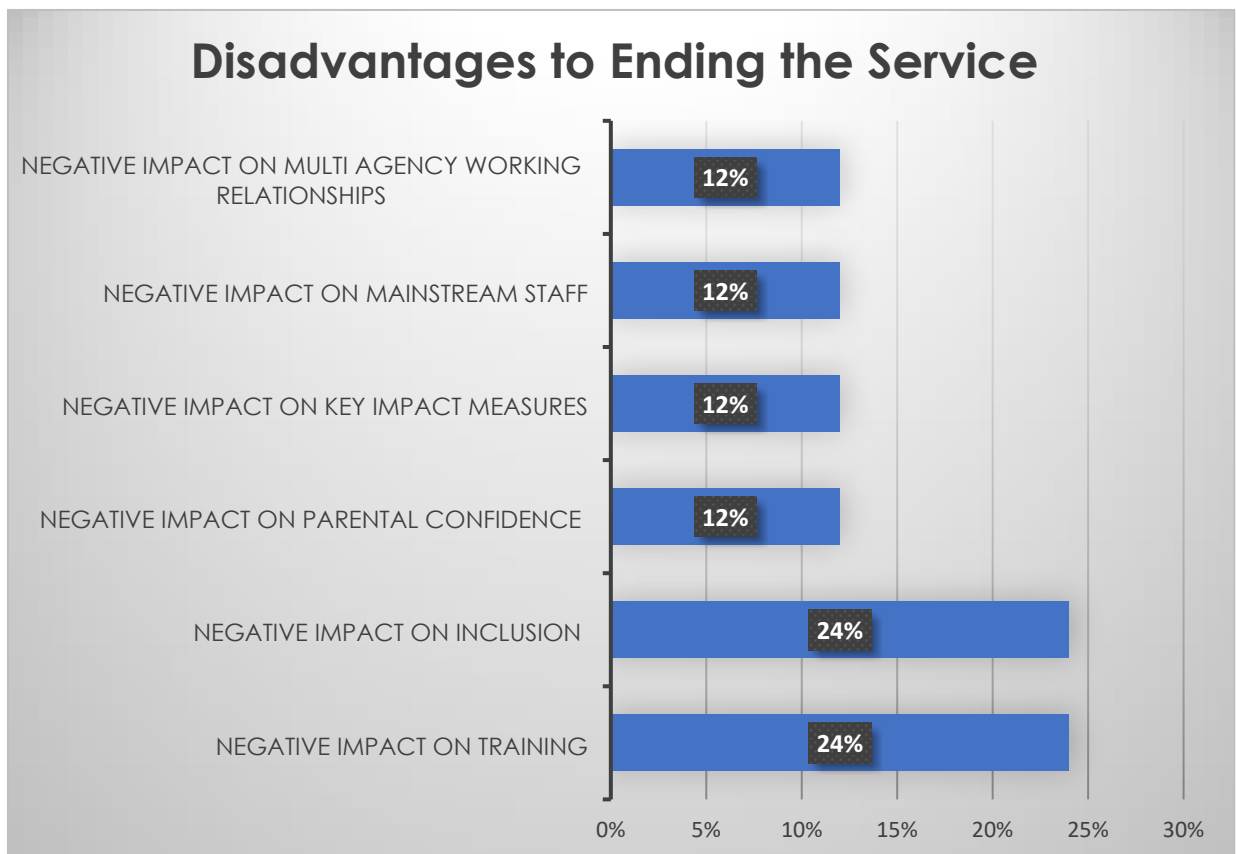


Figure four: STLS workshop: Disadvantages of Option One

Benefits

- STLS identified no benefits to the service ending.

Risks (20 comments)

- **11%** of the **risks** identified were in relation to a **long-term impact on society, the community, and the reputation of Kent County Council.**
- **15%** of the **risks** identified were in relation to a **rise in EHCP's and tribunals.**
- **22%** of the **risks** identified were in relation to a negative impact on **key Impact measures** e.g. decrease in attendance, increase specialist placements, increase in exclusions, CATIE aims and objectives would not be met.
- **5%** of the **risks** identified were in relation to an **increase in High Needs Funding**
- **11%** of the **risk** identified were in terms of an **increase in costs** associated with withdrawing the contract.
- **5%** of the risks identified were in relation to there being a **negative impact on mainstream staff.**
- **11%** of **risks** identified were in relation to **increase in referrals** to outside agencies.
- **5%** of the **risks** identified were in relation to schools becoming **less inclusive.**
- **5%** of the **risks** identified were in relation in **increase in escalating behaviour** issues in schools.
- **5%** of **risks** identified were in relation to there being a **negative impact on mainstream staff** e.g. staff burn out.
- **5%** of **risks** identified were in relation to there being a **negative impact on the county's work with the Accelerated Progress Plan (APP).**

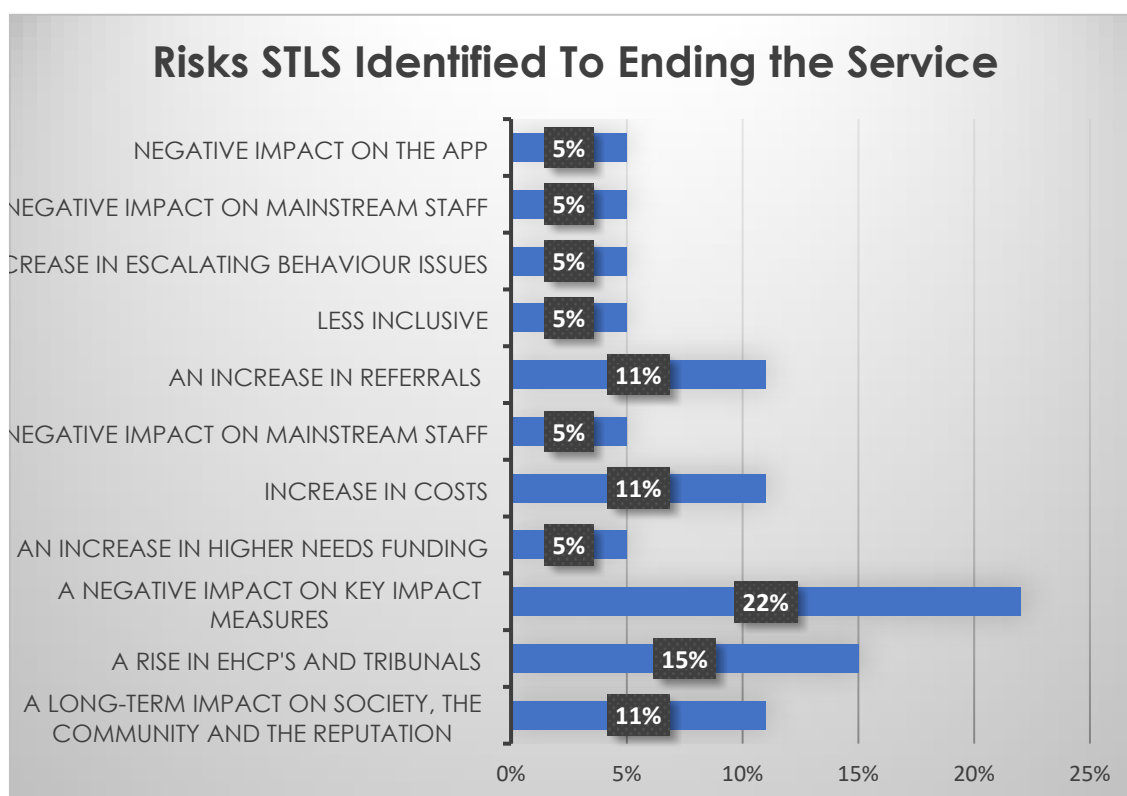


Figure five: STLS workshop: Risks for Option One

Key Quotes

"Children and schools that rely on the service will be cut adrift. This will negatively impact children and families."

"Unmet need will likely result in escalation of behaviours, leading to exclusions and possible progression to criminal activity."

"Consequences of withdrawing the service could ultimately result in budget pressures elsewhere in county, health and police as they deal with the consequences of unmet need/exclusion/disengagement of children and their families."

"Increased pressure on mainstream schools due to lack of appropriate support and resource."

Stakeholder Feedback: Internal

Advantages: (1 comment)

"Supports a nationally model of school improvement, moving from a 'visiting expert practitioner model' (such as STLS) to one of school-to-school support, with system leaders and school partnership as the basis for improved school leadership, teaching and learning and outcomes for children."

Disadvantages: (1 Comment)

"Service will decrease in capacity over final year of SLA as staff leave"

Benefits: (1 comment)

"Financial savings against the Council's High Needs Funding budget"

Risks: (4 comments)

- 25% of risks identified were in relation to cost.
- 25% of risks identified were in relation to negative feedback.
- 25% of risks identified were in relation to demand for other external support services.
- 25% of risk identified were in relation to decrease in inclusive practices.

Stakeholder Feedback: Schools

Advantages (based on 30 comments)

- **80%** of comments stated there were **no advantages** to the service ending.
- **20%** of the advantages identified were related to ending the service would have a **positive impact in terms of finance for KCC.**

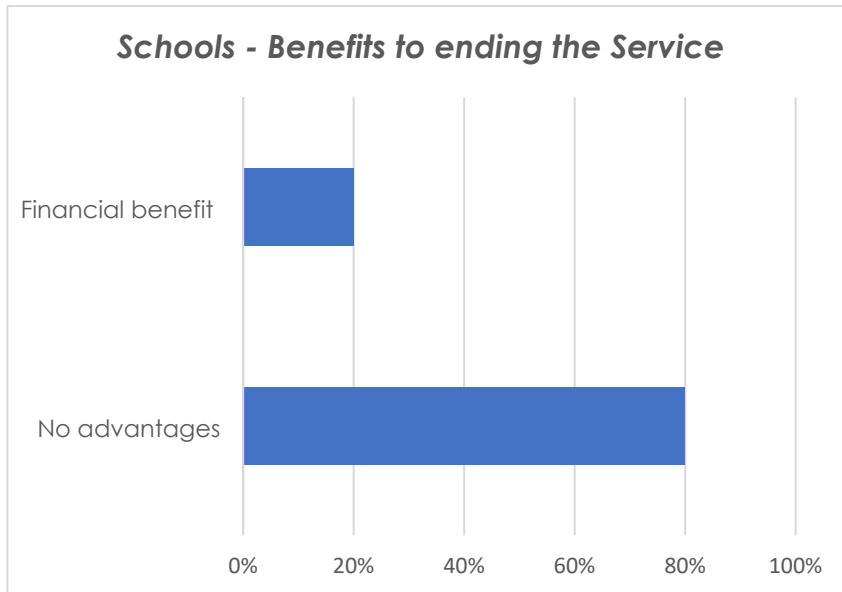


Figure six: Schools workshop – Advantages of Option One

Disadvantages (based on 71 comments)

- **41%** of comments given on ending the service were related to there being a **negative impact on support, training, and advice.**
- **25%** of comments given were related to there being a **negative impact on inclusion and inclusive practice.**
- **6%** of comments given were related to there being a **negative impact long term impact financially.**
- **4%** of comments given were related to there being a **negative impact on mainstream staff.**
- **7%** of comments given were related to there being a **negative impact on parents and families.**
- **8%** of comments given were related to there being a **negative impact on multi agency working relationships.**
- **1%** of comments given were related to there being a **negative impact on LIFT.**
- **1%** of comments given were related to there being a **negative impact on the accountability for provision.**
- **1%** of comments given were related to there being a **negative impact on transition.**
- **3%** of comments given were related to there being a **negative impact on STLS staff and the service provided.**
- **3%** of comments given were related to there being a **negative impact on consistency across schools/districts.**

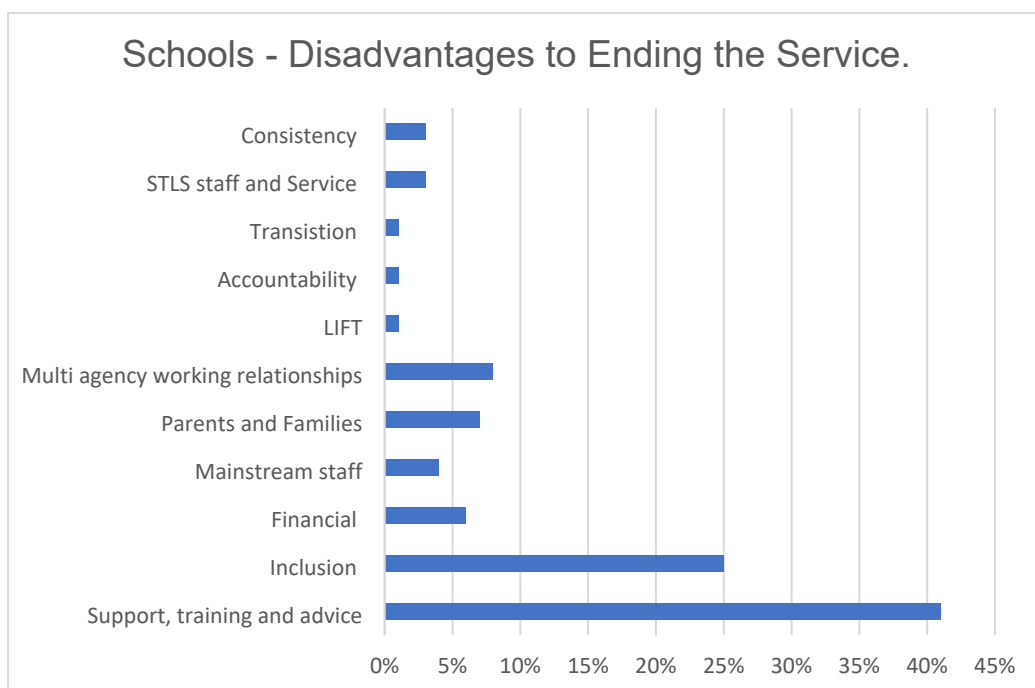


Figure seven: Schools workshop: Disadvantages to Option One

Benefits

- Schools identified no benefits to the service ending.

Risks (based on 57 comments)

- **7% of the risks** identified were related to **school budgets and financial impact**.
- **2% of risks** identified were related to **lack of accountability**.
- **11% of risks** identified were related to there being a **negative impact on inclusion and inclusive practice**.
- **5% of risks** identified were related to loss in **parental confidence and family disengagement**.
- **11% of risks** identified were related to there being a **negative impact on mainstream staff** e.g. retention of staff.
- **11% of risks** identified were related to there being a **negative impact on impact measures e.g. exclusions, suspensions etc**.
- **2% of risks** identified were related to there being a **negative impact on pupil behaviour**.
- **7% of risks** identified were related to **transition**.
- **5% of risks** identified were in relation to loss of **multi-agency working**.
- **12% of risks** identified were in relation to there being a **negative impact of loss of LIFT**.
- **11% of risks** identified were in relation to there being a **negative impact on EHCP's**
- **16% of risks** identified were in relation to **loss of support and training**.

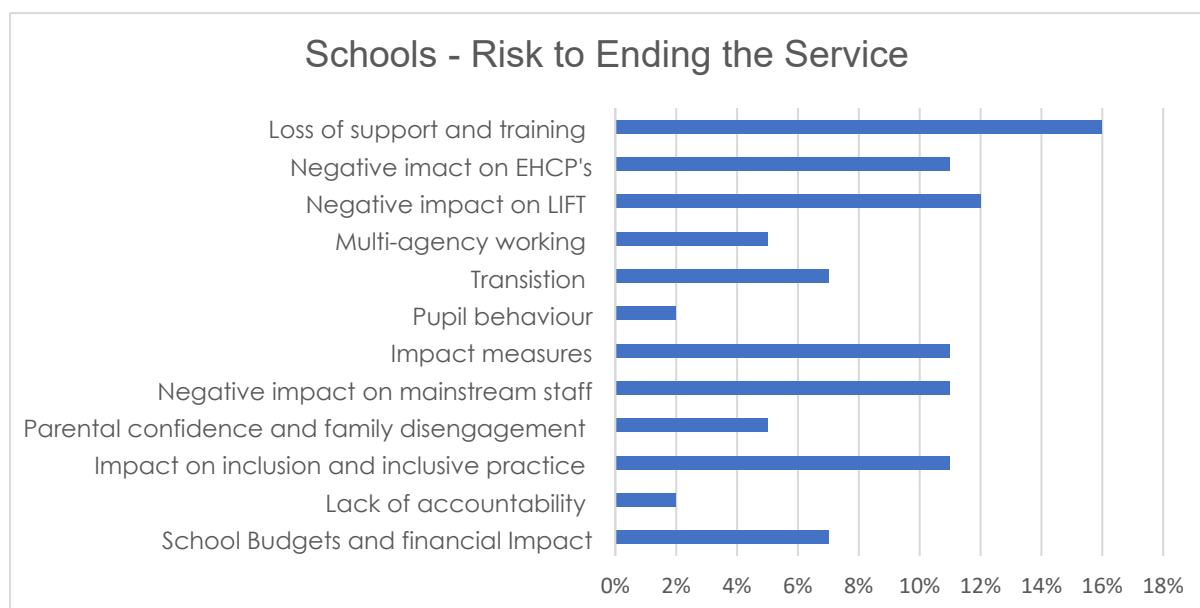


Figure eight: Schools workshop: Risks of Option One

Key Quotes

“We are having more complex children in our mainstream settings, and it is through support from STLS that we can ensure these pupils in particular have some success in a mainstream setting. Without STLS' support, this could lead to increased school refusal, exclusions etc.”

“The negative impact - with lack of Specialist Teacher support, we are reliant on practitioners being able to support our children. This will be in danger of becoming watered down and therefore the children not receiving the support they need to succeed.”

“Frees up funding to explore the commissioning of services that may more specifically target individual needs of schools.”

“Only benefit would be to KCC as part of cost saving measures but would have detrimental impact on schools and pupils”.

“Significant disadvantages to children and staff. STLS offer considerable support for staff who are supporting vulnerable children. I feel staff wellbeing would be hugely impacted if this support was removed. As a SENCo, I would suffer and worry that this may make teaching less appealing when we are already in a recruitment crisis. Outcomes for children would be negatively impacted due to lack of specialist support for schools.”

“We would lose a huge amount of valuable expertise and specialist knowledge. So much good practice is in danger of being lost particularly in terms of staff training and advice - this has led to a significant improvement in send provision. There would be a huge negative impact on parents/pupils/schools. STLS has been INVALUABLE in our SEN support of our most challenging complex and vulnerable pupils and families. STLS is our primary source of expertise and support. “

Agreed Points between Schools and STLS

Advantages	Disadvantages	Benefits	Risks
Financial advantage for KCC	Negative impact on training	No benefits	EHCPs
	Negative impact on Inclusion		Impact Measures
	Negative impact on Parents		Mainstream staff
	Negative effect on impact measures		Inclusive practice
	Negative effect on Mainstream Staff		Behaviour of pupils
	Negative impact on multiagency working		

Figure nine: Option One: Agreed points between Schools and STLS

Option 2: Service Continues – funded through HNF

Stakeholder Feedback: STLS

Advantages

- **20%** of advantages identified were related to improving **inclusion**.
- **20%** of advantages identified were related to **supporting mainstream staff**.
- **20%** of advantages identified were related to **key impact measures** e.g. reduced permanent exclusions.
- **13%** of advantages identified were related to **improving parental confidence in mainstream schools**.
- **7%** of the advantages identified were related to making **cost savings** by keeping children in mainstream schools.
- **7%** of the advantages identified were related to **benefits to society**.
- **7%** of the advantages identified were related to the benefits of keeping **consistency**.
- **7%** of the advantages identified were related to developing and **maintaining multi-agency working**.

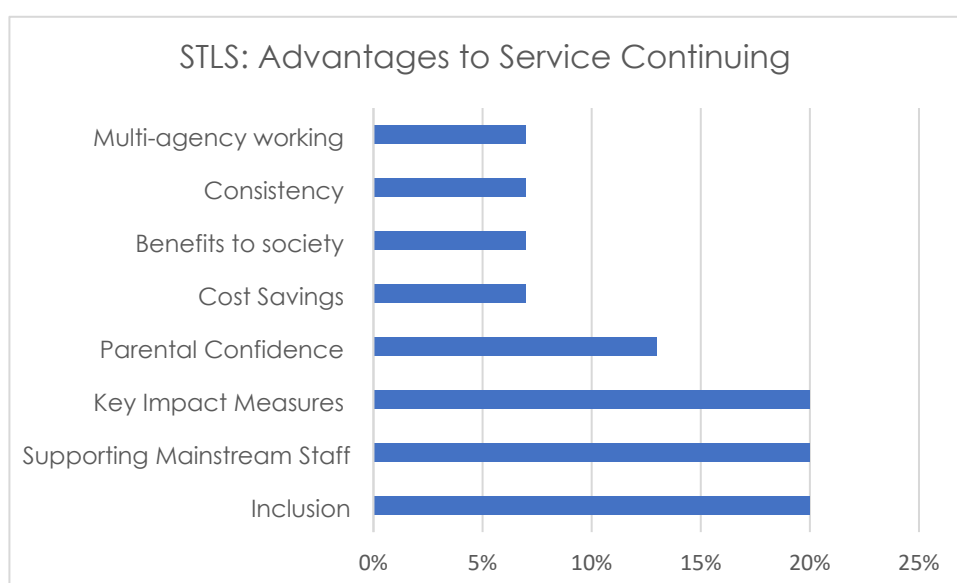


Figure ten: Option Two – STLS workshop: Advantages of Option Two

Disadvantages (1 comment)

- 100% of the disadvantages identified were related to cost of the service.

Benefits (7 comments)

- **71%** of benefits of continuing the service were related to **consistency** in terms of resources, staffing etc.
- **14%** of benefits identified were related to an improvement in **wellbeing for mainstream staff**.
- **14%** of benefits identified were related to **cost savings**.

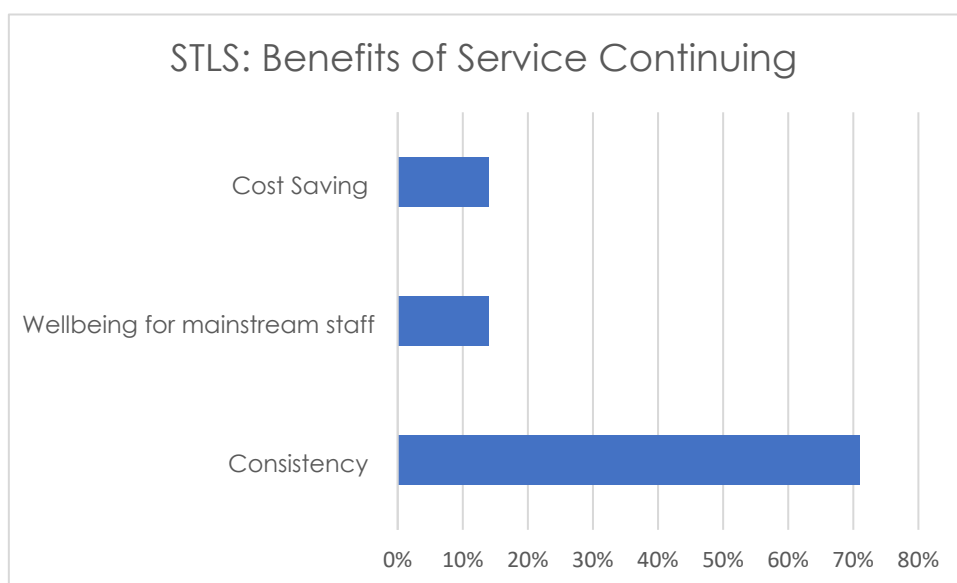


Figure eleven: Option Two – STLS workshop: Benefits of Option Two

Risks (1 comment)

- STLS identified no direct risks to this option as “it will depend on the funding option/delivery structure selected”.

Key Quotes

“Expenditure. However, in the wider societal context, investment in continued service will save in the long term when unmet need results in escalating behaviours, curtailed child potential, increased pressure on families and the most vulnerable people in our communities.”

“Retention of existing, highly skilled and experienced local Specialist Teachers and administrative staff will ensure continued service delivery, meeting the needs of children and schools in their community.”

“Use of existing structures and resources will reassure and continue to build confidence in schools, their staff and children and families.”

Stakeholder Feedback: Schools

Advantages (65 Comments)

- **22%** of advantages identified were related to improving **inclusion and inclusive practice**.
- **6%** of the advantages identified were related to developing and **maintaining multi-agency working**.
- **31%** of the advantages identified were related to **maintaining valuable support, training, and advice**.
- **6%** of the advantages identified were related to **maintaining consistency**.
- **32%** of the advantages identified were related to the **high quality of the STLS** currently received.
- **2%** of the advantages identified were related to **transition**.
- **2%** of the advantages identified were related to increased **parental confidence and support**.

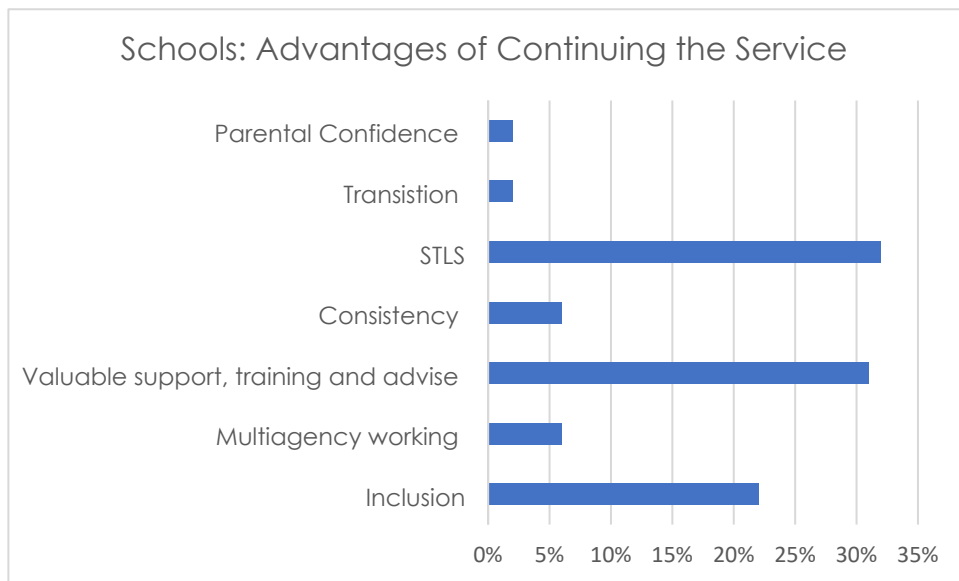


Figure twelve: Option Two – Schools workshop: Advantages of Option Two

Disadvantages (27 comments)

- **56%** of the disadvantages identified were related to the **STLS being inconsistent across districts, the level of service being provided is reducing and concerns over the service diminishing further**.
- **44%** of the disadvantages identified were related to **inadequate funding**.

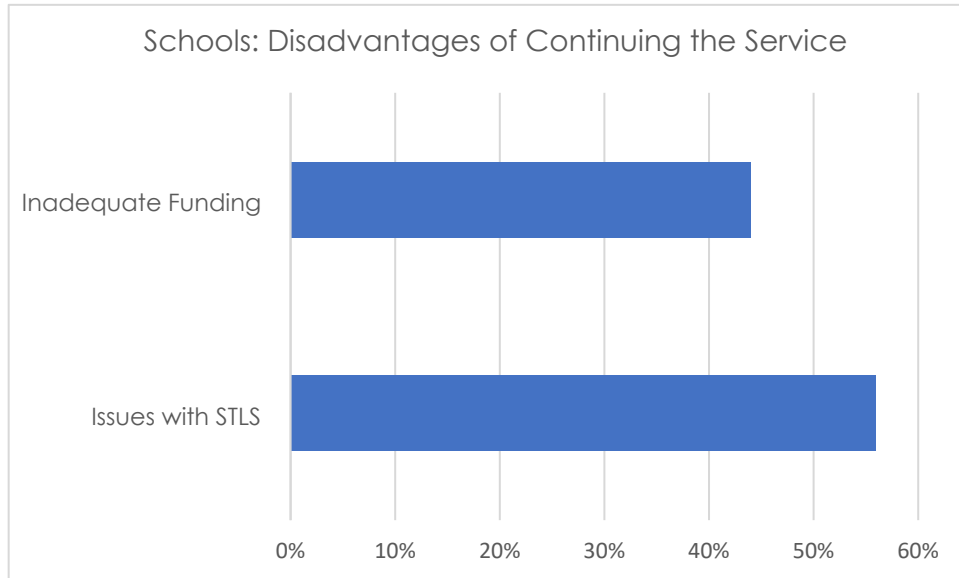


Figure thirteen: Option Two – Schools workshop: Disadvantages of Option Two

Benefits (42 comments)

- 7% of benefits of continuing the service were related to being able to **keep service, resources, and equipment STLS provides**.
- **39%** of benefits identified were related to being able to **access support, training, and advice**.
- 7% of benefits identified were related to being able to **maintain strong multiagency relationships**.
- 2% of benefits identified were related to an improvement in **impact measures**.
- 12% of benefits identified of continuing the service were related to **transition**.
- 17% of benefits identified were related to **LIFT**.
- 2% of benefits identified were related to **Improved parental trust**.
- 2% of benefits identified were related to improved wellbeing for **mainstream staff**.
- 10% of benefits identified were related to STLS being a key part of the **paediatric referral system**.
- 2% of benefits identified were related to the need of STLS to access **EHCP**.

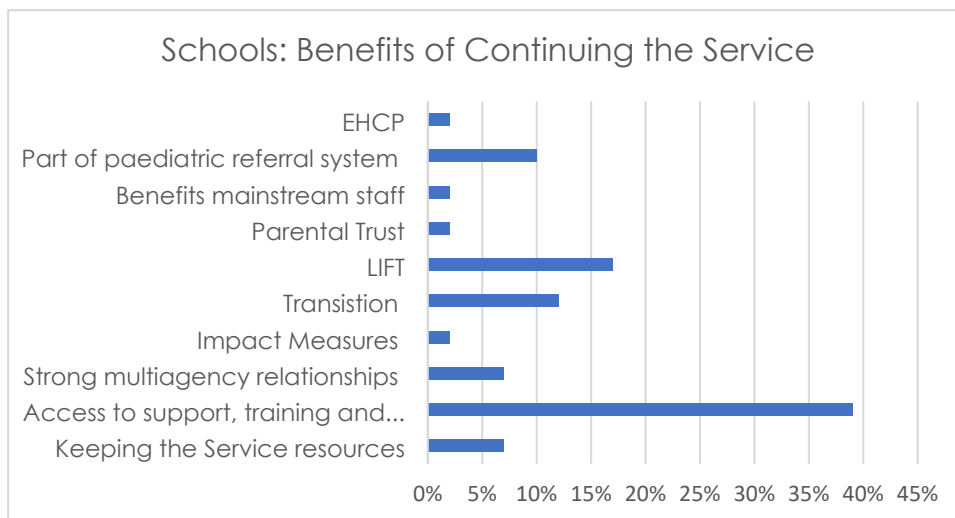


Figure fourteen: Option Two – Schools workshop: Benefits of Option Two

Risks (26 Comments)

- **65%** of risks identified were related to **STLS becoming diminished, overstretched due to lack of funding.**
- **35%** of risks identified were related to **unknown or reduced level of funding.**

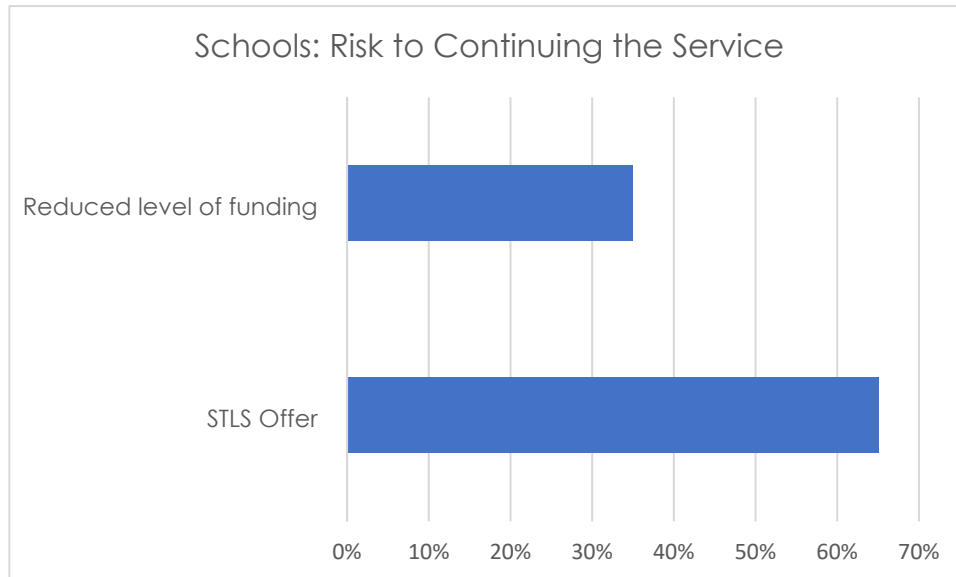


Figure fifteen: Option Two – Schools workshop: Risks of Option Two

Key Quotes

“Upskilling SENDCOs, teachers and TAs through LIFT meetings, surgeries and training opportunities to ensure we are successfully meeting the needs of children.”

“Retention of existing, highly skilled and experienced local Specialist Teachers will ensure continued service delivery, meeting the needs of children and schools in their community.”

“STLS is vital and needs to be funded according to the level of demand. This 'maintain funding' option might not allow them to increase their capacity as schools demand more whereas a 'bought in service' may act as a barometer for demand more successfully.”

“The service can be hit and miss. Some schools have good experiences, some not so”

“STLS is different across the areas. I work in Ashford and F&H and there are different specialities and support available”.

“Paediatric forms ask if LIFT and STLS has been involved”

“If it continues that application for HNF and EHCPs require specialist involvement, then withdrawing this will mean that schools will have to pay for specialist involvement. Not all schools will be able to do this”.

Agreed Points between Schools and STLS

Advantages	Disadvantages	Benefits	Risks
Inclusion and inclusive practice	Cost and funding	Mainstream staff wellbeing	Depends on funding
Parental Confidence			
Consistency			
Multi-agency working			

Figure sixteen: Option Two: Agreed points between Schools and STLS

Option 3: Traded Service

Stakeholder Feedback: STLS

Advantages (3 comments)

- **67%** of advantages identified were **cost saving related**.
- **33%** of advantages identified were related to **flexibility** and being able to adapt to local markets.

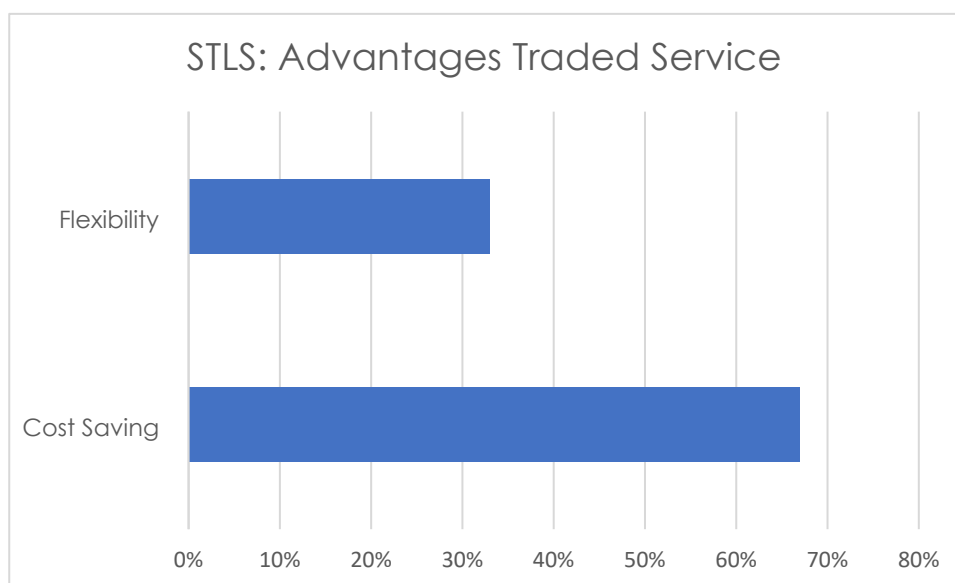


Figure seventeen: Option Three: STLS workshop: Advantages

Disadvantages (22 comments)

- **20%** of disadvantages identified were related **cost implications** to schools and profit prioritisation.
- **15%** of disadvantages identified were related to having a **long-term impact on society, the community, and the reputation of Kent County Council**
- **15%** of disadvantages identified were related to **lost of consistency and progress**.
- **10%** of disadvantages identified were related to **inequality and inclusion**.

- **10%** of disadvantages identified were related to the negative impact on **multiagency working**.
- **15%** of disadvantages identified were related to the **lack of accountability** this would create.
- **5%** of disadvantages identified were related to loss in **quality of STLS service**.

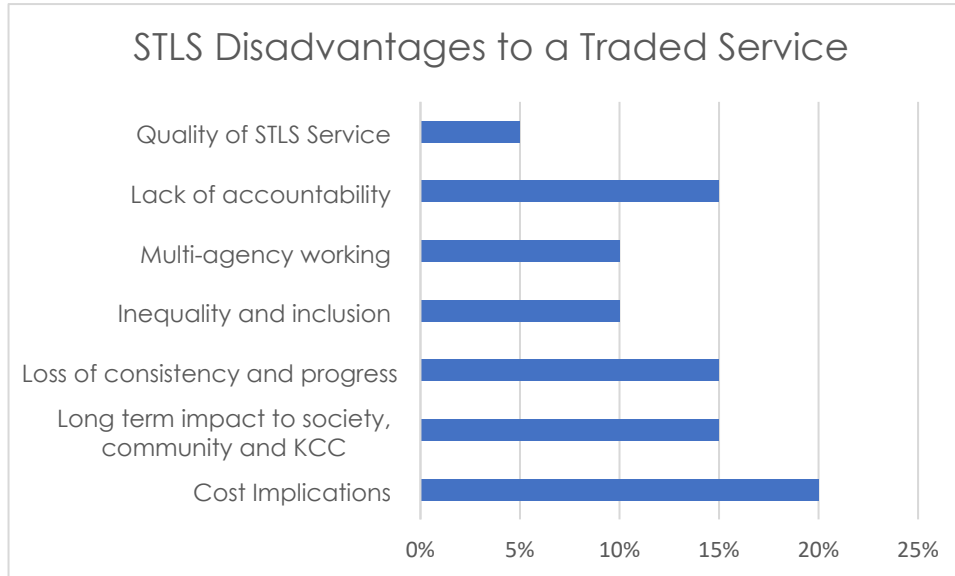


Figure eighteen: Option Three: STLS workshop: Disadvantages

Benefits (2 Comments)

Only two benefits identified by STLS

- Maintains a service.
- Short term cost benefit.

Risks (15 comments)

- **27%** of risks identified were in relation to there being a **diminished service**.
- **20%** of risks identified were in relation to **cost** to schools and **financial viability**.
- **20%** of risks identified were in relation to the **lack of inequality and inclusion** this option would cause.
- **7%** of risks identified were in relation to a **rise in EHCPs**.
- **7%** of risks identified were in relation to **transition**.
- **20%** of risks identified **long-term impact on society, the community, and the reputation of Kent County Council and the legislative requirements**.

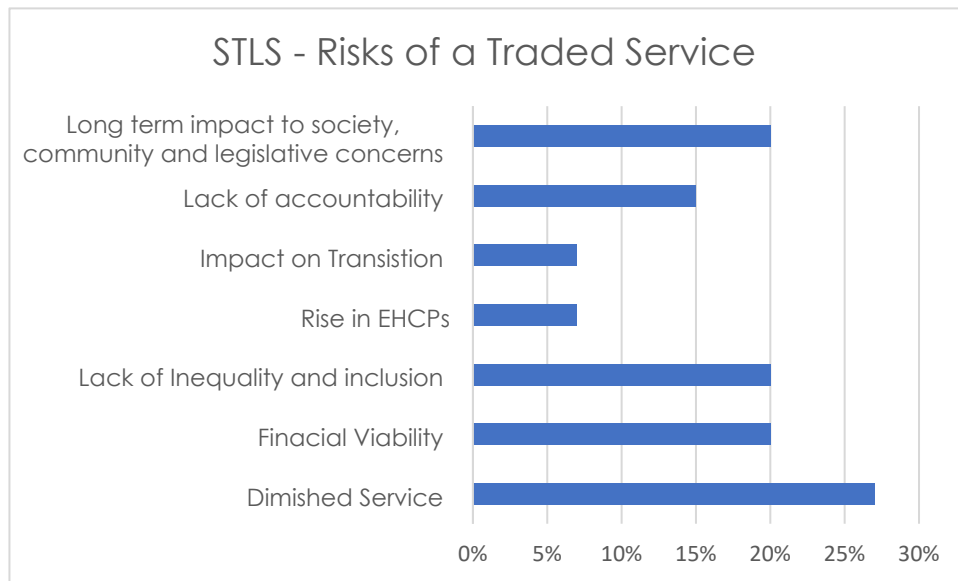


Figure nineteen: Option Three: STLS workshop: Risks

Key Quotes

“Despite setting the contract requirements, County will lose control of strategic and operational elements of delivery as this will be dictated by the company for profit rather than the needs of children and schools.”

“If settings cannot afford to access the service, early intervention will no longer be possible, losing progress made by STLS and creating bigger problems for schools further along the child’s education journey.”

“Companies may be accountable to shareholders, whose priorities may be at odds with the commissioning bodies”.

Stakeholder Feedback: Internal

Only Benefits and risks were identified.

Benefits (1 comment)

- *“Equity across maintained and academies support special school outreach.”*

Risks (3 Comments)

- *“The Education People do not want to take the service on due to potential financial viability”*
- *“Given that to-date the service has been free of charge to schools, they may not engage with a fully traded model of support”*
- *“Service may decrease in capacity over final year of SLA if staff leave”*

Stakeholder Feedback: Schools

Advantages (18 comments)

- **22%** of the advantages identified were **related funding**. Saving money for KCC and schools being able to spend HNF on what they wish.
- **33%** of the advantages identified were related to **maintaining training, advice and support and making it more bespoke**.
- **45%** of the advantages identified were related to being able to **keep and maintain a STLS**.

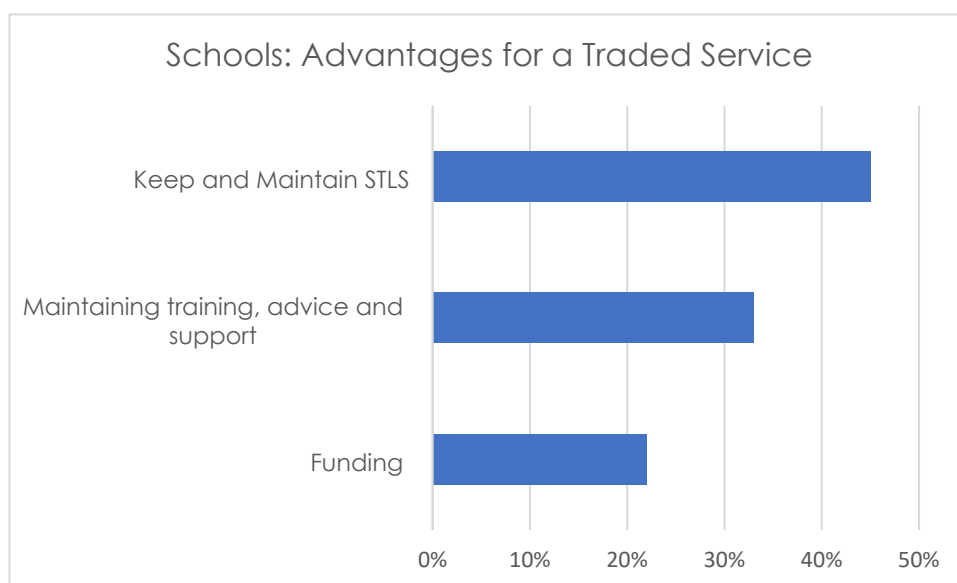


Figure twenty: Option Three: Schools: workshop: Advantages

Disadvantages (54 comments)

- **65%** of disadvantages identified were related to **school funding and budgets** and not being able to afford a service such as **STLS**.
- **4%** of disadvantages identified were related to **reduced inclusion and inclusive practice**.
- **21%** of disadvantages identified were related to there being a **negative impact on consistency across districts**.
- **11%** of disadvantages identified were related to there being a **negative impact on the STLS** e.g. more generic, becoming overstretched, different skills and qualities of STLS Staff.

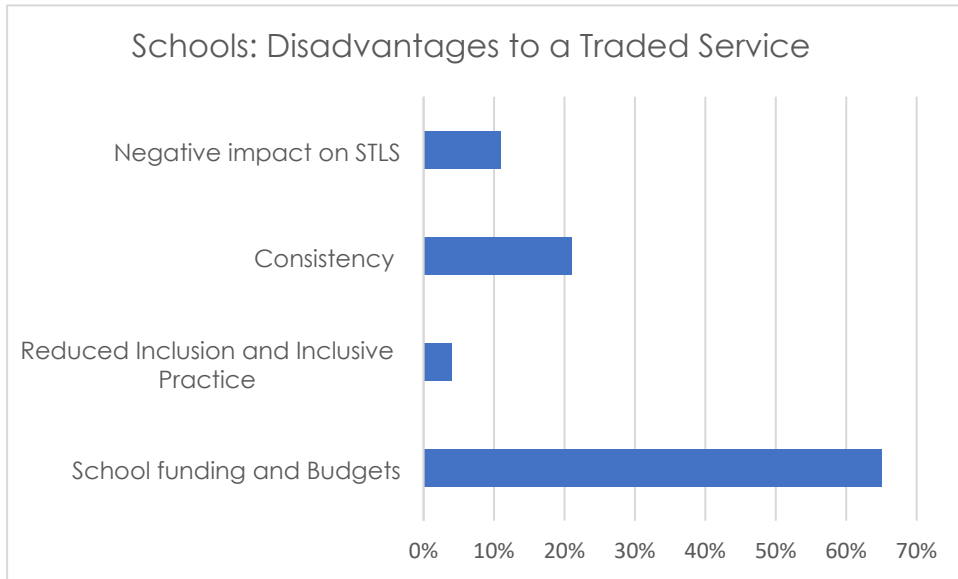


Figure twenty-one: Option Three: Schools: workshop: Disadvantages

Benefits

Only one comment made “Each school could choose what they needed, dependent on their own staff levels of expertise and own cohort of children.”

Risks (29 Comments)

- **48%** of risks of identified were related to **funding and the inability to afford** such a service.
- **28%** of risks identified were related to there being a **negative impact on the STLS** e.g. service not being used, being overstretched, staff being made redundant.
- **10%** of risks identified were related to there being a **lack of consistency and disparity between schools**.
- **3%** of risks identified were related to **accountability and compliance**.
- **3%** of risks identified were related to **LIFT**.
- **3%** of risks identified were related to **EHCPs**.
- **3%** of risks identified were related to a decrease in **inclusion and inclusive practices**.

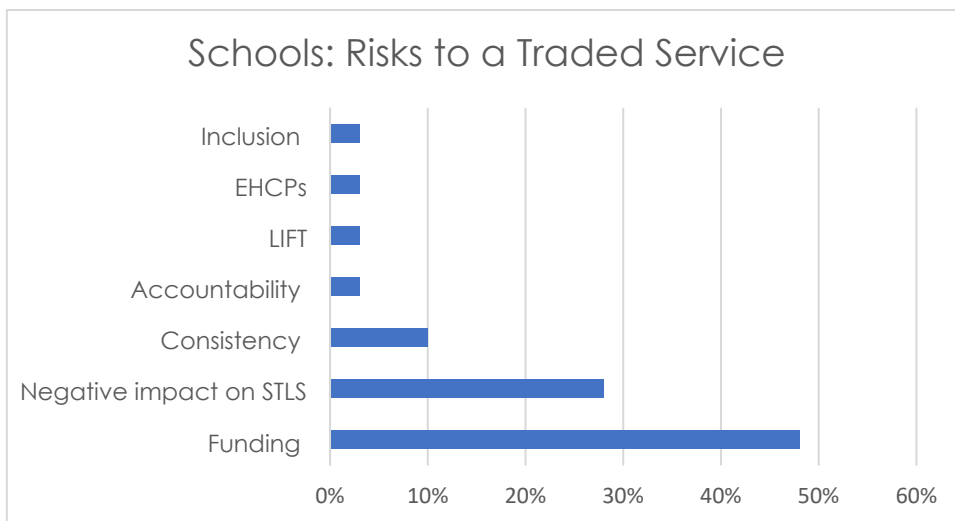


Figure twenty-two: Option Three: Schools: workshop: Risks

Key Quotes

"If we're paying for the service we would be very demanding!"

"Creation of magnet schools a real concern"

"schools may not want to spend the money on SEND training and support. where is the funding pot they use coming from? is it ring fenced. In EY how will the funding be given, it is very difficult to get funding for children and often it is "too late" as the child has left the setting as it cannot meet their needs. Children in schools may need to move schools if the first school cannot provide what is needed to support them."

"Postcode lottery of support for children with SEND, a child in one school may be able to access support compared to another school who may require support but does not have the funds to purchase the service".

We must keep a service which has shown to have such a positive impact as the need increases, and the pressures are going to increase as the shift turns to inclusion into mainstream and less SI intervention - especially, as was said, there are no other options...particularly for EY settings.

Nurseries have VERY limited funding, and it is extremely difficult to get! Budgets are stretched as it is. This service shouldn't be seen as a luxury, rather as instrumental.

This has not worked well in other sectors for the people using the system - example supply teachers.

Agreed Points between Schools and STLS

Advantages	Disadvantages	Benefits	Risks
Financial	Cost		Diminished Service
	Consistency		Funding and budgets being insufficient
	Negative impact on inclusion		Inclusive practice
	Negative impact on quality of service		EHCPs

Figure twenty-three: Option three: agreed points between schools and STLS

Option 4: Schools Fund the STLS

Stakeholder Feedback: STLS

Advantages (2 Comments)

- Respond to need within cluster.
- This option is dependent on the SLA holder.

Disadvantages (13 Comments)

- **25%** of disadvantages identified were related to the **negative impact on the STLS service and staff**.
- **25%** of disadvantages identified were related to the **inconsistency** this would cause.
- **8%** of disadvantages identified were related to the **financial impact** on stretched schools.
- **17%** of disadvantages identified were related to the **negative impact on mainstream staff** e.g. time management and over stretched staff.
- **8%** of disadvantages identified were related to there being a **negative impact inclusion**.
- **8%** of disadvantages identified were related to the **impact on tribunals**.
- **8%** of disadvantages identified were related to decrease in **parental confidence** in mainstream schools.

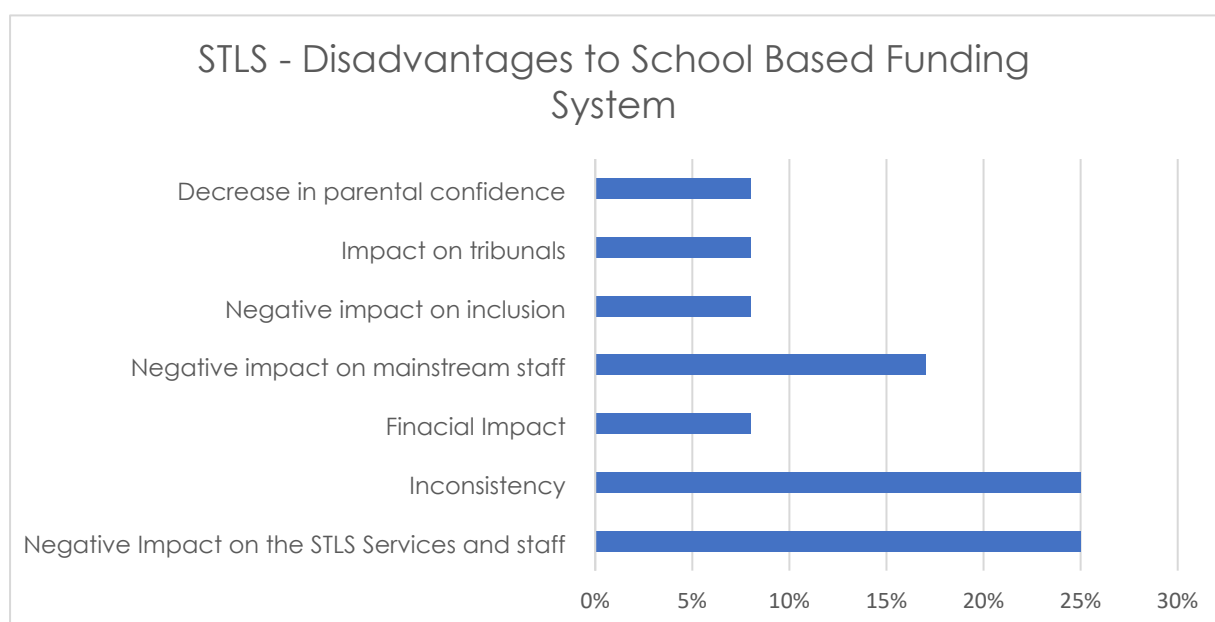


Figure twenty-four: Option four: STLS workshop: Disadvantages

Benefits (2 Comments)

Only Benefits identified by STLS for this option were:

- Maintains a service.
- Links with the locality model proposals.

Risks (11 Comments)

- **27%** of the risks identified were related to **funding** e.g. schools being unable to afford or being placed in financial hardship.
- **27%** of the risks identified were related to the **lack of inclusion and equality** in this option.
- **18%** of the risks identified were related to the **lack of consistency** across clusters/schools/districts.
- **18%** of the risks identified were in relation to **accountability** e.g. quality assurance and governance.

- **10%** of the risks identified were in relation to a **diminished service**.

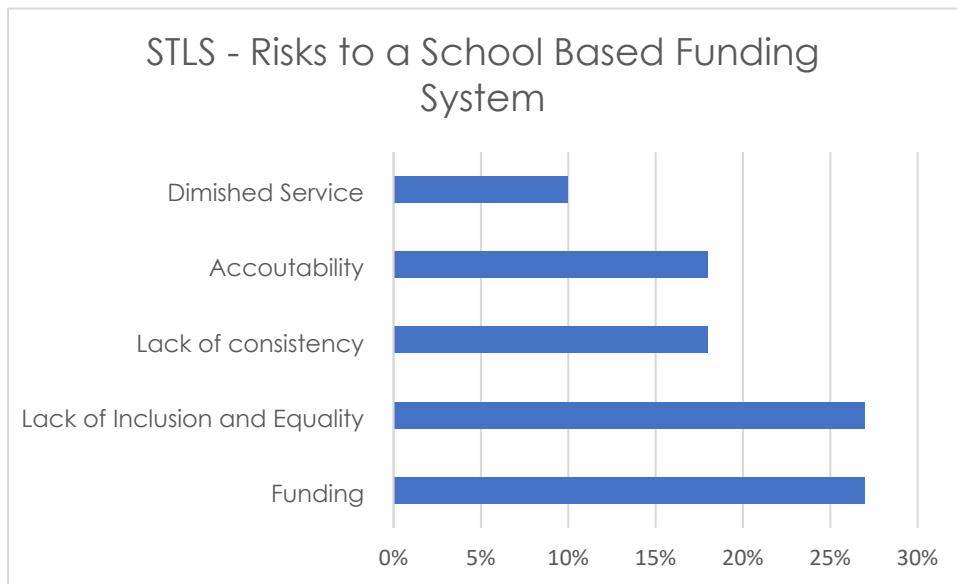


Figure twenty-five: Option four: STLS workshop: Risks

Key Quotes

“Wholesale change to funding and decision-making processes when existing structures could easily be tweaked to deliver new priorities with minimal disruption for already stretched schools and settings.”

“Impact on skilled, dedicated and experienced STLS teams whose work is valued and respected by schools, settings, children and families (evidenced across various consultation and customer feedback data sets)”

“Busy school SENCOs and SLTs will be required to stretch themselves further due to trying to understand and work within new, decision making and funding structures.”

“Smaller schools and those with high need but a ‘smaller voice’ will likely miss out and gaps for the most vulnerable children will widen.”

Stakeholder Feedback: Internal

Advantages (2 comments)

- *“Specialist teachers become a local resource hosted by school, deployed locally without the need for an SLA”*
- *“Mainstream schools have greater ownership of the service”*

Disadvantages

- None identified

Benefits (2 comments)

- *“Engage with mainstream schools to design a new SLA”*

- “Mainstream schools have increased ownership of the service”

Risks (5 comments)

- **40%** of risks identified were related to **funding** and schools do not want to fund the service
- **20%** of risks identified were related to the **STLS capacity** decreasing.
- **20%** of risks identified were related to **inequality and inclusion**.
- **20%** of risks identified were related to the **lack of consistency** across the districts.

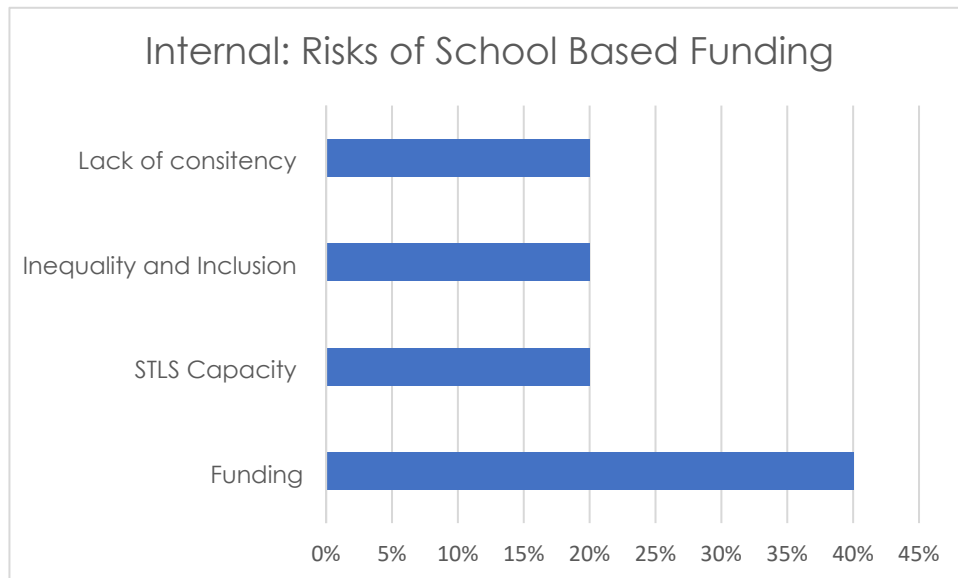


Figure twenty-six: Option four: Internal stakeholders: Risks

Stakeholder Feedback: Schools

Advantages (4 comments)

- “If LIFT is placed into Cluster school budgeting, this could be cost effective as the child has already been discussed historically and speed tier process up.”
- “Funding used to prioritise particular need”.
- “District level would mean that it would be more consistent across the district which is helpful”.
- “Need-based approach could be more efficient.”

Disadvantages (39 Comments)

- **36%** of disadvantages identified were related to significant concerns with regards to ownership/leadership **with localities and cluster models**.
- **5%** of disadvantages identified were related to their being a negative impact on **mainstream staff**.
- **2%** of disadvantages identified were related to their being a **negative impact on EHCPs**.
- **13%** of disadvantages identified were related to **funding/budgets** and being unable to afford STLS.

- **21%** disadvantages identified were related to the **inconsistency** this would cause across schools and districts.
- **8%** of disadvantages identified were related to the negative impact on **Inclusion and inclusive practice**.
- **2%** of disadvantages were related to their being a negative impact on **parental confidence**.
- **15%** of disadvantages were related to their being a **negative impact on STLS staff and the service they provide**.

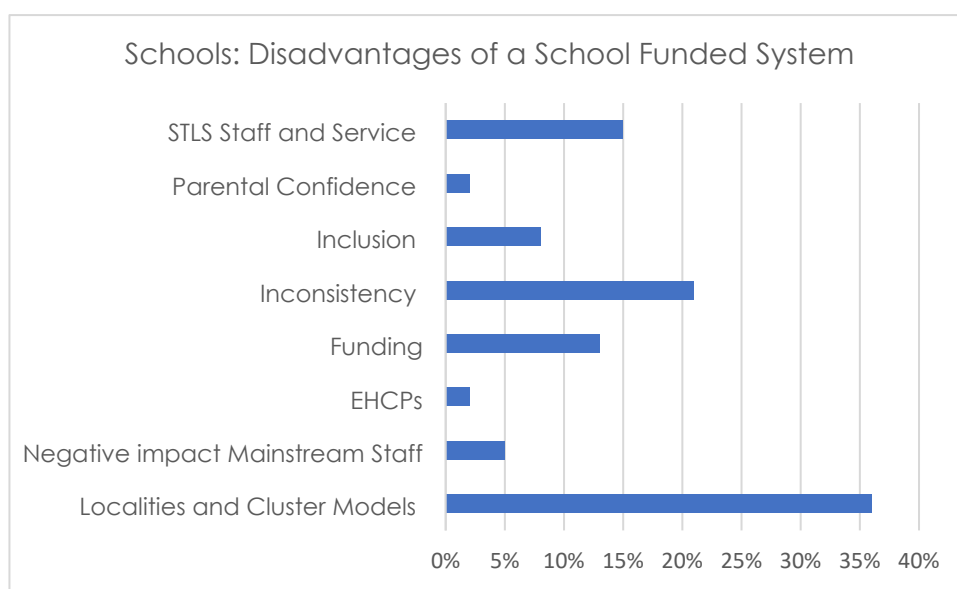


Figure twenty-seven: Option four: Schools workshop: Disadvantages

Benefits (2 comments)

- *“Cut out some of the hoops that we are expected to jump through to get support. trust in the judgement of early years settings.”*
- *“Would put support in locally but some settings might find this challenging.”*

Risks (24 Comments)

- **17%** of risks identified were related to **funding** and schools cannot afford to fund the service.
- **63%** of risks identified were related to **concerns on how localities and cluster models would work with this option**.
- **4%** of risks identified were related to **overwhelming mainstream staff**.
- **4%** of risks identified were related to their being a **negative impact on inclusion and inclusive practice**.
- **8%** of risks identified were related to their being a **negative impact on consistency across districts and clusters**.
- **4%** of risks identified were related to **STLS staff and their job security**.

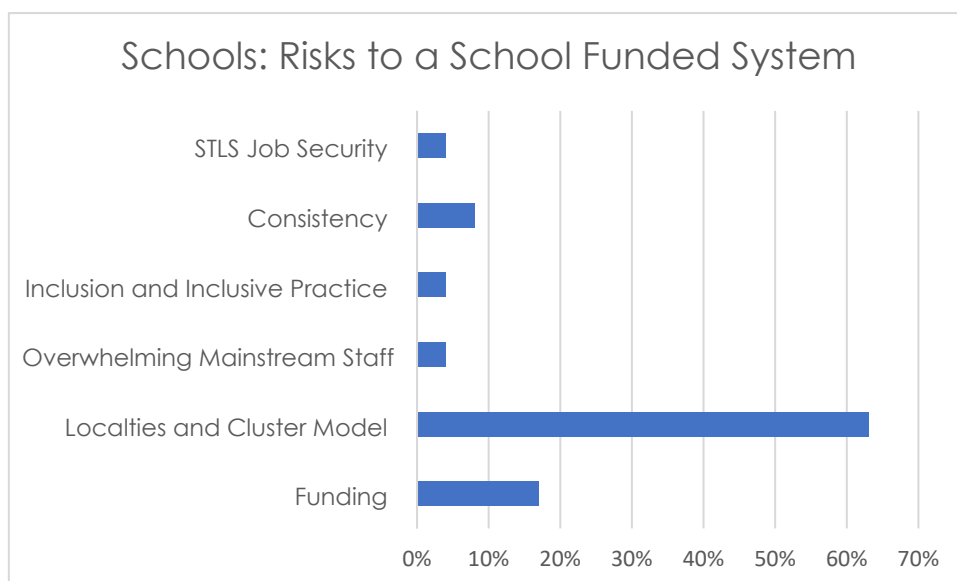


Figure twenty-eight: Option four: Schools workshop: Risks

Key Quotes

“Localities model – scared that we are delegating big decisions to groups of schools in local area. Hard for schools to not be selfish and this is a lot of work for the school and admin. Would we be spending a lot of time making decisions for other schools. Who makes the decisions at the end of the day?”

“This seems to encourage great differences across the county. I thought we were trying to get more consistency for parents/carers”.

“If a majority of the group decide not to invest in STLS service - schools that would like to access it won't be able to”

“How is this different to a traded model? This is a traded service by stealth”.

“Incredibly worried about this as an option. I fear that it could result in ‘the loudest shouter’. Inequitable model, based on postcode. Not right or appropriate. “

“If the schools or the localities model are making decisions about STLs engagement the EY settings will be dependent of them rather. Would it be possible to consider a separate pot (SENIF or something else) for EY settings?”

“STLS left in limbo as not knowing whether they will be sufficiently funded or not and therefore cannot make any long-term plans with regards to training and support”.

Agreed Points between Schools and STLS

Advantages	Disadvantages	Benefits	Risks
Bespoke Service	Negative impact on STLS Staff and service	Local Support	Funding/budgets
	Inconsistency		Inclusion
	Financial		Consistency
	Negative impact on Inclusion		Diminished Service
	Negative impact on Parental Confidence		Accountability/localities/clusters

Figure twenty-nine: Option Four: Agreed points between Schools and STLS

Additional Questions

Stakeholder groups were asked some additional questions.

Additional Question 1.1: Please list the outcomes for children and young people that the service would focus on delivering.

Stakeholder Feedback: STLS (28 comments)

- 11% identified **training and support** as a delivery focus.
- 7% identified **LIFT** as a delivery focus.
- 7% identified increasing **parental confidence** as a focus.
- 21% identified **Impact measures** as a focus.
- 39% Identified **inclusion and inclusive practice** as a focus.
- 4% identified **capacity** of the service as focus.
- 4% identified working with **outside agencies** as a focus.
- 7% identified **mainstream staff wellbeing and retention** as a focus.

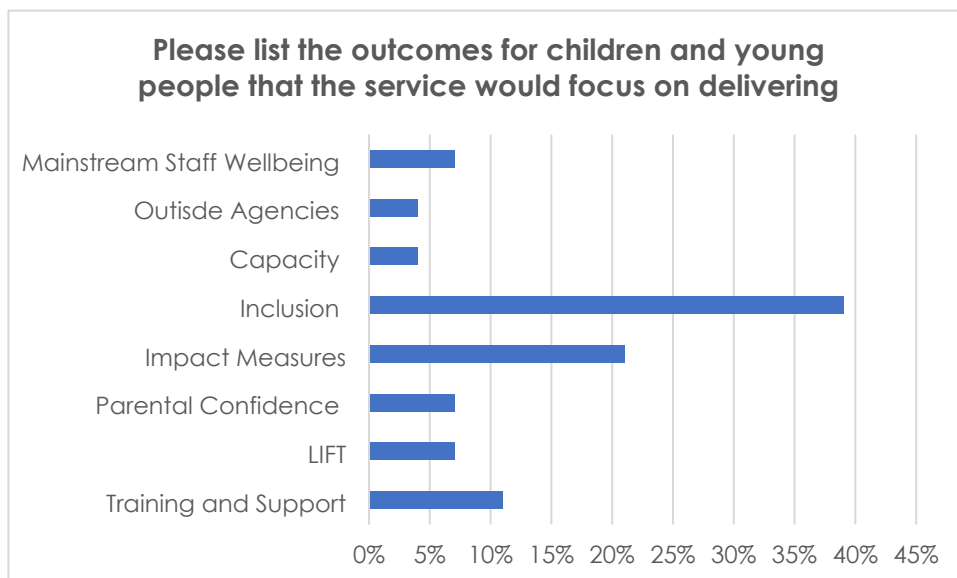


Figure thirty: Additional Question one - STLS

The STLS feedback was heavily focussed on Inclusion and Impact Measures.

Key Quotes

“Suggested that a district oversight board (like LIFT Executive) continues to ensure LIFT/Cluster Panels are consistently managed, consistent and fair decisions are made, LIFT/Cluster panel members receive relevant training, county priorities are delivered and monitored and local priorities are designed and delivered and monitored – under whichever model is progressed. Suggested membership to mirror that of current LIFT Executive to ensure a range of skills, experiences and all interests are represented”.

“Working with other agencies. Ehelp, KEPS, SEND advisors, NHS, Special schools”

“Including children in mainstream school (CATIE Priority 3)”

Stakeholder Feedback: Schools (73 Comments)

- **38%** identified **training and support** as a delivery focus.
- **1%** identified working with **outside agencies** as a focus.
- **15%** identified **Impact measures** as a focus.
- **7%** identified **transition** as a focus.
- **16%** identified **inclusion and inclusive practice** as a focus.
- **5%** identified **EHCPs** as a focus.
- **1%** identified **Consistency** as a focus.
- **4%** identified **LIFT** as a focus.
- **1%** increasing **parental confidence** as a focus.
- **8%** identified **capacity and improvements** of the service as focus.
- **3%** identified increasing **funding** as a focus.

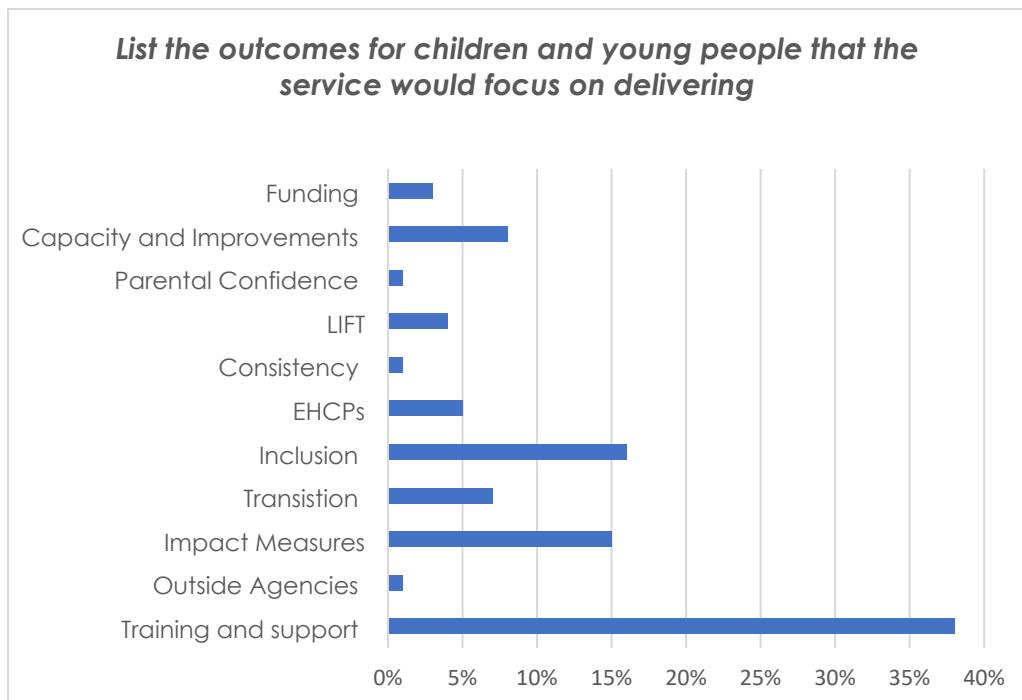


Figure thirty-one: Additional Question 1.1: schools

The feedback from schools for Additional Question one differed from STLS in that there was more focus on the specifics of training and support from schools. Inclusion was also mentioned, as was Impact Measures.

Key Quotes

“Supporting settings to provide services to children in order for them to thrive.

“Reducing suspension and exclusion

“Empowering schools to meet the need of high level of SEN needs”

“To ensure that there is adequate support available to help schools support pupils with additional needs when required. this could include training, transitions and LIFT and link teachers.”

“KCC wants to have SEN children in mainstream settings, we need to be shown how to do this and have the support to do this.”

Additional Question 1.2: What areas of the support should the service focus on?

Stakeholder Feedback: Schools (61 Comments) 46% identified **training and support** as a service focus e.g. THRIVE, ELSA, AET, SALT, bespoke, neurodivergence, SEMH, SLCN.

- **16%** Identified **LIFT** as a service focus.
- **18%** identified **further/improved services** from STLS e.g. school visits, individual student support, bespoke advice for specific children, online surgeries.
- **2%** identified **impact measures** as a service focus.
- **7%** identified **parental support** as a service focus.
- **2%** identified **HNF** as a service focus.
- **2%** identified support with **statutory assessments** e.g. providing evidence.
- **3%** identified **transition** as a service focus.
- **2%** identified **EHCPs** as a service focus.
- **2%** identified **funding** as a service focus.

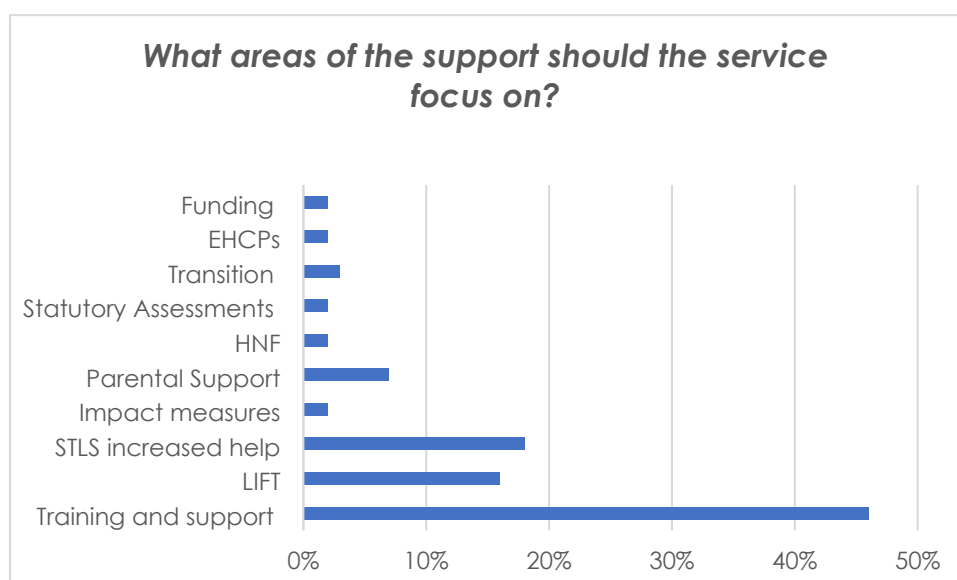


Figure thirty-two: Additional Question 1.2: schools

Schools ranked training and support highly for this question.

Key Quotes

“Support and advice for schools around supporting individual pupils.

Training for schools to enable them to better support a range of needs to enable children to be successful within a mainstream setting”.

“Professional development for teachers Development of expertise within staff to deliver provisions such as THRIVE, ELSA, AET, SALT”

“Direct support to school for children with complex and severe needs, taking into account the context of the school (contextual information).”

“Individual/group support for children, Training linked to specific areas of SEND, Supporting staff development, Partnerships with parents, Provide evidence for statutory assessments.”

Additional Question 2 : Who do you think should write the future SLA? (40 Comments)

Stakeholder Feedback: schools

83% of schools stated multiple stakeholders should be involved in writing the SLA.

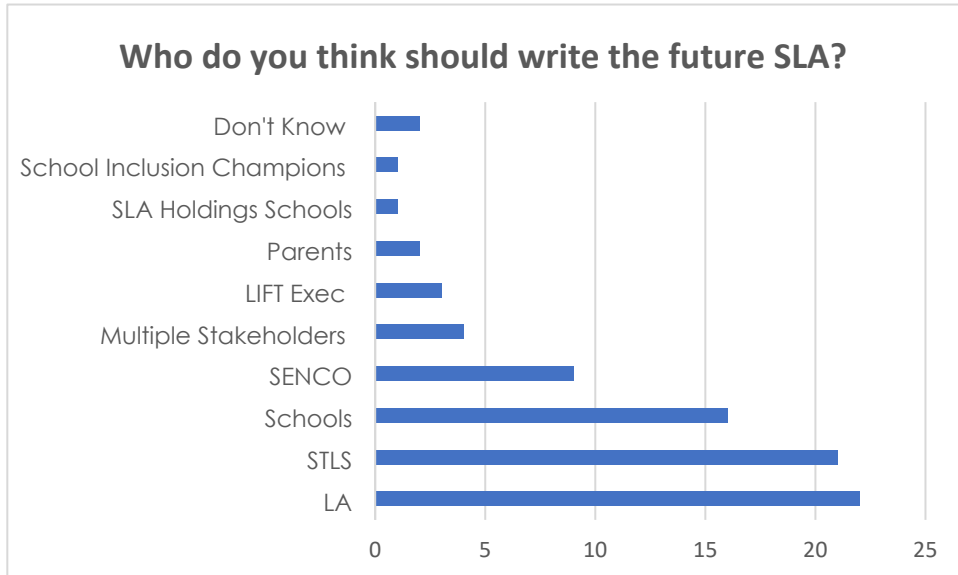


Figure thirty-three: Additional Question 2.1: schools

Schools told us that they thought the Council or the STLS should write a future SLA. Schools writing the SLA was the third most popular choice.

Additional Question four: Please identify which of the following options [regarding the amount of funding allocated to STLS] would be the best option for the service in your district in delivering the outcomes identified?

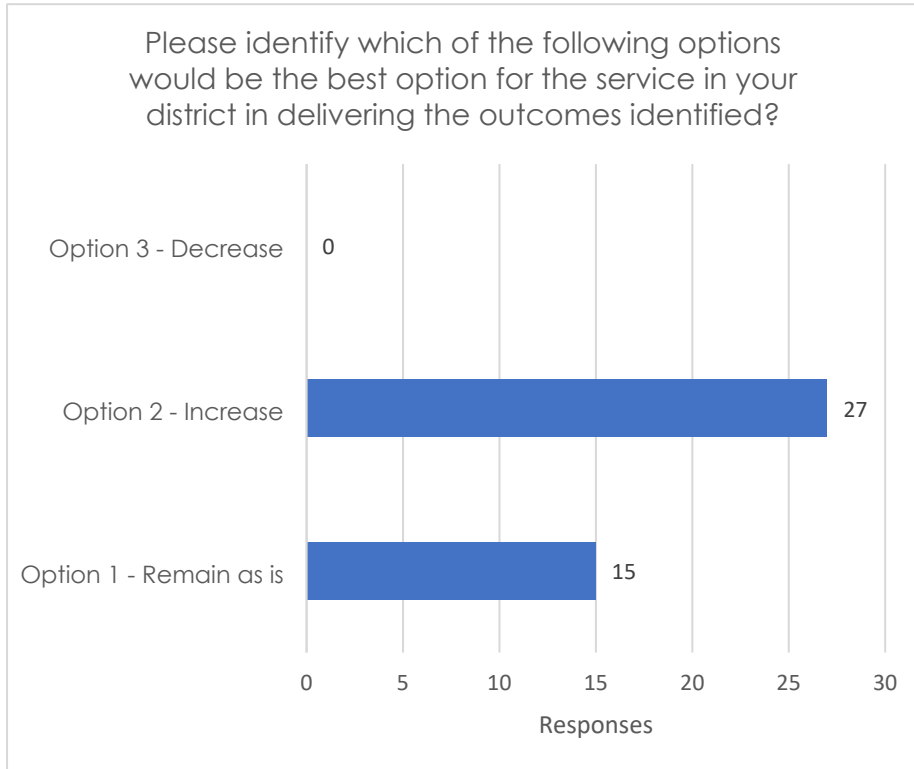


Figure thirty-four: Additional Question 2.1: schools

Schools were asked if funding to STLS should be increased, decreased or remain as is. No schools told us that it should be decreased.

Additional Question 2.2: Please identify which of the following options would be the most achievable given the financial position of schools, the LA and the High Needs Funding budget?

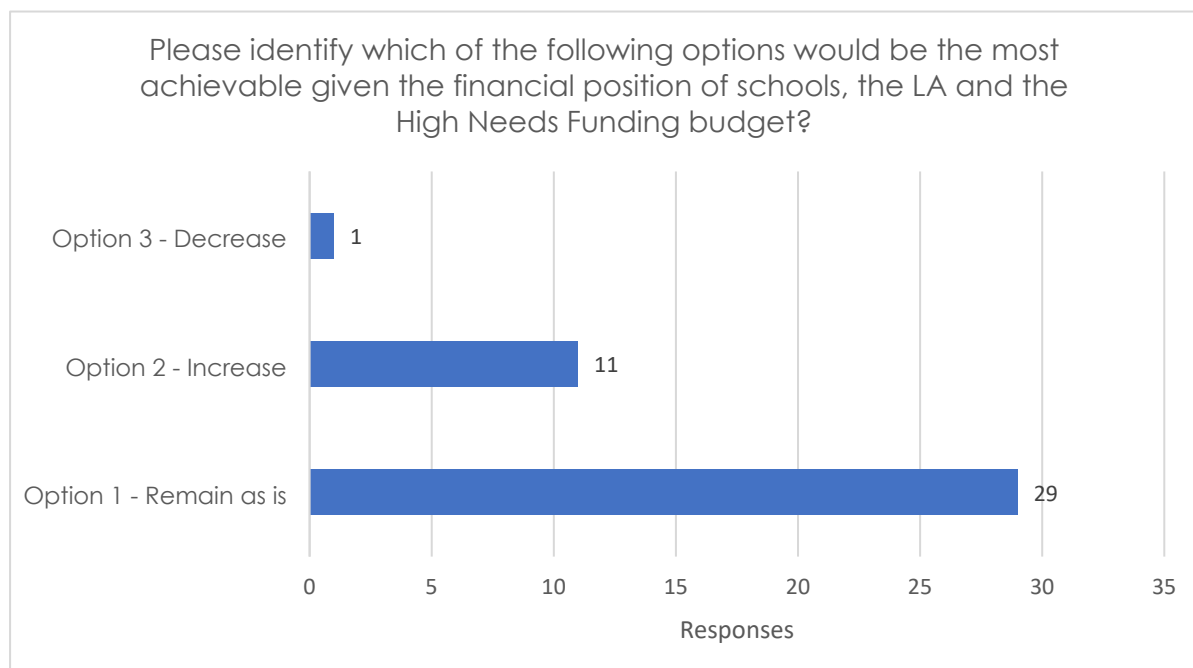


Figure thirty-five: Additional Question five: schools

The majority of schools told us that the funding for the STLS should remain as is. A small minority said the funding should decrease.

Additional Question 2.3: Which of the following factors should be used to do so [which factors should be used to determine levels of funding per district]?

Please prioritise the factors below into order of preference 1-9 (using the arrows on the right to move up and down), with 1 being the most important and 9 being the least.

Priority Factor	Ranking
Proportion of Pupils with EHCP at Mainstream Schools by School District	1 st
Proportion of Pupils with SEN Support at Mainstream Schools by School District	2 nd
Proportion of Mainstream Pupils	3 rd
Proportion of Mainstream Schools	4 th
Proportion of SENIF Applications by School District	5 th
Proportion of Pupils with EHCP at Mainstream Schools by Home District	6 th
Proportion of Special School Pupils	7 th
Proportion of Pupils with SEN Support at Mainstream Schools by Home District	8 th
Proportion of Special Schools	9 th

Figure thirty-six: Additional Question 2.3: schools

Schools told us that the most important consideration when allocating funding to STLS was the proportion of pupils with an EHCP, followed by the proportion of pupils with SEN.