

Specialist Teaching Services Prospectus

This prospectus sets out the aims and processes for a new approach to collaborative SEND support across the 12 Districts in Kent via 12 Local Inclusion Forum Teams (LIFTs).

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Vision

Our vision is to fully harness and develop the special educational needs and disabilities (SEND) knowledge, skills and expertise present in all Kent early years settings and schools in order to create well coordinated, equitable, and effective provision of additional support for children and young people with SEND:

- to raise standards
- to close attainment gaps and improve pupil progress
- to prevent exclusion
- to build SEND capacity in early years settings and schools
- to reduce the need for statementing
- to ensure full access to learning for all the children and young people with special educational needs and disabilities in our schools.

Aims

Supporting early years settings and schools in a positive way to build the capacity and confidence to problem-solve SEND issues within their own settings, at an early stage, lies at the heart of the new model.

1. To assess and provide outreach support for all children and young people with SEN and/or disabilities (SEND) in early years settings and schools, according to need, and at the earliest possible stage.
2. To support the development and use of resources to enable children and young people with SEND to access the curriculum, learn and make good progress.
3. To lead in the research, evaluation and sharing of new resources, best practice, effective strategies and interventions as they become available.
4. To build on existing SEND expertise within mainstream schools and settings to equip staff at all levels to recognise and successfully meet the learning needs of children with SEND.
5. To develop effective whole school systems for SEND, via a flexible but targeted approach to continuous professional development and training.
6. To reduce the need for Statements by establishing more effective processes for children to access timely, high quality earlier intervention, support and provision at School Action Plus .

Context

In October 2011, KCC Cabinet took the decision to devolve the Specialist Teaching Service resource to Kent Special Schools and/or mainstream schools with specialist units, if a working model could be developed. Since then a Working Group comprised of the Kent Association of Special Schools Executive, Headteachers from Kent Primary Headteachers Executive, Early Years representatives, the Specialist Teaching Service, KCC Personnel and Local Authority Officers have worked together to produce the new model of provision, with a view to its delivery commencing in September 2012. In addition, special schools will develop the breadth of support available via their outreach funding and use of the SMILE centres as part of this new model.

The New Structure

Location

Most posts in the Specialist Teaching Service will be retained within the new model, and existing STS personnel will be relocated to a Lead (SLA-holding) or Link (Non SLA-holding) Special school within the 12 Districts across Kent.

It is recognised that there are 'high-incidence' SEND needs distributed across mainstream schools and early years providers; in contrast to 'low incidence' SEND needs (e.g. HI & VI & PI), more sparsely located across the whole of Kent. In allocating staffing resources, high-incidence need will be decided according to a defined formula, whereas low incidence delivery will be allocated on the current distribution of children and young people with sensory impairment, and will need to be flexible to changing needs.

Appendix 1 shows the distribution, identification and characteristic of the Lead and Link Special schools within each District across Kent.

Early Years

It is recognised that whilst sharing a commonality in relation to SEND issues and demands, early years providers (as private, voluntary and independent businesses) nevertheless have unique and distinct systems of organisation from schools. The new structure reflects this and has adjustments built into its processes which allow for this flexibility. The new structure also recognises the need to continue to support some young children with complex and/or highly specialist needs in their own homes before entry to an early years setting.

Staff

The delivery of specialist teaching services within Districts will be coordinated by District Coordinators who will be located within

the relevant SLA-Holder Special school, and managed by the Special school Headteacher. This will include responsibility for Appraisal, CPD and future recruitment. Specialist teachers, other specialist staff and administrative staff will also be accountable to the same management arrangements, as part of a Service Level Agreement.

Processes

Access to Services

Mainstream Headteachers and Early Years representatives have said that colleagues want effective intervention via provision that is quick and easy to access; that ensures equity of access for all schools, early years providers and children with SEND; and that does not involve long waiting times between flagging a concern and receiving support.

In the future, services will be coordinated and delivered via 12 Local Inclusion Forum Teams of professionals (LIFTs) with processes modelled on these principles. The diagrams in Appendix 2 show the proposed structure.

In the first instance there will be a central contact facility in each District for early years settings and schools, which will collate concerns as they are identified.

An expected prerequisite for support is that early years settings and schools continue to develop their SEND skills, knowledge and capacity; and that they will use this in applying a robust system of provision-mapping for SEND, based upon the 'Mainstream Core Standards' (formerly called Mainstream Minimum Standards) and an Early Years equivalent, to be developed as a matter of priority (see Appendix 3).

There is however also a default position that no child or young person with SEND should be disadvantaged where early years settings and schools haven't for whatever reason been able to implement the necessary support.

The first route for teaching and learning issues will be the Local Inclusion Forum Team meeting [incorporating GSC], using a simple form. Requests for support agreed at those meetings will be assured a quick response.

In some cases where LIFT provision has been allocated to support a child but the provider has not been able to meet the Mainstream Core Standards, or Early years equivalent the LIFT and/or Local Authority might identify that the early years setting/school needs to be a focus of additional support from LIFT, with a view to enabling it to improve its SEND processes.

Once the LIFT has agreed support, this will be provided at the earliest point, and will be subject to a simple written agreement between the LIFT and individual setting/school to include:

- Details of the support to be provided
- Criteria for specialist intervention
- Entrance and Exit strategies
- Duration of support
- Expected outcomes and progress measures and how these will be evidenced
- Quality Assurance Review date

Quality Assurance

The new LIFT model of access to provision must be able to demonstrate its impact as well as being able to adapt as SEND pressures in schools and early years settings change. It must build on and improve what has been done before to make a real and significant difference to the children of Kent. Rigorous quality assurance processes will consequently be used, and any Special school SLA-holder not proving to be effective could have the resource redirected. Quality assurance could include:

1. Monitoring and scrutiny by Governors within SLA-holder schools
2. Quantitative measures, to include amongst other things, analyses from Raiseonline and End-of-Key-Stage data, for children with SEND, particularly those at Early Years and School Action Plus:
 - a. Impact on closing attainment gaps for individuals/groups
 - b. Progress in relation to 'Small Steps' for individuals/groups
 - c. EYFS Learning Profile
 - d. Progress according to SEND need type for groups of children
 - e. Progress in relation to numeracy/literacy for individuals/groups
 - f. Impact on exclusion levels.
 - g. Impact on attendance levels for individuals and groups.
 - h. Impact on wellbeing measures for individuals and groups
3. Qualitative measures used in settings and school provided by LIFT including:
 - a. Analysis of Entrance and Exit data
 - b. Monitoring improvements following intervention at set time intervals
 - c. Analysis of how provision improves children's access to learning/readiness to learn

- d. School evaluation of the provision; especially how quickly and easily access to support is facilitated.
- e. Evidence of improved SEN leadership capacity within the school
- f. Evidence from children and parents regarding progress.
- g. Assessment of the school's increased capacity to deliver the Minimum Standards to the highest level in managing SEN issues, and how empowered and confident it is supporting others.

Governance of the new provision will be via a County-wide Strategic Board comprising of representatives of Early Years Settings, Special School and Mainstream School Headteachers and LA Officers; and will be accountable to the Corporate Director for Education, Learning and Skills.

Additional Provision

In addition to the devolution of Specialist Teaching Service resources, every Special school will receive £100K Smile funding. This is to facilitate the provision of highly specialised need-specific support and expertise delivered directly from the respective Special schools. The Aims of Smile Centres reflect the Aims set out in this paper:

1. Capacity-building in settings and schools via training for individuals and teams of staff
2. Direct support to children (to include capacity building)
3. Supporting the development and use of resources
4. Pioneering research, evaluation and sharing of new resources, strategies and interventions.

The Advantages of the New Structure

The Working Group believes in the positive advantages for children and young people in early years settings and schools across Kent offered by this new model of working.

1. This model will harness the best from the former Specialist Teaching Service model of delivery, and integrate this with the highest quality SEND support and expertise existing in Special and Mainstream schools, and Early Years settings; to provide a more coordinated service for children with SEND
2. Specialist teachers based in special schools will be able to access a professional development activities, as well as having their performance managed within the context of a specialist setting.
3. Early Years settings and Schools will have greater capacity to access the highly specialist support available in Kent's special schools.
4. An overall coordinated outreach provision will maximise outcomes, raise standards and help to close the attainment gap for children with SEND.

County Launch Events

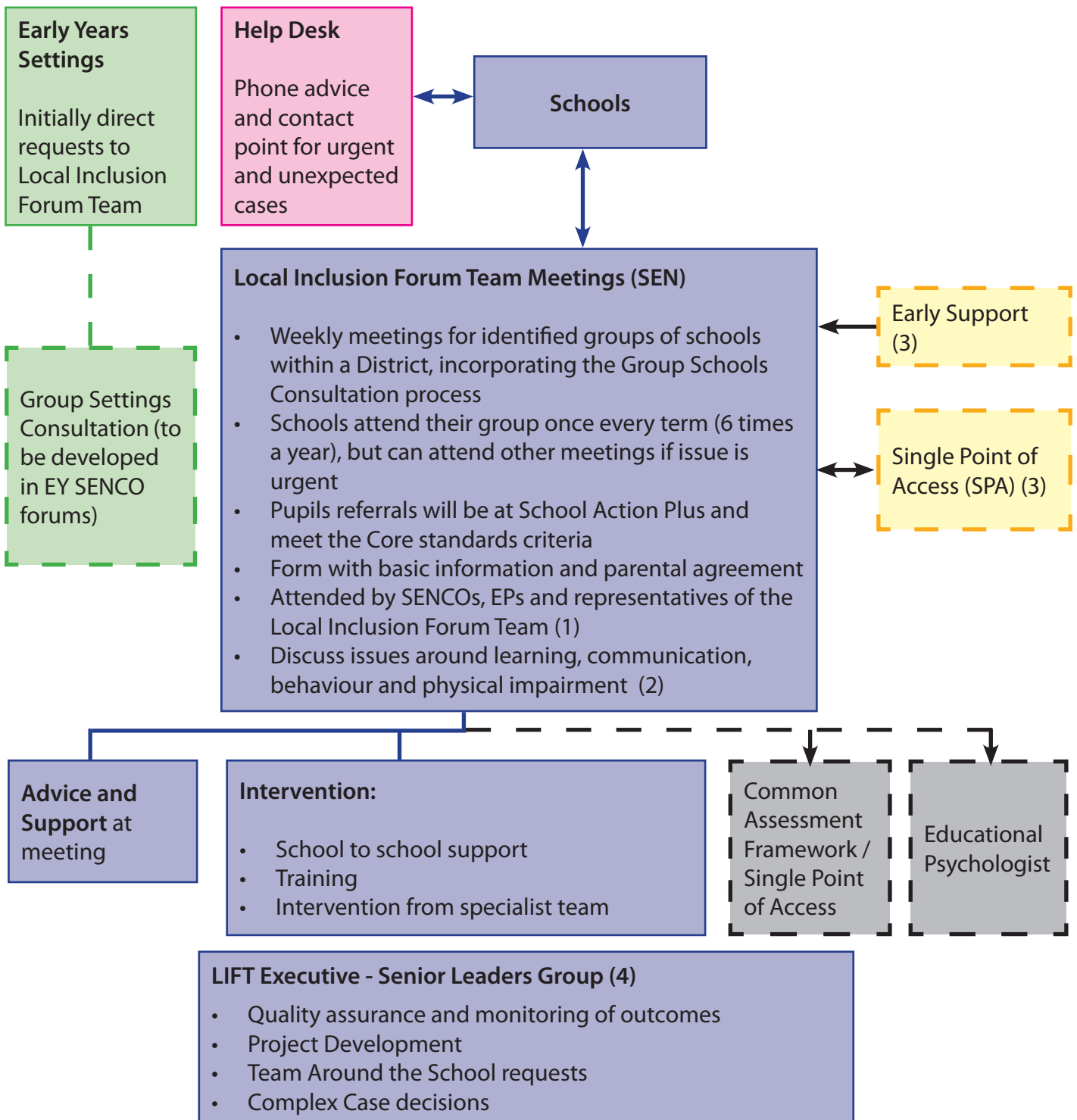
There will be a series of District meetings and launch events during which early years and school representatives will be able to learn more about the new model of provision, and how it will work. It is very much hoped that representatives from all settings and schools will take the opportunity to attend one of these.

Appendix 1:

Service Level Agreement Holding Special Schools

Service Level Agreement Holding Schools				
District	School	Need Type	Link School(s)	Need Type
Sevenoaks	Valence	PD	Furness	BESD
Tonbridge and Malling	Ridgeview	PSCN	Grange Park	C&I
Tunbridge Wells	Broomhill Bank	C&I	Oakley	PSCN
Dartford	Ifield - (in interim Caretaking capacity)	PSCN	Rowhill Milestone	B&L PSCN
Gravesend	Ifield	PSCN		
Maidstone	Bower Grove	B&L	Five Acre Wood	PSCN
Canterbury	Meadowfield - (in interim Caretaking capacity)	PSCN	St Nicholas Orchard	PSCN B&L
Ashford	Goldwyn	BESD	Wyvern	PSCN
Dover	Harbour	B&L	Portal House Aspen	BESD PSCN
Shepway	Highview	PSCN	Foxwood	PSCN
Swale	Meadowfield	PSCN		
Thanet	Laleham Gap	C&I	St Anthony's Foreland Stone Bay	B&L PSCN PSCN

Appendix 2:



1. DISCO, Lead Special School Outreach Manager and other district based specialist SEND providers
2. VI and HI requests go directly to County Co-ordinators
3. Early Support Intake meetings and SPA may request specialist intervention. LIFT may need to determine the most appropriate professional
4. Quality Assurance and oversight of processes, practice and outcomes.
4/5 Headteachers or other Senior Leaders, including the Lead Special School HT and 2 EY setting managers meet 6 times a year.

Appendix 3: Mainstream Core Standards for all Learners

The Mainstream Core Standards for all Learners document is the result of work done by groups of primary, secondary and special school headteachers and local authority officers. The document contains the expectations of schools for the universal, targeted and personalised offer they make to all children and young people. It describes what can be delivered from the schools own resources.

The Mainstream Core Standards for all Learners takes account of the thinking within the Support and aspiration: A new approach to special educational needs and disability: A consultation 2011 (SEN Green Paper) and The Importance of Teaching: The Schools White paper 2010.

It avoids previous terminology (i.e. waves, school action, school action plus), and any reference to SENCOs referring instead to school leaders.

Within the document itself, the good quality provision identified in Column A will reduce the need for the deployment of more expensive resources in Columns B and C, therefore delivering better value for money.

“The evidence from around the world shows us that the most important factor in determining the effectiveness of a school system is the quality of its teachers.....all the evidence shows that good teachers make a profound difference.” The Importance of Teaching- The Schools White Paper 2010.

“For those children that face the greatest educational challenges, high quality teachers trained to support pupils with a wide range of SEN will be the most powerful way to drive

up attainment” Support and aspiration: A new approach to special educational needs and disability: A consultation 2011.

The Mainstream Core Standards for all Learners document can be accessed on Trustweb www.kenttrustweb.org.uk/corestandards

A parallel document applicable to early years settings will be available in September 2012.

Appendix 4: Access Form

Local Inclusion Forum Team request form

Name of Child/Young Person				DoB		NCY		
School/EYS								
EYA/SA		EYA+/SA+		SSEN		LAC	Yes	No

What are the identified needs of this child/young person?	
State how you have met all the universal level of Mainstream Core standards? <ul style="list-style-type: none"> What actions are currently in place What strategies have been tried and what were the outcomes 	
What interventions external to the School have been used already? (please ring or underline)	Social Services PIP CAMHS Educational Psychologist Speech Therapist Occupational therapist CAF Other (please specify)
Child's progress over past two years (record specific information from data you hold including p scale levels/EYFS/National Curriculum levels to show progress)	
What outcomes are you hoping for as a result of this request/consultation?	
Any other essential information	

SIGNED:	ROLE:	DATE:	
Contact details: email and phone			
Name of person attending meeting [if different]			

Please attach parental views and consent form

Parents/Carers and Child/Young Person views and Consent Form

This form is for use when a child or young person is referred for a consultation and/or intervention on how best to meet his or her needs. When completed it should accompany the form and should be sent to the relevant District Co-ordinator.



- ◆ *Part 1 should be completed by the referrer.*
- ◆ *Part 2 - the referrer should ensure that the views of the parent/carer are recorded (**but see footnote**)*
- ◆ *Part 3 - where it is appropriate to secure the views of the child or young person, these should be recorded here. Where possible, the parent/carer and child/young person should record their own views, otherwise the referrer or other professional can scribe for them (**but see footnote**)*
- ◆ *Part 4 seeks the consent via signature of the parent/carer and child/young person to the sharing among agencies of relevant information held by each agency.*
- ◆ *Part 5 should be completed by the referrer.*

PART 1 **Basic details**

Child/Young Person's full name:	
Date of Birth:	
Parent/Carer full Name:	

PART 2 **Parent/Carer Views – see footnote**

What would you like to happen and who do you think could help with this?

PART 3 **Child/Young Person Views– see footnote**

What would you like to happen and who do you think could help with this?

Footnote: *Where the referral is made for a very young child, or at the time of diagnosis, it may be considered inappropriate to seek child or parental views, and these will be recorded later by the initial key worker (eg, Portage, HI, Pre School, VI worker, etc)*

PART 4 Parent/carer and child/young person consent to information sharing

Sometimes when you and your family have a problem you may need to speak with a lot of different people such as teachers, doctors, speech therapists, social workers etc. to get help. In order to help/ enable these professionals to work together to help you or your family, they often need to share information that each of them holds. This helps them to better understand your needs and organise their services to meet them.

We would like, therefore, to have your consent to the agencies (usually Education, Children’s Social Services and Health) sharing the information held by them that may prove useful in helping to plan for meeting your or your family’s needs.

Obviously any personal information about you and your family will be discussed under strict rules, in line with the law, and will not be given to any other persons who are not involved in the process of planning to meet your and your family’s needs.

The Data Protection Act says that the processing of information should be fair and lawful, that it should be for a clear and specified purpose, that only relevant information should be disclosed, that it should be accurate, that it should be shared and held only for as long as necessary, that the rights of the data subject must be upheld, and that the system should be secure. The law also says we must share information in order to safeguard or protect a child or young person.

I agree to information being shared and discussed between professionals to help me/my child. I understand that I will be consulted following these discussions regarding any future planning and actions.

Name of child/young person:

Signature: Date:

Name of principal/main carer:

Signature: Date:

PART 5 Referrer Details

Name: Title:

Service/Agency:

Signature: Date:

If, exceptionally, consent has not been sought, or if the parent/carer and/or child/young person has not given consent, please say why.

