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I am pleased to introduce the Prospectus for our new way of delivering the Specialist Teaching and Learning Services to Schools.

From September 2012 the Specialist Teaching Service has been devolved to Districts under the management of a lead Special School. Our aim has been to deliver a service that is more responsive and flexible to local needs, to combine it with the outreach work of the local Special schools and, as a result, provide a greater contribution to the work of mainstream schools in supporting pupils with special educational needs at School Action Plus.

The governance of this model is provided by a local Executive group in each District comprising representative Headteachers and other senior school staff including SENCOs. It is the role of the Executive Group to oversee the new service delivery, quality assure it and monitor its impact on pupils’ progress and the quality of provision.

The lead Special schools are hosting the Specialist Teaching Service staff and their work is overseen and coordinated by the Headteacher and senior staff of the lead school. The District Coordinator in each district for the Specialist Teaching Service continues to coordinate the delivery of the service as part of the senior management of the lead Special school. I am very grateful to Special School Headteacher colleagues for taking on this role and the additional responsibility of providing outreach support to mainstream schools.

The main route for schools to access Specialist Teaching and Learning Service support within each District is through the Local Inclusion Forum Team meetings, which take place weekly on a rotating basis. They are supported by the Educational Psychology Service. Schools are able to attend these Local Inclusion Forum Team Meetings on a regular basis, typically 6 times a year but can attend at any time if the issue is urgent.

The meetings are attended by school SENCOs, EPs and representatives of the specialist providers in the District. They discuss pupils’ learning needs at School Action Plus and agree the best ways forward to support the school and the pupils to make better progress.

Early Years settings direct requests via the District Coordinator for the appropriate support to be allocated.

This new model is an exciting partnership between schools and a very good opportunity to strengthen collaboration in Districts, especially between mainstream and Special Schools.

Patrick Leeson
Corporate Director
Education Learning and Skills.
This prospectus sets out the aims and processes for the new approach to collaborative SEND support across the 12 Districts in Kent via lead Special Schools and 12 Local Inclusion Forum Teams (LIFTs).

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 deliver well coordinated, equitable, and effective provision of additional support for children and young people with SEND. We want to:

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

Aims

We aim to support early years settings and schools to build the capacity and confidence to deliver high quality provision for children and young people with special educational needs and disabilities (SEND), to improve pupil progress and outcomes and to spread the best practice across special and mainstream schools. A collaborative problem solving approach, using the skills and expertise of LA staff in the Specialist Teaching Service devolved to 12 lead Special Schools together with the expertise in all schools, lies at the heart of the new model. Our aims are to:

1. 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. 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. lead in the research, evaluation and sharing of new resources, best practice, effective strategies and interventions as they become available.

4. 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. develop effective whole school systems for SEND, via a flexible but targeted approach to continuous professional development and training.

6. ensure good progress at School Action Plus so as to reduce the need for Statements, by establishing more effective processes for children to access timely, high quality earlier intervention, support and provision.
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. A Working Group chaired by the Corporate Director ELS and including the Kent Association of Special Schools Executive, representatives from Kent Primary and Secondary Headteachers, Early Years representatives, the Specialist Teaching Service, KCC Personnel and Local Authority Officers worked together to produce this new model of provision. Following consultation and KCC Cabinet Member approval, the new delivery model commenced 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 approach.

The New Structure

Location

Most posts in the Specialist Teaching Service are retained within the new model, and existing STS personnel are now relocated to a Lead Special school in each of 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. hearing and visual impairment), 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 be flexible to changing needs.

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

Early Years

Whilst sharing a commonality in relation to SEND issues and demands, early years providers (as private, voluntary and independent settings) 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 in each District is coordinated by a District Coordinator, who is located in the lead Special school, and managed by the Headteacher. Lead Special Schools have responsibility for Appraisal, CPD and future recruitment. Specialist teachers, other specialist staff and administrative staff are also accountable to this management arrangement through the Lead school, as part of a Service Level Agreement with the Local Authority.

Processes

Access to Services

Schools and Early Years settings have said they want effective 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.

Services are coordinated and delivered via 12 Local Inclusion Forum Teams of professionals (LIFTs) with processes modelled on these principles. The diagram in Appendix 2 show the structure. The forms to be used are in Appendix 3.

There is a central contact facility in each District for early years settings and schools, which will collate and respond to concerns as they are identified. For the
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, which is in development as a matter of priority (see Appendix 4).

The first route for teaching and learning issues is the Local Inclusion Forum Team meeting. This incorporates the previous Group School Consultation meetings. Requests for support agreed at these meetings will be assured a quick response.

In some cases where LIFT provision has been allocated to support a child but the school has not been able to fully meet the Mainstream Core Standards, or Early years equivalent, it may be that additional support from the LIFT is provided, with a view to enabling it to improve its SEND processes.

Once the LIFT has agreed support, this is provided at the earliest point, and is 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 needs to demonstrate its impact as well as being able to adapt as SEND needs in schools and early years settings change. We aim to ensure it builds on and improves what has been done before to make a real and significant difference to the progress and attainment of children with special educational needs and disabilities in Kent. Rigorous quality assurance processes will consequently be used to ensure this new model is effective. Quality assurance includes:

- Monitoring and scrutiny by Governors within lead Special schools
- Feedback by mainstream schools on the support provided
- Pupil progress and attainment 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:

Governance of the new provision is provided by 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 receives £100,000 funding to support mainstream schools on an outreach basis. We aim to ensure this work is consistent across Kent and provides good value for money through a clear Service Level Agreement. This additional resource is to facilitate the provision of highly specialised need-specific support and expertise delivered directly from the respective Special schools. The outreach work, including the services provided by SMILE centres, is designed to deliver:

- Capacity-building in settings and schools via training for individuals and teams of staff
- Direct support to children
- Support for the development and use of resources
- Pioneering research, evaluation and sharing of new resources, strategies and interventions.
The Advantages of the New Structure

We believe there are positive advantages for children and young people in early years settings and schools across Kent offered by this new model of working.

- This model uses the best from the former Specialist Teaching Service model of delivery, and integrates 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.
- Specialist teachers based in Lead Special schools are able to access professional development activities, as well as having their performance managed within the context of a specialist setting.
- Early Years settings and Schools have greater capacity to access the highly specialist support available in Kent’s Special schools.
- It provides coordinated outreach provision which will maximise outcomes, raise standards and help to close the attainment gap for children with SEND.
# Appendix 1:
## Service Level Agreement Holding Special Schools

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
<th>Need Type</th>
<th>Link School(s)</th>
<th>Need Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashford</td>
<td>Goldwyn</td>
<td>BESD</td>
<td>Wyvern</td>
<td>PSCN</td>
</tr>
<tr>
<td>Canterbury</td>
<td>Meadowfield - (in interim Caretaking capacity)</td>
<td>PSCN</td>
<td>St Nicholas Orchard</td>
<td>PSCN B&amp;L</td>
</tr>
<tr>
<td>Dartford</td>
<td>Ifield - (in interim Caretaking capacity)</td>
<td>PSCN</td>
<td>Rowhill Milestone</td>
<td>B&amp;L PSCN</td>
</tr>
<tr>
<td>Dover</td>
<td>Harbour</td>
<td>B&amp;L</td>
<td>Portal House Aspen</td>
<td>BESD PSCN</td>
</tr>
<tr>
<td>Gravesend</td>
<td>Ifield</td>
<td>PSCN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maidstone</td>
<td>Bower Grove</td>
<td>B&amp;L</td>
<td>Five Acre Wood</td>
<td>PSCN</td>
</tr>
<tr>
<td>Sevenoaks</td>
<td>Valence</td>
<td>PD</td>
<td>Furness</td>
<td>BESD</td>
</tr>
<tr>
<td>Shepway</td>
<td>Highview</td>
<td>PSCN</td>
<td>Foxwood</td>
<td>PSCN</td>
</tr>
<tr>
<td>Swale</td>
<td>Meadowfield</td>
<td>PSCN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thanet</td>
<td>Laleham Gap</td>
<td>C&amp;I</td>
<td>St Anthony’s Foreland Stone Bay</td>
<td>B&amp;L PSCN PSCN</td>
</tr>
<tr>
<td>Tonbridge and Malling</td>
<td>Ridgeview</td>
<td>PSCN</td>
<td>Grange Park</td>
<td>C&amp;I</td>
</tr>
<tr>
<td>Tunbridge Wells</td>
<td>Broomhill Bank</td>
<td>C&amp;I</td>
<td>Oakley</td>
<td>PSCN</td>
</tr>
</tbody>
</table>
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
   4/5 Headteachers or other Senior Leaders, including the Lead Special School HT and 2 EY setting managers meet 6 times a year.

Early Years Settings
- Initially direct requests to Local Inclusion Forum Team

Help Desk
- Phone advice and contact point for urgent and unexpected cases

Schools

Local Inclusion Forum Team Meetings (SEN)
- Weekly meetings for identified groups of schools within a District, incorporating the Group Schools Consultation process
- Schools attend their group once every six weeks, but can attend other meetings if issue is urgent
- Pupils referrals will be at School Action Plus and meet the Core standards criteria
- Form with basic information and parental agreement
- Attended by SENCOs, EPs and representatives of the Local Inclusion Forum Team (1)
- Discuss issues around learning, communication, behaviour and physical impairment (2)

Group Settings Consultation

Advice and Support at meeting

Intervention:
- School to school support
- Training
- Intervention from specialist team

Common Assessment Framework / Single Point of Access

Single Point of Access (SPA) (3)

LIFT Executive - Senior Leaders Group (4)
- Quality assurance and monitoring of outcomes
- Project Development
- Team Around the School requests
- Complex Case decisions

Educational Psychologist
Appendix 3:
Local Inclusion Forum Team request form

<table>
<thead>
<tr>
<th>Name of Child/Young Person</th>
<th>DoB</th>
<th>NCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Early Years Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EYA/SA</td>
<td>EYA/S A+</td>
<td>SSEN</td>
</tr>
<tr>
<td><strong>Ethnicity</strong> (please circle)</td>
<td>White British</td>
<td>White Irish</td>
</tr>
<tr>
<td>Asian British Pakistani</td>
<td>Asian Bangladeshi</td>
<td>Asian British Bangladeshi</td>
</tr>
</tbody>
</table>

What are the identified needs of this child/young person?

State how you have met all the universal level of Mainstream Core Standards
- 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)

What progress has been made over past two years? (Record specific information from data you hold including p scale levels/EYFS/National Curriculum levels to show progress)

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>Maths</th>
<th>EYFS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010 – 2011</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 – 2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 LIFT request form, both of which 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.
Appendix 4:
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 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.