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|  | **Strategic Intent**  To play a leading role in the development and delivery of provision for learners with Special Educational Needs and Disabilities to ensure they reach their potential.  **STLS Review**  Impact on capacity to meet individual needs-  Efficiency and effectiveness of the Service)  (To establish effective processes for CYP to access timely, high quality early intervention, support and provision when additional and different needs are identified | | **Ofsted Leadership link**  Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. | | |
| Where are we now? | What do we want to achieve? | What actions do we need to take? (action; key staff; budget implications | | Who by? | By when? |
| We have identified a single resource STLS team lead & coordinated by an Inclusion manager who sits on the SLT. We have a single point of allocation of referrals and resources. Development priorities are identified through the LIFT Executive board and are linked to local needs and priorities. LIFT & EYS LIFT systems are well established and attended, as are SENCo forums. The criteria and prioritisation for referrals/intervention is embedded through LIFTs/ES intake meetings and EY processes e.g. SCARF funding. LIFT meetings are multi- agency, being attended by KEP,SALT, Early Help representative.  Inclusion manager undertakes strategic planning with regards to service developments and changes to service delivery through attendance at DISCo/OL meetings and working parties-SEMH T&D, ES, EYS.  LIFT working group.  All staff attend their Dimension professional seminar. Funding and budget are monitored Executive Head/Business manager and Inclusion Coordinator and is linked to succession planning and profile of need in the District.  Early Years SIF procedures to be embedded in district. Joined up working across the South Area. | Ensure that there is a framework for delivery of specialist services for C&YP within the Ashford district, which is responsive, priority focused, timely and is founded in evidence based good practice.  Implementation of Kent’s SEN strategy and use of co-ordinated systems to enable -Ashford to swiftly deliver effective support for SEND.  Ashford to share models of good practice for steering groups to KCC.  Have a clear map of the local resources within our District.  That there is a professional leadership for front line staff, both through direct contact and professional seminars.  Know that all interventions have an impact on learning for the individual.  LIFT Executive to plan for district spending- drawing on district data and plan for a steer in this spending.  District training schedule to respond to the overwhelming ASD need in the district. | 1. Develop a cohesive “local offer”. 2. To give develop a single point of reference for the deployment of **all** resources in the District. 3. Ensure succession planning for all dimensions and Executive 4. Establish the new systems for request for SA support through LIFT. 5. Establish a Southern area of expertise to share good practice and review systems. Dover/Shepway to establish area needs. 6. Establish a nurture provision and targeted support for Ashford Schools 7. Support SEMH dimension development plan and professional seminars. 8. Inclusion Steering group to continue to address the FTE data/Transition support KS2-3 9. Protocol for Managed moves and ISWs to be clear to all Ashford school 10. District register for ‘school champions’ highlight where we can go to each other for support 11. SIF changes to be delivered to district settings and Head teachers at LIFT exec 12. Finance planning meeting to plan allocation of funding 13. Feedback for Q&A of funding projects to inclusion steering group   14. Planning of district training for academic year 2017-18 to pilot ASD champions. | | Kerry Greene  Kerry Greene  Kerry Greene  Bob Law  LIFT executive- sign up of new heads to Ashford Inclusive ethos.  Kerry Greene  Kerry Greene  LIFT executive  Kerry Greene  Bob Law  Kerry Greene  Emma Law  Matt Rawling  Kerry Greene  Kerry Greene  HTs meeting/SENCO forums  Gerry Dcruz  Kerry Greene  Dominic Gunn  Kerry Greene  LIFT Executive  Kerry Greene  Sarah Hopker | Flow chart SEMH- July 2017  Offsite Nurture Jan 2017  Through LIFT executive  June 2017  September 2016  January 2017  January 2017  October 2016  June 2017  November 2016  April 2017  May 2017- Settings  July 2017 – HTs  May 2017-(Monitoring on-going)  September 2017 |
| What did we achieve in Terms 1&2? | What did we achieve in Terms 3&4? | What did we achieve in Terms 5&6? | | Outcomes | |
| The links to multi agencies are stringer. A range of training from all agencies available on our Training Schedule CAMHS/SALT/OT/KEPS  *Response to the needs of children with SEMH has been proactively approached by increasing the staffing from 1FTE to 1.6 FTE STLS and the addition of 6 ISWs*  New protocols for SA through LIFT are now secure in Ashford.  Transition support for nursery to Primary has been very successful. This now needs to be reflected KS2-3 | SA through LIFT- Good practice SENCOs feel supported by this, however EP data shows that overwhelmingly requests come from parents now.  New HTs induction through local collaborations has ensured new HTs are aware of the inclusive ethos in Ashford and feel supported by collegauges and services.  South area have reviewed Nurture protocols and paperwork. Reviews of ROVs and tracking will take place in T5/6 | Transistion support to be built into LIFT through T5.  Head teacher’s have protocols in place for Primary to Secondary. Early years personalised plan adapted to consider transistion.  South area moderation of services STLS/ Nurture. | |  | |

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|  | **Strategic Intent**  To play a leading role in the development and delivery of provision for learners with Special Educational Needs and Disabilities to ensure they reach their potential.  **STLS Review** Impact of interventions and actions  (Establish an Accurate Measure of Service Impact)  (Overall effectiveness and value for money) | **Ofsted Leadership link**  Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. | **Who by?** | **By When?** |
| Where are we now? | What do we want to achieve? | What actions do we need to take? (action; key staff; budget implications |  |  |
| Development priorities are identified through the LIFT Executive board linked to local needs and priorities. Currently we are operating a single database and all STLS team members use the same target setting and monitoring systems in line with the County model. However we are operating 2 systems for emails and day-to-day operations.  Executive Head teacher chairs screening meeting for KS3/4.  The team forms a part of the wrap around plan of the re-integration for the pupil, both at an individual pupil support and whole school level.  Executive Head teacher has a pivotal role in the operational/strategic structure in KASS and is actively involved in the STLS review & Development plan.  STLS review carried out by Anne Hayward in 2014 concluded that the feedback form mainstream & settings was “ overwhelmingly positive and supportive of the local team(s) and the LIFT process, their specialist knowledge and the way that the service has positively impacted on pupils, families and the capacity of schools to meet the needs of pupils and young people with SEND”  This review identified 14 areas for action; the STLS Strategic board action plan is formed around these action points.  Latest County questionnaire sent to schools rated the Service with an overall satisfaction level at 100% (good /excellent) | That the teams’ work is driven by and responsive to District needs.  Know that all interventions have an impact on learning for the individual  That services are developed in line with the STLS strategic development plan.  Ensure that we have robust measures and systems to support SEND complex cases to ensure full access to learning and support to ensure progress and wellbeing*.*  Complex cases are resolved with positive outcomes for C&YP.  Parents are confident of the provision made to meet their child’s needs through the school/local resources without needing to go through SA route  Parents are involved/ informed in target setting and review with clear and timely information on how well their child is progressing in relation to the agreed outcomes. Parents are given guidance about how to support their child to improve.  **NB: The action points in this document may need to be adjusted in the light of the STLS strategic development plan and issues identified by our LIFT Executive.** | 1. To ensure that all LIFT groups have a head teacher representative on the LIFT Executive board and a EYs representative. EHT   Ashford Inclusion Conference priorities to be reviewed with SENCOs/HTs   1. Ensure that reports and target setting/monitoring is in line with the latest county model. 2. Termly case monitoring meetings to ensure that pupils are on track to meet outcomes. (Modify the teachers’ matrix.) 3. Establish Ways forward meeting for complex cases- including reviews and Case studies 4. One database that identifies outcome and impact measures. 5. Ensure that everyone is trained in writing clear OUTCOMES for C&YP. 6. Build into LIFT group meetings monitoring that the resources within the school and those linked to local resources are being utilised. (Library) 7. Send out questionnaire to see range of nurturing type provision in our area. 8. Work collaboratively with Schools & professional agencies to support challenging cases. Team Around the Class multi agency working – protocols and paperwork to be finalised 9. Review local SATS data and consider what training and support we may need to offer. 10. Potential co-ordinators to lead the ‘Wedge initiative’ to be identified. | Bob Law  Kerry Greene  Kerry Greene  Richard Billings  Gerry Dcruz  Matt Rawling  Emma Law  Rachael Harrington  Kerry Greene  Kerry Greene  Kerry Greene  Kerry Greene  Kerry Greene  Kerry Greene  Matt Rawling joint with STLS  Kerry Greene  LIFT Exec  Gerry Dcruz | September 2016  April 2017  September 2016  On-going  January 2017  July 2017  On-going for new members of staff  January 2017  June 2017  April 2017  November 2016  January 2017 |
| What did we achieve in Terms 1&2? | What did we achieve in Terms 3&4? | What did we achieve in Terms 5&6? | Outcomes | |
| Representation of Head teachers in both phases on LIFT executive is secured.  Kerry Greene to attend SENCO forum November to review Nurture  Priorities.  STLS are currently supporting 3 x Team Around the Class, paperwork is being devised and protocols for all agencies working. Outcomes meeting needs to be very clear. Review In Dec 17. | -Complex case meeting protocols embedded.  -Outcome writing training at SENCO forum  -  -Representation of STARS collaboration on LIFT Exec from T5.  -Use of district Library by most schools. |  |  | |

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|  | **Strategic Intent**  To play a leading role in the development and delivery of provision for learners with Special Educational Needs and Disabilities to ensure they reach their potential.  **STLS.** 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 C&YP with SEND | **Ofsted Leadership link**  Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. | **Who by?** | **By when?** |
| Where are we now? | What do we want to achieve? | What actions do we need to take? (action; key staff; budget implications |  |  |
| Mainstream staff/STLS team are aware of the mainstream core standards to ensure Quality First teaching that is inclusive to all CYP. Training has taken place to support SENCOs to roll this out in their schools.  EYs setting have received training and support in Best practice guidance.  All staff are aware that these completed documents must accompany referrals and will be used to monitor how schools are meeting the pupil’s needs within their resources.  We have a comprehensive training programme, in line with District needs and County Core offer. Bespoke training is commissioned through LIFT.  Evaluations from all training indicate a shift in knowledge, confidence and capacity.  Parental engagement to be paramount to better outcomes for children. | To build capacity amongst educational practitioners.  Work alongside the District/Area to offer a training package that exceeds the Core Offer  Through a process of evaluation, offer training programme within the district that is driven by need.  Parents are given guidance about how to support their child to make progress  For STLS teachers to be actively involved in supporting school staff through participation in training/ faculty/specialist meetings.  STLS staff to be equipped though CPLD to lead in the research, evaluation and sharing of new resources, best practice, effective strategies and interventions as they become available  Key specialist teachers to work with parents and early help. | 1. Develop an annual package of training to be delivered by STLS colleagues and other professionals within schools in Ashford and across the county. 2. Establish the parent training programme working to establish a rolling programme of parent training. 3. STLS/ Outreach team members to attend professional seminars 4. STLS staff run workshops on training days for special school. 5. Digital Forums to share resources and expertise with District (Twitter/ Website) 6. Parenting programme delivered with EH. 7. Nurture project to provide opportunity for collaborative working with families and EH. 8. Termly parental newsletter from Nurture project 9. Parental satisfaction survey. | Kerry Greene  Kerry Greene  Amanda Keefe  Kerry Greene  Amanda Keefe  Kerry Greene  Kerry Greene  Kerry Greene  Heather Woodcock  Amy Honey | New package to be established March/April 2017  May 2017  On-going  November 2017  February 2017  July 2018 |
| What did we achieve in Terms 1&2? | What did we achieve in Terms 3&4? | What did we achieve in Terms 5&6? | Outcomes | |
| -Bespoke inset high uptake  - STLS supporting conference workshops | -Parent training package ‘Kent Parent Programme agreed with EH and STLS  - Twitter Tuesday good feedback, along with resources shared via LIFT. |  |  | |

* Ashford Mental Heath worker to be commissioned?