

2017-18

# Maidstone STLS District Plan

*'STLS - Supporting (Maidstone) Schools and Early Years settings to create positive outcomes for all'*



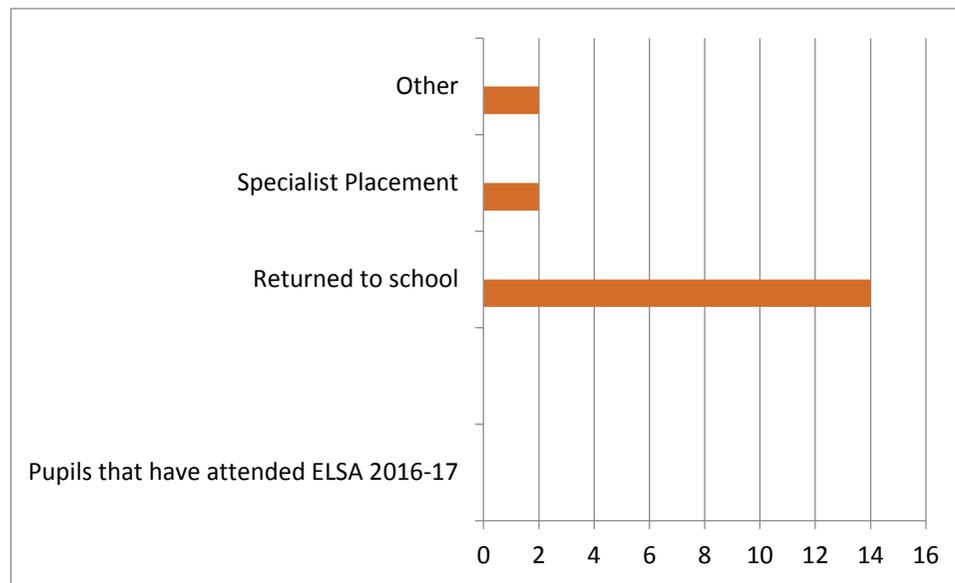
**Strategic Intention:** To support the reduction of exclusions in Maidstone Schools by working with Schools on implementing bespoke and timely strategies, plus accurate information sharing to meet the needs of pupils with SEN during transition.

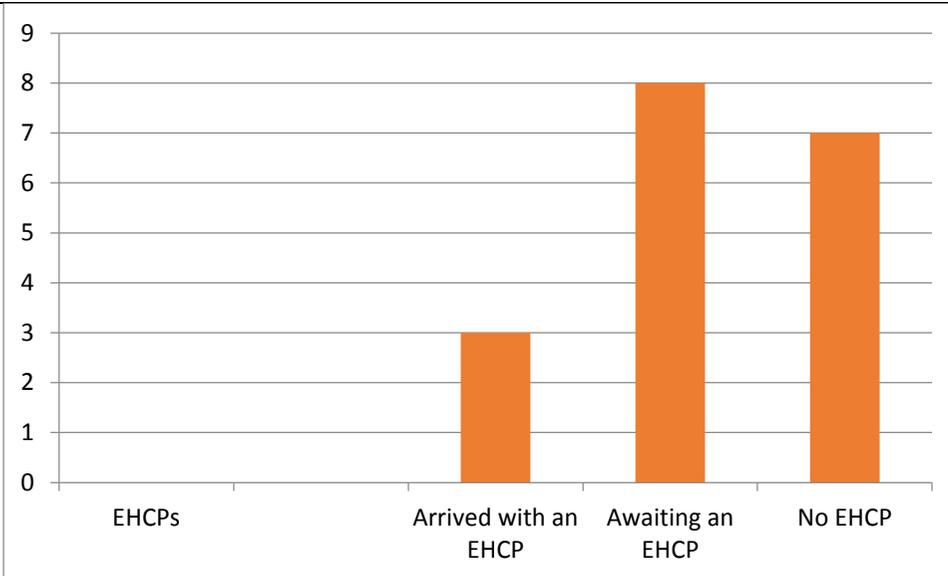
**Background :** Exclusions for pupils with SEND during 2016-17 in Maidstone Schools can be seen in Appendix A  
9 were excluded in total, with 11 more being offered alternative education or placements.

Attendance at Secondary Lift during 2016-18 was 74% with 1 School not attending at all and 4 Schools only attending one meeting and often the last one of the academic year.

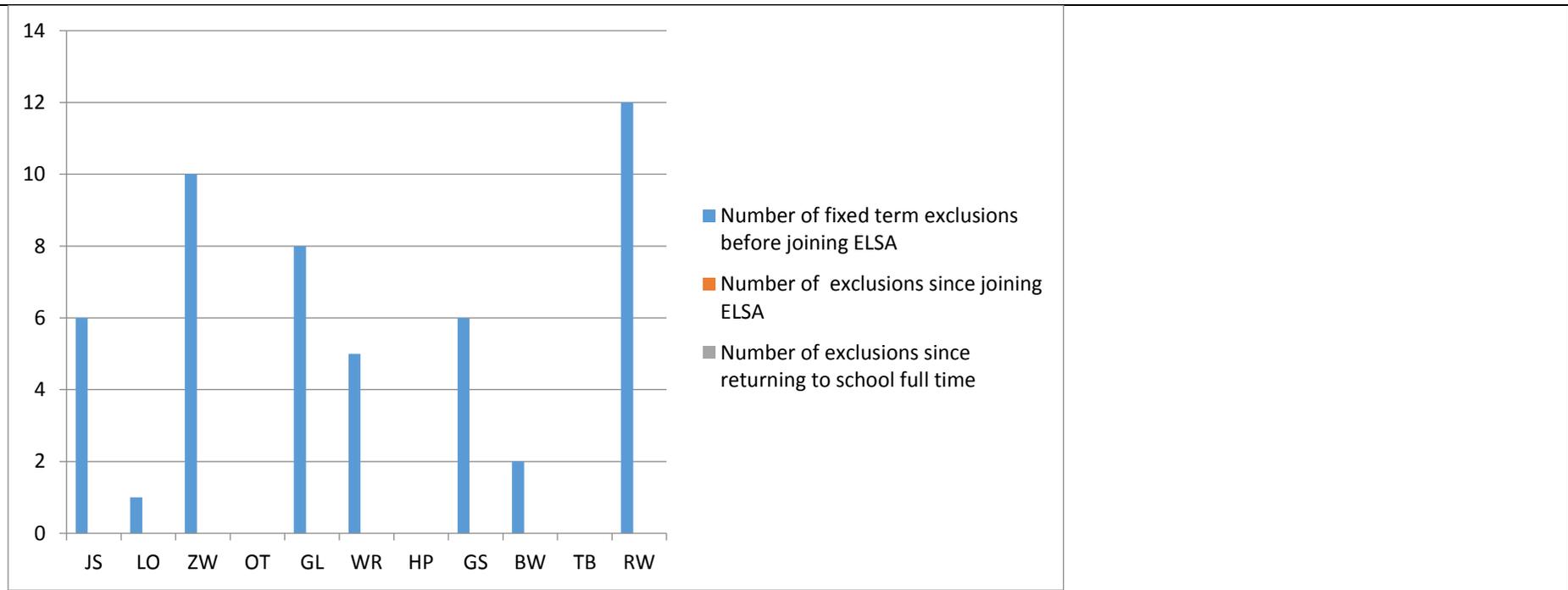
14 Primary Schools and 16 Early years settings attended the transition meeting for info sharing held in June 2017. This made up 29% of Schools and 16.3% of Early Years Settings respectively.

ELSA figures for 2016-17

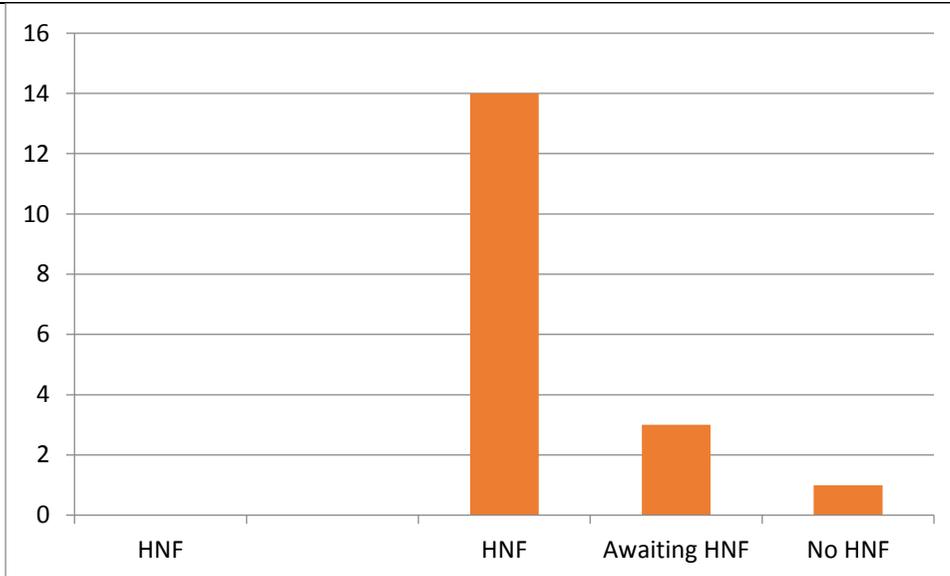




Data shows the number of pupils (3) who arrived at ELSA with an EHCP. 8 pupils were awaiting statutory assessment and 7 pupils arrived with no EHCPs.



The graph shows the number of exclusions pupils joined ELSA, the graph also shows that these pupils have been back at school for over 6 months with no further exclusions.



Even with HNF schools have found the children too complex to manage. Although we do not have the long term data for all of these children, a number have returned to school and no longer need HNF. We will look further in the year to the long term impact of ELSA and High Needs Funding.

ACTION	Steps towards	When	Who	Cost
1. To produce and deliver a Transition programme for Primary & Secondary Schools	Produce materials and a programme for year 6 pupils Pilot in X Schools  Gather data on the number of pupils on part time timetables. Analyse data and identify Schools who are unable to re-integrate pupils successfully.	Term 6 (2016-18)  Term 1 (2017 - 18)  Sept - Dec 2017  Jan 2018 - July 2018		

<p>2. To establish joint Primary and Secondary Lift Groups (based on feeder Schools), so that SENCOs develop a wider understanding of each others' issues and discuss potential strategies.</p> <p>3. To establish information Sharing Forums for Early Year Settings and Infant / Primary Schools</p> <p>4. To continue to promote, operate and manage 'ELSA', a short term KS2 nurture based provision.</p>	<p>To offer these Schools bespoke training</p> <p>Disband existing Secondary Lift Group (based on a year's poor attendance). Add Secondary Schools to a lift group, however enable them to attend any group should they so wish or need. Monitor and review attendance. To hold Transition meeting for Primary and Secondary School SENCOs to enable staff to meet and discuss children with SEND who will be transitioning to Year 7.</p> <p>Compare info from 2 feeder EY Settings into Eastborough School via moderation meetings and use of appropriate transition documentation To ensure SENIF funding feeds into High Needs Funding at point of Transition To provide SENIF training x2 annually To hold a joint Transition Forum for Early Years Settings and Schools, to enable staff to meet and discuss children with SEND who will be joining their roll.</p> <p>ELSA Management structure established (see appendix 1) Elsa staff to support pupil re-integration to School.</p>	<p>DATE</p> <p>During term 1 contact 2 identified settings to observe current practice. Meet with EY staff at Eastborough to identify key information needed at transition. Term 2-3 produce transition document for settings to trail . Term 6 handover to School .</p>	<p>Jane Crisp and Jayne Judge to liaise with settings and school. Transition paperwork to be prepared term 5</p> <p>ELSA Executive Committee and Joint Maidstone/Tonbridge</p>	<p>SENIF and some core training to be provided to identified settings free of charge</p>
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<p>5. To consider how ELSA can be extended to incorporate KS1 pupils.</p>	<p>Elsa staff to deliver free workshops to Schools who have paid into the project. Successful re-integration</p> <p>ELSA Management structure to research funding streams and where appropriate establish a proposal for consideration</p>		<p>and Malling Lift Executive</p>	
<p><b><u>Impact</u></b></p> <p>1.</p> <p>2.</p> <p>3.</p>				

**Strategic Intention:** To support the professional development of staff in Maidstone Schools and Early Year Settings by delivering high quality training, coaching, mentoring and peer support to enable them to meet the needs of children with SEND

**Background :**

Our SENCo Development Programme was launched in 2016. The focus in Year 1 was SENCo mentoring & Forum development. 23 (38 %) were mentored by STLS as part of this programme. The support provided tended to be around their role at Lift and the various processes and assessments. SENCos that participated, felt more knowledgeable and confident. At the beginning of the Programme, those mentored identified their level of understanding about the SENCo role as 45%. By the end of Term 2 this had risen by 40% to 85%. 100% felt that the mentoring was ‘just right’, with 93% satisfied with the level of practical information provided. The SENCo Forum was also introduced with 90% of SENCos attending at least one of the three. STLS staff and visiting speakers led the sessions.

Following discussion at the early SENCo Forum and in response to feedback from SENCos, a working party agreed and established rules and a contract for a closed Facebook Group to be used for sharing knowledge, information and CPD articles with SENCos in the District. Each Lift Group has an administrator, together with a lead STLS teacher who manages the group. All schools have signed up to the user agreement.

The number of teaching vacancies advertised on Kent Teach for 2017 and reductions in School Budgets has meant that it is likely that the number of NQTs in Maidstone Schools will be high. The national statistics on teacher drop out are 10% within one year of qualifying and 30% within five years (*Recruitment and Retention of Teachers, 5<sup>th</sup> Report of session 2016-17, House of Commons, 8<sup>th</sup> February 2017*) and recommendations 13 and 14 state that: ‘CPD improves teaching practice, professionalism, and can help improve teacher Retention’ and ‘All teachers should have the entitlement and opportunity to undertake high-quality, continuing professional development. This should include greater emphasis on training being relevant to the different stages of a teaching career, recognising that the needs of a recently qualified teacher may differ from someone in the middle of their career’. This highlights a need to extend our training offer to support those new to the profession in how to work with our most vulnerable and complex young people.

Schools in the district have found it increasingly hard to recruit TAs during 2016-17. Two Schools in Maidstone had apprentice TAs, however the training providers are no longer working in this sector. The LIFT Executive Committee has expressed an interest in researching potential Apprentice TA programmes in association with Canterbury Christchurch University College, the two Special Schools and ‘Elsa’, the nurture provision, within the District. Initial research was undertaken during the Summer of 2016-17 by Dr Alison Eakins.

ACTION	Steps towards	When	Who	Cost
1. To deliver Year 2 of the SENCo Development plan:	To work with the new SENCos (currently identified as 13) in Schools			

<p>Sharing outstanding practice and peer support.</p> <p>2. To encourage EY SENCOS' to attend a termly SENCO forum meeting.</p> <p>3. To support NQTs in the District through the delivery of a core SEND skills and strategies training programme combined with experience days at PCSN and SEMH Schools.</p>	<p>To hold 2 school SENCo Forum Meetings.</p> <p>To identify outstanding SENCo practice and support SENCos' to formally share this in SENCo Forums.</p> <p>To hold 2 Early Years SENCo Forum Meetings Experienced SENCos to present and share best practice with their peers at this forum.</p> <p>To raise the profile of the facebook group (closed), review and assess the functionality and effectiveness.</p> <p>To identify experienced SENCOS' who can attend specific meetings to contribute to the focus of each meeting. EY HLTA to work with new SENCOS' to support good practice and assist with paperwork. With 96 settings ongoing requirement to support high turn over of staff.</p> <p>To plan and promote the NQT programme to Schools in the district via Headteachers, SENCos and CPD Leaders, plus through Kent NQT Team. The programme includes the following sessions:</p> <ul style="list-style-type: none"> <li>- SEN and the Learning Environment – What I need to know</li> <li>- Low level behaviour</li> <li>- Using visual support in the classroom</li> </ul>	<p>Term 1</p>	<p>E&amp;I advisor Specialist teachers Advertising on website and by email</p>	
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<p>4. To research and potentially pilot a TA Apprentice programme during 2017-18.</p>	<ul style="list-style-type: none"> <li>- Supporting children with ASD/ASC in my classroom</li> <li>- Adapting the learning environment</li> <li>- How to support challenging behaviour</li> </ul> <p>To deliver the programme in Term 1 and personalised experience days at Five Acre Wood and Bower Grove in Term 2.</p> <p>To review the programme effectiveness and analysis impact on the NQTs in Terms 3 and 5. Data will include: pre and post course questionnaires, data from LIFT referrals, NQT assessment grades (if participant agrees to share)</p> <p>STLS &amp; School based SENCOs to coach and mentor participants as per their needs re teaching pupils with SEND.</p> <p>To involve the participants in planning the following year's programme.</p> <p>LIFT Executive to determine and if deemed appropriate agree upon the level of programme, training provider and funding methods.</p>			
<p><b><u>Impact</u></b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>				

**Strategic Intention:** To increase knowledge and understanding of the effect of anxiety on pupil behaviours and achievement, so that Schools and Early Settings can develop bespoke and practical strategies to maximise pupil wellbeing and reduce barriers to learning.

**Background :**

The district Conference, held in February 2017 focused on Mental Health. There has been a significant increase in referrals to LIFT of pupils with anxiety as a root of either their SEMH, Autism or General Learning difficulties. **DATA?** The number of exclusions in Maidstone School's highlights that there is still a need to not only understanding these issues, but to be able to devise appropriate practical strategies to avoid crisis and enable pupils to learn.

ACTION	Steps towards	When	Who	Cost
<p>1. To organise a Conference for both Schools and Early Years settings.</p> <p>The conference will support schools in theoretical and practical</p>	<p>Book venue Book Key speakers and appropriate organisations</p>	<p>22<sup>nd</sup> February 2018 Mecure Hotel, Maidstone</p>		<p>£85 delegate fee</p>

<p>strategies to support pupils with complex behaviour needs that may be a result of high levels of anxiety and stress. This is prevalent in all age groups and can have detrimental effects on behaviour and learning.</p>	<p>Promote to Schools, Early Years Settings in Maidstone and STLS districts staff across the County.</p>			
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<b><u>Impact</u></b> 1. 2. 3.				