

About Sevenoaks STLS



We are a service for Early Years settings and mainstream schools commissioned by Kent County Council.

What do we do?

We **advise and support** staff in Early Years settings and mainstream schools to **build their capacity and confidence** in order to support your child effectively.

We **offer training** to school and setting staff to develop their knowledge, understanding and skills so that they can support children with SEND effectively.

We **work together with other agencies** and services in order to provide appropriate interventions for your child.

We may **attend meetings** where appropriate to contribute and support decision-making around your child.

We usually **liaise with the SENCo or class teacher** in order to communicate with you as the parent/carer.

Where appropriate and possible, we meet with you, as parents/carers to **gain your views**.

Where possible, we **gain your child's views**, in an appropriate way.

Specialist Support in Sevenoaks

Sevenoaks STLS Team

Valence School
Westerham Road, Westerham, DA16 1QN
Website: www.stlssevenoaks.com

Sevenoaks STLS District Lead

Christine Reveley
creveley@valence.kent.sch.uk
01959 560593

Sevenoaks District Business Support

Emma Bradshaw
ebradshaw@valence.kent.sch.uk
01959 560592

Specialist Teachers

Early Years

Pam Holden

Communication and Interaction

Gemma Elliott

Cognition and Learning

Jo Johnson

Social and Emotional Mental Health

Steve Sherrell

County Physical Disability Lead

Julie Jackson

Milestone Outreach Team

Milestone Academy, Ash Road,
New Ash Green, DA3 8JZ
Claire Woolmer – Assistant Principal
Julia Hadaway – Specialist Outreach Teacher
Clare Chapman – Specialist Outreach HLTA

Other specialist staff who support pupils with SEND in Sevenoaks include the Specialist Teachers for Hearing Impairment, Visual Impairment, Physical Disability and the SENIF practitioner (Early Years).

Date issued: June 2020

Specialist Teaching and Learning Service (STLS)

Sevenoaks District



www.stlssevenoaks.com

Information for parents and carers

Meeting your child's needs

In the first instance Early Years settings should refer to the **Best Practice Guidance** and schools should refer to the **Mainstream Core Standards** to identify what can be done to support the pupil's access to the curriculum and ability to make progress from within the setting or school's own resources.

Referring to STLS / Outreach Service

Staff in schools and EY settings refer to the STLS/Outreach service via the **LIFT (Local Inclusion Forum Team)** process

Parents/carers will be asked to complete and sign an "agreement to engage" form prior to the case being heard at LIFT.

The LIFT meeting considers all requests for support and will give the setting or school advice, support and ideas at the meeting.

Where appropriate LIFT meeting will recommend specialist intervention from a member of the STLS / Outreach Team

LIFT may also recommend other support including a referral to the Early Help team or advice from an Educational Psychologist or Health Professional

Full details of the LIFT process can be found on the Sevenoaks STLS website www.stlssevenoaks.com as well as on the Kelsi website, together with a parent/carer's guide to LIFT <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams>

What happens when we visit?

This can vary, depending on the member of our team who visits. We all have particular roles and so how a visit is structured may vary. Your school or setting SENCo should be able to inform you of the decisions and recommendations which were made at the LIFT meeting following a discussion about your child's needs. They will be able to tell you if Specialist Teacher or Specialist Outreach Support Worker is planning to visit and provide an overview of the nature of their work.

Here are some examples of what an initial visit may involve:

- An observation of your child in the setting or school
- Discussion with the class teacher and/or SENCo
- Discussion with your child about their views, where appropriate
- Undertaking assessments with your child, where appropriate
- Attending an initial "information-gathering" meeting to find out more about your child's needs
- Carrying out a consultation to review the current provision in place for your child and identifying next steps

What happens next?

Sometimes the specialist teacher will make one advisory visit. However on most occasions there will be at least one follow-up visit.

Review Visits - Specialist Teachers or Specialist Outreach Support will:

- carry out review visits, as appropriate, to monitor the impact of their recommendations and support the school with identifying new outcomes and targets for your child
- seek to involve other professionals as appropriate
- advise setting and school staff regarding courses to attend as appropriate
- close the case when intervention from the Specialist Teacher is no longer appropriate

Other useful links:

IASK (Information and Advice Service in Kent)

<http://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/Information-Advice-and-Support-Kent>

We Are BEAMS (Support for disabled children and their families)

www.wearebeams.org.uk