

## **The Specialist Teaching and Learning Service (STLS)**

### **Swale District**

Specialist Teaching and Learning Service (STLS) Swale. The Specialist Teaching and Learning Service (STLS) Team aim to advise and 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.

A collaborative problem-solving approach, using the skills and experience of STLS staff together with the expertise in all settings and schools, lies at the heart of the Service delivery.

Based at The Midas Centre in Meadowfield school, the STLS are part of a wider network of services from Education, Health and Social Care bringing services together to ensure seamless provision for children and young people with SEND.

A wide range of training workshops for parents, carers and professionals are offered at the Midas Centre. In addition, bespoke training packages are delivered to settings and schools throughout Swale.



## **Swale STLS Team**

**Rebecca Kenny** – Swale District Lead

**Kate Chatfield** – Early Years Specialist Teacher

**Jamie Evans** – Early Years Specialist Teacher

**Laura James** – Specialist Teacher C&L

**Jemma Williams** – Specialist Teacher C&I

**Tracey Farley** – Specialist Teacher SEMH

**Jonathan Smeeton** – Specialist Teacher SEMH

**Tanya Haynes** – Specialist Teacher C&L

**Clare Bushell** – Inclusion Support Assistant

**Susan Cassingham** – Inclusion Support Assistant

**Rebecca McCarthy** - STLS LIFT Administrator

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**Jenna Paternoster** – Midas and STLS Administrator

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**Jacqueline Woodhouse** – STLS Administrator

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## **Referral to the Service**

Full details of the Local Inclusion Forum Team (LIFT) process can be found on the Kelsi website:

[www.kelsi.org.uk](http://www.kelsi.org.uk)

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 pupils' access to the curriculum and ability to make progress from within the school's own resources.

If it is considered that additional advice, training or support is needed then the LIFT Request Form should be completed and a request made for the issues to be discussed at the next LIFT meeting. This must include evidence of the strategies and interventions that have been used to meet the Mainstream Core Standards or Best Practice Guidance and the impact of these.

The referral will only be accepted if there are two cycles of fully evaluated provision plans, or equivalent, included.

For Early Years Settings, the Equality and Inclusion Team must be consulted before a LIFT referral is made and sufficient time should be allowed to implement and evaluate their recommendations before coming to the LIFT meeting.

<http://www.kelsi.org.uk/special-education-needs/special-educational-needs/local-inclusion-forum-teams>

Referral papers and supporting documents are read by the LIFT members ahead of the meeting. Ensuring that the correct form is used and every section is completed fully leads to more effective and time efficient discussions during the LIFT meeting and reduces the need for STLS administrators to seek information or clarification.

LIFT meetings are an opportunity to seek advice and peer support. SENCOs are welcome to request discussion and advice from the LIFT group even if they are not seeking direct intervention.

## **STLS Offer**

The STLS team offers time limited, targeted and collaborative support for SENCOs, teachers, support staff and parents, carers and families.

The type of support offered will relate to the individual needs of the child, family and setting and may be, for example, one visit or a series of three visits over time or a training offer.

The support will be jointly agreed at the LIFT meeting and may include:

- Visits, observations, advice, modelling, sharing of resources and attendance at meetings in order to support the inclusion process
- Delivering a range of SEND training workshops for parents, carers and professionals at The Midas Centre
- Delivering bespoke training for settings and schools as appropriate when requested through the LIFT process.

## **Whilst We Are Supporting You**

The STLS team will do our best to be flexible and accommodate your needs. We find our support is most effective when:

- The SENCO ensures that sufficient time has been given to allow for the implementation of the LIFT discussion recommendations before the initial visit from STLS
- SENCOs plan visits at an appropriate time in regard to the child's timetable
- STLS is informed if a child is absent on an arranged visit day so that it is possible to reschedule
- The SENCO liaises with the class/setting team to ensure that quality first provision is consistently in place and used effectively before the visits from STLS, to ensure that Specialist Teachers can focus on specialist advice
- Similarly, the SENCO liaises with the class/setting team to ensure that STLS recommendations have been put in place and used consistently before the review visits of the Specialist Teacher. STLS are always happy to offer clarification, examples or support where teachers feel they need this
- The SENCO arranges for key staff to be available to meet with us for feedback following a visit

## Seeking Further Support

The case will be closed when:

- The support agreed at LIFT has been completed
- The child moves to a specialist setting
- No direct support has been requested by the school for four months (or as agreed for Early Years settings)

If a child (open to STLS) moves to another Early Years setting or school, please inform the Specialist Teacher so that we can ensure continued support when appropriate.

If further support is required within six months of the case closure, this can be requested by email - [SwaleLift@meadowfield.kent.sch.uk](mailto:SwaleLift@meadowfield.kent.sch.uk) A new LIFT form is not required. Please provide evaluated and updated provision plans to evidence the impact of the previous STLS recommendations. The request will be considered at the next STLS allocation meeting and the SENCO will be informed of the outcome.

If further support is required after six months has elapsed, a new referral to LIFT will be required along with updated parental agreement to engage and pupil voice.

[SwaleLift@meadowfield.kent.sch.uk](mailto:SwaleLift@meadowfield.kent.sch.uk)

This information can also be found on the STLS section of the Meadowfield website: <https://www.meadowfield.kent.sch.uk/midas-and-stls/>



**The STLS team are based at The Midas Centre in Meadowfield School  
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