

## CONTACT US:

### Specialist Teaching & Learning Services

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*'Supporting you to  
support your children'*



Canterbury District  
STLS & Outreach



**St. Nicholas School Canterbury**

## Specialist Teaching and Learning Services



Canterbury District  
STLS & Outreach

**A Community of Learners**



# ROLE OF STLS AND OUTREACH IN CANTERBURY CITY AND COASTAL

The Specialist Teaching and Learning Services (STLS) include Specialist Teachers and Outreach from St Nicholas and Orchard Special Schools. The STLS provide advice and training to support settings and schools in improving the outcomes for children and young people with special educational needs and disabilities. The STLS is responsive and flexible to local needs through the opportunities for discussion and the decision making at the Local Inclusion Forum Team meetings for both Schools and Early Years.

This can be delivered as visits to local schools for individual pupils via the LIFT / EY LIFT process, training both centrally or bespoke, advisory visits or professional advice.

LIFT / EY LIFT is a great way to meet and discuss local issues, develop inter school support and find positive solutions. Members include Education Psychology, social services and Speech and Language Therapy.

## USEFUL LINKS

### Contacts:

#### **Early Help:**

[Canterburyearlyhelp@kent.gov.uk](mailto:Canterburyearlyhelp@kent.gov.uk)

#### **Equality & Inclusion team (E&I):**

[EYinclusion@theeducationpeople.org](mailto:EYinclusion@theeducationpeople.org)

#### **Speech & Language Therapy (S&LT):**

[kchft.sltadmin-east@nhs.net](mailto:kchft.sltadmin-east@nhs.net)

#### **Head of STLS Sensory Service:**

Suzanne Wilkins: [Suzanne.Wilkins@valence.kent.sch.uk](mailto:Suzanne.Wilkins@valence.kent.sch.uk)

### Local Support Groups:

#### **SNAAP : Special Needs Advisory & Activities Project (in Canterbury)**

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

### Websites:

#### **Autism Education Trust:**

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

#### **Early Years:**

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

#### **Early Years & Childcare:**

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

#### **Equality & Inclusion (EY):**

[www.kelsi.org.uk/early-years/equality-and-inclusion](http://www.kelsi.org.uk/early-years/equality-and-inclusion)

#### **ICAN (Children's Communication Charity)**

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

#### **KELSI:**

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

#### **National Autistic Society:**

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

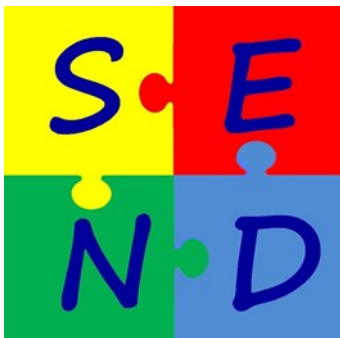
#### **Speech & Language Therapy:**

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



## OTHER SERVICES

- \* Leading KS2 assemblies in ASC, We are all Different
- \* Whole school support with implementing strategies
- \* Leading lessons in multi-sensory teaching
- \* Support and advice on policy e.g. Behaviour
- \* Prompting Positive Behaviour Strategies in Schools
- \* Supporting transition in Early Years
- \* Supporting transition KS2—KS3
- \* Supporting 2 year olds with complex needs
- \* Secondary Year 7 Project in collaboration with SALT
- \* Team Around the School for SEND



## STLS / OUTREACH VISION AND VALUES

- To help raise standards and implement Mainstream Core Standards for Schools and Best Practice Guidance in the Early Years
- Close attainment gaps and improve children's progress
- Prevent exclusion
- Build Special Educational Needs and Disability (SEND) capacity in Early Years (EY) settings and schools
- Ensure full access to learning for all the children and young people with Special Educational Needs and Disabilities

## WHAT WE AIM TO DO

- \* Ensure early intervention
- \* Support children and young people with SEND to reach their full potential
- \* Promote and recognise good practice
- \* Keep up to date with latest research and promote positive outcomes
- \* Develop effective whole school / setting systems for SEND



# STLS / OUTREACH TEAM



## **Gillian Newport - Assistant Head Teacher /Complex Needs Outreach**

Gillian supports pupils with complex needs from 2 to 19. Gillian began teaching in the mainstream sector in 1995 and moved to St Nicholas school in 2003 where she has taught across the whole school range. Gillian is now Assistant Head Teacher with responsibility for Outreach and the Curriculum. Gillian delivers training on ASC, Sensory, Differentiation, Memory, ELKLAN and Cygnet. Gillian manages the STLS in Canterbury.

## **Alison Goodsell - Early Years**

Alison supports children within the EYFS with SEN and Speech Language & Communication Needs. Alison has worked in SEN services for over 24 years and in early years for 13 of them. Alison is an Early Bird facilitator and part of the jointly funded Language Learners Pre-school Specialist Service. Alison is able to offer a range of support and training to practitioners to promote the inclusion of children with additional needs in the early years.



## **Sue Fisher - Early Years**

Sue has been within education for more than 20 years as a class teacher, SENCo, Area SENCo and Specialist Teacher. She works mainly within the Early Years supporting settings to provide their best practice for children with a range of Special Educational Needs and Disabilities including SLCN, ASC and SEMH needs. Sue is a Makaton tutor and can deliver a range of bespoke or core training.



Our Training Schedule has been emailed to all SENCos / EY SENCos and is also available to view from the STLS link on the St Nicholas website. These courses are booked by emailing STLS admin:

[Nichola.P@st-nicholas.kent.sch.uk](mailto:Nichola.P@st-nicholas.kent.sch.uk)

Some Training courses are scheduled via CPD on-line.

Training can also be delivered to schools or settings as Twilight sessions, INSET or bespoke (morning / afternoon sessions).

We also provide training courses for Parents:

ASC Siblings Group  
Communication Clinic  
CYGNET (booked via Early Help)  
Early Bird  
Makaton  
PECS

## **SCHOOL DROP INS**

The STLS offer drop in sessions in host schools for the different dimensions. These are scheduled throughout the year and available dates emailed to all School SENCos. This is a great opportunity for schools to seek support and advice on a range of topics and help support effective classroom practice. You can choose how you would like the format to be, either individual sessions, learning walks, observations or support with effective differentiation which may highlight training needs. Please note that for individual pupil support, schools will have to access this via LIFT.



# TRAINING

Within the team there is a wealth of qualified and experienced teachers who can deliver training on a variety of subjects including:

- ADHD
- ASD
- ASD v ADHD
- Autism & Supporting Positive Relationships & Behaviour in the EYs.
- Boxall Profiling
- [All about] Dyslexia (previously Dyslexia level 2)
- Effective Strategies for Literacy (Dyslexia Awareness)
- Effective Strategies for Phonics
- Effective Strategies for Maths (Dyscalculia)
- Effective strategies in Early Years and KS1-4 (Differentiation)
- ELKLAN – Speech and Language Needs
- Executive Functioning
- Growth Mindset
- Incredible Five Point Scale
- Makaton
- Memory
- NQT Immersion Courses (3 days)
- Nurture Groups
- Resilience
- Restorative Theory
- SEMH
- Solihull – co-delivery with Education Psychologist
- Visual Support and Language Through Colour
- Well-being Toolkit parts 1 & 2

## Emma Harrison - Social, Emotional and Mental Health

Emma has worked with sensory impaired pupils in a residential special school, a primary KS2 teacher, inclusion lead and Senior leader. Emma is passionate about adolescent brain development, mental health, including the impact of substance misuse, Domestic Abuse. Emma's qualifications include BA (Ed) Art and MA Leading on Inclusive Practices. Emma is also a qualified Solihull trainer and Mental Health First Aider.



## Liz Ross - Cognition and Learning

Liz has been a specialist teacher since 2010. Previous roles include class teacher, InCo and Teaching Assistant. Liz's specialist dimension is Cognition and Learning, with particular foci on Dyslexia, Dyscalculia, Down Syndrome and Differentiation. Liz is also a published writer.

## Sally Mullervy - Teacher in Charge at Caterpillars Preschool & Infant Dept Manager, St Nicholas School

Sally has worked at St Nicholas school for 21 years, 14 years as a teacher, working across most age ranges in the primary department. Sally joined the team at the Mary Sheridan Preschool in September 2017. Sally is also the Intensive Interaction Co-ordinator and supports the delivery of high quality early developmental communication experiences.





## EY LIFT AND SENIF

### Sarah Beaumont - Communication and Interaction

Sarah has been in the teaching profession for 10 years working across all age ranges in Primary. Sarah spent 5 years as a SENCO and 3 years as a senior leader and Assistant Head Teacher. Sarah has completed an MA in SEN with specialist areas of focus being ASC and the use and impact of Nurture groups.



### Katy Harrington - Communication and Interaction

Katy has been working in education for over 16 years, working as a Class Teacher, Head of Department and Assistant SENCo, in both mainstream Secondary and Special Schools. Katy spent over 3 years working as a Specialist Teacher for Autism in the London Borough of Newham. She has completed a Postgraduate Diploma in Special Education with a specialist focus on Autism.



### Becky Hemmings and Nickie Perring Redford - Admin

Becky and Nickie support the team with all the administration. Becky prepares all documentation for LIFT agendas and produces the outcomes from the meetings. She also attends and Minutes the termly LIFT Executive meeting. Nickie is responsible for all training administration from taking bookings and producing invoices.

To request SEN Inclusion Funding (SENIF) settings must show that EY LIFT has been accessed and advice from a Specialist Teacher or Outreach Practitioner has been implemented and evaluated. This differs where a child is supported by Portage or the STLS Sensory service.

For further information see [SENIF Guidance document \(PDF, 248.0 KB\)](#).

SENIF requests for Observation and Assessment (O&A) placements at Mary Sheridan, Canterbury's Specialist Nursery at St Nicholas School are considered at the termly Early Years Multi-Agency Planning Meetings (MAP). Where a child has a joint placement, the Teacher-in-Charge at MSU is Sally Mullervy who can offer Outreach support.

Documents to apply for SENIF are available on KELS. These must be submitted using secure email to [SENIF@kent.gov.uk](mailto:SENIF@kent.gov.uk) copying in the district Specialist Teacher or Outreach Practitioner supporting the child.

SENIF can provide financial support, training opportunities and interventions from a SENIF practitioner in the pre-schools. In Canterbury the SENIF practitioner is Fleur Thorogood.

## EY LIFT AND PORTAGE

Some children are supported by Kent Portage prior to starting at an EY Setting. Portage is a home visiting educational service for pre-school children with additional needs. We strongly recommend the settings access EY LIFT for support and advice before Portage cease to work with the child.



# STLS SENSORY SERVICE

- \* The STLS Sensory Service has an open referral system – anyone can refer.
- \* Referral forms are on KELSİ – just type STLS Sensory Service into the KELSİ search and it will go to the appropriate page with the referral form.
- \* All referrals received by the Sensory Service will access a telephone consultation and information.
- \* Children with greater levels of sensory impairment will receive specialist teacher intervention.

Children and young people are usually referred on diagnosis by health professionals, including those from the Newborn Hearing Screening Programme. Parents, pre-schools and schools can refer children and young people with diagnosed hearing impairment, visual impairment or deaf blindness.

## SUPPORT FOR CHILDREN AND YOUNG PEOPLE WITH PHYSICAL DISABILITY

Support from PD STLS is for CYP with severe and complex PD and complex medical needs. The LIFT group will accept STLS-PD referrals, discuss general good practice in relation to CYP with PD. It will be able to decide whether the referral is sufficiently clear to recommend allocation. The STLS-PD specialist will either allocate to case list or arrange an investigative visit from a STLS-PD teacher to clarify whether there will be ongoing support to the setting or school.



**Sarah Stephens – Acting Assistant Head Teacher (Orchard School)**

Sarah has over 15 years teaching experience in mainstream and special education, particularly in schools in challenging settings. Sarah has been at the Orchard school since 2013 and as well as leading the primary department at the school, she manages the Outreach team, providing support and advice to mainstream schools.

**Jayne Bush - HLTA (Orchard School)**

Jayne has completed a degree in Early Childhood Studies and has been working at The Orchard School since 2016, in both primary and secondary departments. She has a wealth of experience supporting students with a range of Social, Emotional and Mental Health needs and diagnoses. Jayne has recently joined the Outreach team and is keen to offer support to schools and parents.



**Tish Hampshire – Teacher (Orchard School)**

Tish has been working as a teacher for primary and secondary pupils at Orchard School since 2009. She has recently joined the outreach team part-time while continuing to lead an Enrichment curriculum group at school. She has experience in classroom teaching for a range of SEMH needs as well as experience in youth work in the Canterbury district.



# LOCAL INCLUSION FORUM TEAM

School LIFT and EY LIFT use a collaborative, solution focussed approach, using the skills knowledge, expertise and experience of the STLS / Outreach team together with that of colleagues in the District Specialist Provisions, our mainstream Schools, EY settings and partner agencies which is fundamental to our support and advisory role.

Both LIFT and EY LIFT are a great way to meet and discuss local issues, develop inter-school / setting support and find positive solutions. Members include Education Psychology, Social Services, Speech and Language Therapy and Early Help.

LIFT and EY LIFT are divided into groups to cater for the Canterbury District, however schools / settings are welcome to attend any or all of the meetings.

## How to Access Support from Specialist Teachers and Outreach Staff

Permission ('Parental Agreement to Engage') will need to be obtained from the parent / carer to bring individual children and young people to LIFT / EY LIFT. Documentation can be found on KELSI or from the STLS link on the St Nicholas School website.

EY settings should include the child's Targeted or Personalised Plan with their EY LIFT request.

Paperwork should be submitted by the specified deadline date which can be found on the LIFT meeting schedule. The schedule is emailed to all SENCOs / EY SENCOs and is also available to view on the St Nicholas website. Please forward all completed documentation to STLS admin: [Rebecca.h@st-nicholas.kent.sch.uk](mailto:Rebecca.h@st-nicholas.kent.sch.uk)

Outcomes from the meeting will be discussed and minuted and some children / young people may be allocated a specialist teacher.

Before coming to LIFT/ EY LIFT we encourage all schools / settings to ensure that they are meeting the Mainstream Core Standards or Best Practice Guidance for early years as appropriate.

LIFT will support and advise over and above the SEND strands.