



Specialist Inclusion Support Service Annual Report for the academic year 2022 - 2023

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61% (74 Out of 121 parent/carers) who responded to the SISS survey this year rated the support from SISS teams at the highest level of 5 'very good'

73% of the 54 school respondents rated the quality of support from SISS at the highest level of 5 'very good'

1. Evaluation of Service Delivery and impact - based on SISS Survey results summer term 2023

Number and type of survey responses: 148 responses

Parent responses: 94	SENCo/ teacher responses : 49	Head Teacher responses: 5
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Feedback from 54 school respondents: Grading: 5 (very good) - 1 (very poor) with 3 being satisfactory.

Scores are rounded and so may not add up to 100%.

	Quality of service received					Supported inclusion					Improved outcomes				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Autism Team 47 responses		2%	2%	18%	77%		2%	4%	31%	62%			15%	30%	54%
SPI Team 29 responses			7%	41%	52%			7%	43%	50%			16%	32%	52%
SLCD outreach/ ARCS 20 responses		5%	15%	40%	40%		5%	15%	45%	35%	5%	5%	15%	45%	30%
High Needs Pathway 14 responses			14%	29%	57%			14%	29%	51%			14%	29%	51%
SEMH Team 36 responses			8%	22%	69%			14%	22%	64%		6%	11%	28%	56%
CLD Team 27 responses		4%	4%	33%	59%		4%	4%	33%	59%		4%	11%	30%	56%

Nontraded services:

- ❖ **The Autism Team** have maintained from 21-22 the increased ratings for the quality of their support at very good. There was a large increase in respondents (30%) with 47 schools replying to the survey. Most of the feedback related to requesting access to more support. Ratings for impact on inclusion/ outcomes saw a 9% drop from very good to good which needs greater analysis and will be undertaken by the Autism Team Manager in 23-24.
- ❖ **The SPI Team** received similar ratings to 21-22 in terms of the quality of service delivered and impact on inclusion. Ratings of very good increased by 9% in terms of outcomes for children and young people. We are pleased that the staffing challenges within the Visual Impairment (VI) Team for part of the academic year, have not had a significant impact on feedback, although we know from the comments that this was the reason given for some respondents giving satisfactory/ good ratings, rather than good/ very good. The team is now fully staffed for 23-24.
- ❖ **The SLCD Outreach Team and ARCs** continue to experience a knock-on effect from gaps in the Speech and Language Therapy (SaLT) Service and SALT assessment gaps during COVID; in addition to being impacted by staffing challenges across the wider CLD team. Despite this, feedback has improved from last year and the gradings below 3, from comments, appear to largely be respondents referring to SaLT and not the SLCD Team itself.
- ❖ **High Needs Pathway** feedback is pleasing, with 51% of the 14 respondents who have used the pathway rating support and its impact as very good.

Traded services:

- ❖ **For the SEMH team** the rating of the quality of service received is similar to last year, with a high proportion of respondents rating the service received as very good. Ratings of very good for supporting inclusion are still high, although there's an 11% increase in schools rating impact on inclusion as satisfactory rather than good. For impact on improved outcomes, there is an increase of 9% rating this as very good, however gradings are much more spread across good/satisfactory this year and in two cases a grading of 2 was given. This requires further analysis, which will be undertaken by the SEMH Team Manager in 23-24.
- ❖ **CLD Team** ratings have been impacted this year by staffing challenges and although all work was delivered, we know this did impact on some schools and is reflected in the feedback. The staffing challenges have been resolved and the team, who have always had outstanding feedback, are aiming to achieve this again in 23-24.

Sample quotes from school staff about what they have valued most from the SISS teams in 2022-23

Autism Team	Sensory and Physical Impairment (SPI) Team <i>VI (Visually Impaired) HI (hearing Impaired)</i>
<ul style="list-style-type: none"> ➤ The team always go above and beyond. They are contactable at the drop of a hat, flexible to the point of fitting in with our timetables as much as they can and have excellent relationships with pupils, parents/carers and staff. The specialist teacher's knowledge is out of this world!! ➤ Our Autism teacher has been fabulous. She is very knowledgeable and always available to offer advice. I like the fact that you can now get observations for children on the waiting list. ➤ The autism team are extremely helpful. They are always at the other end of an email if we need advice. They have excellent advice to share and are confident to challenge us if something is not right to help us improve further. I found their training on executive functioning very informative. I wish we could have them in more often! ➤ They are providing workshops for parents to access and the room audit that they advise schools to complete is invaluable. ➤ The Autism teacher has been great. She has given new staff/ ECT support on intensive interaction. She has had close involvement with pupils who have had more complex behavioural needs and provided advice, guidance, and support. ➤ Useful positive feedback from our autism teacher about good autism practice that she observed across a range of subjects which is great to be able to feed back to staff. 	<ul style="list-style-type: none"> ➤ Excellent training to support staff (HI Team) ➤ As a setting we value all aspects of the support we have received it is an invaluable service to us to support us with supporting the children and families that attend our setting and need this service and invaluable to us as early year practitioners. ➤ Support and guidance for class teachers in making adaptations meaningful. Attendance of additional TAC meetings... Regularity and consistency of visits and approach – HI Team. ➤ Accessibility audit for a young person. ➤ Quick response and input with risk assessments for key children. ➤ Environmental audits Suggesting appropriate equipment and where to purchase it - lending equipment 'try before you buy'- parent liaison ISP blocks of intervention. ➤ The continued high level of support for our pupils with hearing impairments. They always respond to requests for support and help with parents. ➤ Additional support after child had operation to integrate him safely back into school. ➤ HI Team in particular - support for child and family who has had a cochlear implant this academic year.
SLCD outreach and ARCs	High Needs Pathway
<ul style="list-style-type: none"> ➤ Very knowledgeable team. Good, relevant advice. Supportive with parents. ➤ Intervention blocks of work. Attendance of TAC meetings/target review meetings. Clear, robust reports. Accurate and appropriate target setting with supporting resource suggestions. ➤ Support with targets and a paper trail that has assisted with getting further help. Also, some great staff training. 	<ul style="list-style-type: none"> ➤ The team are very knowledgeable, and we feel confident in their support. Their directed work is good and engages the students. ➤ The excellent support we have had from the High Needs team. The focus that they bring to the process - it has a strong direction once they are involved. Again, the support for the parents - we had EP support for the family and now ... is going to complete some family therapy.

- The team have just begun to work with specific children in the school and we are already seeing an impact. They are on hand to support the staff, parents and respond when we reach out for advice and support.
- Virtual consultation meetings, reports and target, blocks of therapy work well.
- Advice and recommendations have supported school in supporting the children and ensuring that we are well informed as to which strategies will be best.
- Meetings with parents and staff from the SCLD Team work really well as they are able to help support school in supporting parents - they are able to answer questions and offer advice in a way that school are not always able to do.
- Modelling for TA working with child.

- Advice related to the child when he is in school to ensure approaches used are consistent with approaches being used with ISP. Regular TAC review meetings.
- Supportive of the challenges school have faced and what strategies could be put in place. Someone on the end of the phone, if or when needed. Contact made with parent to keep them fully informed ISP built a sound relationship with parent.
- Staff training Practical, realistic advice Support for staff mental health and well-being Easily contactable and speedy responses.
- The team who wrapped around my schools (head) were absolutely fantastic; they became very much a part of the wider school team and I'm not sure what we would have done without them.

Communication and Learning Difficulties (CLD) Traded Team

Social Emotional and Mental Health (SEMH) Traded Team

- Planning meetings- Voice of reason -Critical friend - supportive ear. Brainstorming ideas/solutions. Sharing resources, supporting teachers, meeting parents.
- Flexibility Prompt return of reports. Excellent knowledge Prepared to go above and beyond the expected remit.
- Advice and strategies. Being a critical friend - having someone to talk things through and evaluate practice.
- Whole Staff training- Dyslexia, dyscalculia and scaffolded support from TAs in the classroom. Assessments- both level 3s and dyslexia assessments -Support how to plan out hours -Quality recommendations to support children.
- Very quick response via email to questions and requests for advice and guidance. Assessments for access arrangements
- Expertise in identifying pupils who may have dyslexia leading to the formal assessment.
- How flexible and approachable the team are. They offer great advice and recommendations to help and support students further.
- Our staff commented on the new member of staff that she listened and had a good understanding of the development of Early Years children.

- Looking at whole school approaches not just individual cases.
- The SEMH teacher is a fantastic support to key students across my year group and students referred ... for support show brilliant improvement and make excellent progress in key areas like self-esteem/ emotional regulation/ emotional intelligence and confidence.
- The teacher is flexible and supportive. Her advice is clear and timely. She is approachable with parents and will work with school to have tricky conversations with parents if necessary.
- Accommodated spot purchases Advice for teachers Identifying things going well and we should continue. Advice of new strategies to try. Taking the time to acknowledge good practice (welcome boost to confidence).
- The SEMH teacher has offered so much support and advice this year. She has been able to work with the children and meet with teachers and the headteacher to offer strategies and help to move forward.
- New Advisory teacher this year. Her advice and support has been outstanding - we've valued it so much we've bought additional hours this term and upped our hours next academic year. Cannot rate her highly enough - thank you.
- Their consistency ... They feel like part of our team.

Feedback from schools about how support from SISS teams could be improved

Most of the feedback from the 54 schools' respondents was very positive with any requests made for change being largely for more staff and hours, the majority stated they did not wish for any change to the support provided : 'I do not feel it can be improved at all an excellent service'.

Team	What could be improved	Actions/ comments
Autism Team	<ul style="list-style-type: none"> ➤ Some responses appeared unaware hours could be used for children waiting assessment, whilst many praised this change. 'The support ... of becoming involved when a child has been accepted for an assessment is a good move forward for our school'. ➤ Most years, we get a new teacher. This is very tricky for our children with ASD. A consistent teacher would be great. ➤ The Autism teacher has so many schools to work with, sometimes it is hard to fit in TACs and observations of students on different days than our set day. So greater flexibility would be great but I know the teacher is at capacity. ➤ We have a number of students with significant high needs who are not receiving directed support. The SISS team acknowledge we have followed the correct APDR cycles but can't offer support due to their capacity. The team are too stretched to provide support when needed. ➤ Increased level of ISP support for AIM and getting them onto the pathway due to the numbers of children and the waiting lists, I think we need a different pathway which allows schools to access support when they need it. This may mean we need a bigger team Schools need to be clear about what support is on offer. ➤ Access to Less paperwork to gain ISP support. More ISP support availability ➤ Developing robust CPD for staff - this is where the main weakness for provision lies. ➤ Support with home visits for high needs students who are not attending. ➤ Reports give variety of 'you could try this...' which can be overwhelming. Perhaps prioritise points? 	<ul style="list-style-type: none"> ➤ We will continue to communicate a clear offer, in particular with respect to our offer around pre diagnosis, as from some responses this remains unclear to all. We have also looked at the allocation for infant schools following feedback. ➤ This year the team has remained stable into 2023 so there have been minimal changes in September and these have been due to allocation numbers . ➤ Teachers have a full caseload, the best way to gain flexibility is to plan early for anything off their set day. However, it is not always possible without negatively impacting on another school. ➤ The new model does seem to be working well on the whole and High Needs requests have been met. Where this is a concern, please speak to a manager so we are aware of the issue. We will continue to evaluate team capacity and balance with school responsibilities to ensure fairness across the system; we will include within this ISP capacity also queried. ➤ We have tried to keep High Needs paperwork to a minimum; however we need to see the APDR evidence in order to target resources more effectively. ➤ AET Leads can access regular training and share practice across schools. There is a central and bespoke offer so please check the Training brochure or speak to a manager if there are gaps in training we can look to develop. ➤ This is the purpose of the AIM Team; however level of attendance may be a factor here- please do discuss this with the Team Manager. ➤ The team will look at this point when reviewing their report writing.

SPI Team	<ul style="list-style-type: none"> ➤ More regular visits - knowing in advance how often pupils will be visited. ➤ Ensuring that the SENCO knows when visits are taking place. ➤ Potential support with signposting how to make the changes to the environment and guidance on how to make this happen. ➤ To offer whole school training ideas. 	<ul style="list-style-type: none"> ➤ Staff are expected to arrange visits with schools in advance - if this doesn't happen, please inform managers. ➤ For questions about signposting / whole school training please contact your specialist teacher, as all should be able to support, alternatively the Team Manager.
SLCD Team	<ul style="list-style-type: none"> ➤ The high needs request form is too onerous for children who have an EHCP and have been involved with the team previously. Some of the advice for intervention is unmanageable for a child in mainstream who should be part of the class following the National curriculum. ➤ I know it is due to pressure but I feel you sign children off too soon sometimes. ➤ More face-to-face contact with the teachers from the SLCD team rather than consultations via TEAMS - so that they can combine seeing the children with their advice to staff. ➤ ...it would have been great for the teacher to have met the pupil in person. ➤ Understanding the workload of SENCOs and also the demands of school - more dates offered; not just a small window of dates. ➤ Having the capability to work more with children and not just advise. <p><i>Some comments were about the Speech and Language Therapy service and have not been included.</i></p>	<ul style="list-style-type: none"> ➤ We will review the SLCN High Needs request form. Whilst many strategies can be part of quality first teaching (QFT), for high level needs 1:1/ small group support is often required as part of the Graduated Approach (GA) to ensure progress. ➤ Support is advisory providing highest level ISP support for those with the most complex needs. Support steps up and down and additional requests can be made following advice being implemented. ➤ There has been a lot of positive feedback for the use of virtuals for initial assessments, where face to face is considered important please do speak to the team. ➤ The team is small and capacity is targeted to high needs children. This year the team will be fully staffed with a slight increase for both teachers and ISPs which should make a difference in terms of flexibility and support available.
SEMH Traded Team	<ul style="list-style-type: none"> ➤ It would be beneficial for all staff to have knowledge around secondary mainstream and specialist provision when parents have questions. ➤ I would like some training about SEMH and how I can support more effectively in school against our limited budget. How can we have more of an impact? ➤ If forms for parents to complete could be completed by parents online and submitted directly to SISS. ➤ Whilst support has been informative, it is largely based on what school tell them about the children and does not really have anything new to share ... I don't feel that we are able to purchase enough hours to provide the level 	<ul style="list-style-type: none"> ➤ We will review this with the team to share knowledge with newer staff, however staff advise on provision for a child and not on specific schools. ➤ Have a look through our SLA training and the SISS training brochure for ideas- if it's not quite what you want then have a word with your Named Teacher. ➤ IT are looking at making this available for all High Needs Requests. ➤ This sounds as though looking at timing of planning meetings would be helpful so that work is planned in early. In terms of not being able to provide the type of support required- schools should discuss this with the SEMH or SISS Manager, unless it could be addressed

	<p>the type of support that would be required - the way in which we have to block the hours is not always useful...There has been a lack of regularity however, I do not believe that this is the fault of our advisory teacher, rather an overloaded system.</p> <ul style="list-style-type: none"> ➤ A clear plan of the weeks and what is happening each week in advance.(with some flexibility for emergencies of course) ➤ Notes to be electronic rather than handwritten 	<p>by school buying more hours.</p> <ul style="list-style-type: none"> ➤ A plan of agreed work should be available if work is planned at planning meetings- please speak to your named teacher and then their line manager if it isn't provided. ➤ Handwritten notes are provided between sessions so school have immediate feedback, however when a block of support is completed the intervention is summarised and advice provided electronically.
CLD traded team	<ul style="list-style-type: none"> ➤ CLD - Good support when received however wait time is too long to get an assessment. ➤ Having time to handover information to SENCO/teacher after observations ➤ Consistency in workers -keeping the same CLD Teacher wherever possible. ➤ Observe remotely via IRIS connect. 	<ul style="list-style-type: none"> ➤ Work is usually provided within a term of requesting it at a planning meeting- there may be exceptions with SpLD assessments. ➤ This can be provided if agreed as part of planning meetings. ➤ We do our best to keep the same staff with schools, however it isn't always possible when staff leave. ➤ We will look into this option- sounds a good idea.
High Needs Pathway	<ul style="list-style-type: none"> ➤ We need a bigger team to manage the increasing numbers. ➤ Clear pathways and access to support in a timely manner for high needs pupils (although we understand the capacity challenges) ➤ It is all quite light touch for children who are extremely high need. We are still dealing with challenging behaviours on a daily basis. ➤ More time to support TAs and offer training in schools. ➤ We feel the threshold is too high - whilst we appreciate the level of need needed for this pathway, there is a fine line between when the students meet the threshold and when they meet the threshold for permanent exclusion. It should be trusted that we have followed the correct APDR cycle and have evidenced need when we make the referral. ➤ Sometimes it can be hard to implement the bespoke provision the child requires (not high needs teams' fault). ➤ I didn't feel that my questions were always answered - there were occasions when I had specific questions about how to manage or respond to a particular behaviour but did not feel that anyone could give me the answer. This may be because certain things have to be at the school's discretion, I guess. ➤ Consistent approach from all High needs teachers as it does vary. 	<ul style="list-style-type: none"> ➤ Staffing for the team has been increased mid-year and will increase for January 24 to support secondary schools. The team join the current Team Around a Child and support is usually weekly, although ISP support can be twice weekly. ➤ To provide a fair and transparent service across the LA for a limited resource, all schools are asked to provide paperwork for their Graduated Approach, detailing the full APDR cycles- this enables consistency and informs the team about next steps. ➤ When there are challenges to implement advice, please always follow up and speak to the High Needs Team or a Manager so we can understand specific issues and we may be able to help further. ➤ The HN staff take part in peer supervision which helps the sharing of practice to gain a consistent approach. Feedback to the Team Manager on inconsistencies would always be helpful.

High Needs Pathway – reasons given by survey respondents for not having used the High Needs SEMH Pathway

- ▶ **6 respondents stated** ‘None of our children needed this service’ or ‘Students have not hit criteria’ or ‘suspensions have not been used as sanctions. In order to access this service students need to be at risk of exclusion.’ **Another stated** : We have not needed to as of yet and feel that the process and paperwork is also overwhelming.
- ▶ **4 respondents stated they didn’t know about the pathway or that they did not know the criteria.** ‘Our knowledge of this route was non-existent, (I am a relatively new SENCo) however, we learnt about it at the recent SISS secondary SENCO network meeting and are now making our first referral!

Other responses included:

- ▶ Trialling support in school first, trying to co-ordinate counselling, SOLAR before exploring this option.
- ▶ We were informed that the child who we had signposted for this pathway did not have enough evidence documented for the ADPR cycle to be submitted successfully.
- ▶ We are managing the support in school as the wait time is too long.
- ▶ School supported a referral to REFRESH in September 22 for a child who had transitioned to junior school. **(two respondents)**
- ▶ We have ISPs in place for children; We cannot access it as we already have support from the team onsite.

Views on referral process

- ▶ **Majority commented that it is** ‘Relatively straightforward’ ‘ It was clear and concise and HN Lead was very helpful’

Response

- ▶ Most of the schools who responded said that the referral was straightforward, so we hope that reassures schools who may be put off by paperwork- it is largely paperwork school would have as part of their APDR process.
- ▶ Criteria information is on the Local Offer and will now be on the schools’ extranet, we will also review how we ensure new SENCos are told about the High Needs Offer.
- ▶ There are no exclusionary criteria for the Pathway such as having own support onsite.

Feedback from families 2022 – 2023:

Grading: 5 (very good) - 1 (very poor) with 3 being satisfactory. Scores are rounded and so may not add up to 100% * some responses from comments link to other services, but for validity of survey data we have still included.

Team	1	2	3	4	5
Sensory and Physical Impairment Team 40 responses			15%	15%	70%
Autism Team 32 responses	3%	9%	13%	25%	50%
SLCD outreach Team 10 responses			10%	10%	80%
High Needs SEMH Team 8 responses	Data invalid as 40+ respondents replied to this question				
SLCD ARCs 4 responses				25%	75%
SEMH Team 35 responses	3%	3%	6%	34%	54%
TOTAL: 121 parent responses <i>(HN SEMH not included)</i>					

Sample feedback from parent carers for all SISS teams about what they valued most

Autism Team	SPI Team
<ul style="list-style-type: none"> ➤ My child feels understood, valued and listened to. The training I received was amazing and I learnt a lot and using this knowledge in our day to day lives. ➤ They have really helped my daughter in her school setting by explaining to the school how autism works as there is a lack of understanding at mainstream schools especially with girls that mask. The reasonable adjustments now in place really help her get through the school day easier than before. I wasn't listened to before I had the support from the autism team! ➤ My son and I both received excellent support from the autism ISP, her support got my son into school after a very long time of not been able to attend. He engaged really well with her and got amazing results, as a parent with not much support from anywhere else she was invaluable. ➤ When the SISS team became involved with our family we were at crisis point. The AIM team have been instrumental in helping to turn this around. I honestly don't know what we as a family would have done if they didn't come into our lives when they did. They have provided me as a parent with invaluable support and have gone above and beyond what we could have ever expected. ➤ The course they delivered was excellent and very tailored to parents and their situation. The trainers were fantastic. 	<ul style="list-style-type: none"> ➤ By ensuring I can get support in the community and not having to wait ridiculous times to see a Hospital Audiology Team member. ➤ Listens to my daughter and gives feedback on any anxieties or issues she has at School. ➤ She got my daughter to talk about her difficulties which she would not do with her parents. ➤ She has continued to be both integral and critical in supporting my child and the wider family. We trust her implicitly more than any other professional as she both knows my child the best and has her best interests at heart. ➤ The support she delivers in school and to us as parents with advice is essential to us. The events the team have put on have been fantastic. ➤ The team are Great listeners. Always supporting and helping to our child's needs, and to us as parents. Guidance with applications for both EHCP and Deaf CAMHS this year. The local Fire station visit was nice, to help with both safety and building relations with other families. The team is very dedicated and professional. The materials have been engaging and our daughter enjoys learning.
SLCD outreach and ARCS	SEMH Team traded
<ul style="list-style-type: none"> ➤ The staff have made such an impact with my child. They have communicated closely with me at all times which I valued. ➤ The teacher has got to know my child very well and given me great ideas how to help them. ➤ I am able to contact the advisory teacher easily who worked with my son and that she showed school and myself some great ideas for doing his targets. his speech has really come on at home. 	<ul style="list-style-type: none"> ➤ My child has thoroughly enjoyed and looks forward to her sessions. Her confidence is slowly growing too. ➤ Both my children have worked on a weekly basis with the specialist teacher. They willingly go to see him - a miracle for my eldest who is highly suspicious of anyone trying to 'help' him and have built up a great relationship with him and listen to him and trust him. ➤ We were listened to! The advisory teacher also was able to ascertain her own excellent understanding of our foster child and her work with him and

- They listened to what we had to say and took it on board. They gave us some good ideas to use with our child and worked well with them in school.
- To know someone is helping my child to progress.
- Very good support.
- My child has made so much progress (ARC parent)
- My child has thrived in the ARC .
- The (ARC) staff are fantastic and very supportive of my child

- us has been invaluable. Cannot rate her highly enough... This service was not even offered at his previous school...would have really helped him... Also the advisory teacher wrote accurate reports on his presentations and recommendations to help him get diagnosis and also will assist in his future education and health. Thank you !
- The support and help being an amazing communicator between home to school. Always having the best interest in the child. Investing time in helping the child and building a trusted relationship to give the correct support to make improvements in the child.

High Needs Pathway

- The Team have been amazing. I do not know what we would have done without them. They have helped my son in more ways than I could imagine. There are not enough Ways to say thank you. My son has made amazing progress with ISP support and I really wish this could continue because he loves her and trusts her.
- The Inclusion Support Practitioner (ISP) has been absolutely amazing, going above and beyond for the little boy who needed an advocate. I truly feel the relationship that he built with her was the starting foundation of him realising the world is an ok place. I can't put into words how grateful we are.
- The ISP really understood his needs and gave him personalised activities to do to overcome his challenges. I saw him blossom throughout the support as the strategies really benefited him and he was made to feel validated by how he was feeling and that it was 'ok not to feel ok' and reassured that things would get better.
- My child having someone to talk to about their concerns, who is not a teacher. I also appreciate the check-in's with me (parent)
- How you made my child feel, like they were being understood when others don't seem to understand , thankyou
- Feeling informed, feeling heard, feeling seen! This has been the best thing that happened to us as a family.
- Never giving up and exploring everything. Being able to provide what my child needed to succeed

Parent carer views on areas for development for SISS teams

SPI Team	<ul style="list-style-type: none"> ➤ More community activities for children and parents/carers to engage. ➤ More support in family events, i.e. quarterly. Give parents opportunities to learn from other experiences. A children's local BSL club. ➤ More activities outside of school to meet other children with similar disabilities. ➤ Maybe more lessons on confidence building. ➤ I would like to be made more aware of the dates of scheduled visits. ➤ Better communication. As a parent I receive no feedback from my child's sessions. No updates on if the sessions will be extended. I'm unsure if my child has made any progress with the SISS team as I have not been informed. 	<ul style="list-style-type: none"> ➤ We have a service specification to deliver as our priority, however understand the value of these events and will be reviewing our offer next year. ➤ Parents should be informed of visit dates and receive information about sessions – please speak to your advisory teacher about this as it may be an admin error. If issues persist speak to the Team manager.
Autism Team	<ul style="list-style-type: none"> ➤ I have no suggestions as for us it worked really well, I only wish we'd know about AIM earlier they gave amazing support. ➤ The only thing I would suggest is maybe a phone conversation with parents before the first meeting with the child as not all schools are forthcoming with information. ➤ <i>A number of responses linked to the Specialist Assessment Service (SAS) waiting times and elements within the pathway beyond the control of SISS. The majority of other comments were about the team having greater capacity to provide direct work with children.</i> 	<ul style="list-style-type: none"> ➤ Communication of Pathways and the Autism Team offer will continue to be reviewed and developed. ➤ Our Request for Support forms are being reviewed in the light of IT changes, which means increased opportunities for direct communication with parents prior to high needs Support starting.
SLCD ARCs	<ul style="list-style-type: none"> ➤ Communication has been poor and I think a lot of it is to do with the mainstream school. I've recently learnt that they may possibly close the Arc in the next 2 years, which is very sad news as they do such great work! 	<ul style="list-style-type: none"> ➤ The process for ARC staff to communicate with parents was reviewed with school and feedback is that the revised processes are working well. ➤ Bishop Wilson Arc will continue to take pupils and the outreach team has expanded whilst the service offer for pupils with a SLCD is reviewed as part of the West Midlands Balanced System work with SaLT
SEMH Team	<ul style="list-style-type: none"> ➤ Maybe an email with a brief summary of what has been covered once a term. ➤ I am not sure what specific support is given to my child and how progress is monitored. It would be nice to receive reports and summaries of support given and how they feel the child is engaging and progressing with it in place or what further support may be required. Communication with parents is non-existent. ➤ Communication to the parents what's has been covered during the sessions and what we can do at home to continue to help our child. 	<ul style="list-style-type: none"> ➤ Summaries of intervention following a block of work are provided to schools for traded services- parents should also be receiving a copy directly although we are aware there have been some admin challenges – we are looking into this, but also always contact school for reports if not received.

	<ul style="list-style-type: none"> ➤ It would be great to be able to have a meeting with the school and SEMH team to discuss strategies that could be used collectively. ➤ Just that all foster children should have a referral made so that they get an assessment and if necessary access to professional help. Very often they mask the true extent of their difficulties and unless they are disruptive in class they get lost in the system and their needs are not picked up. ➤ Our son has been on the waiting list for solar for over a year, the SEMH team could have offered support such as play therapy, CBT strategies, anxiety strategies which would've helped us while we have been waiting for NHS support. ➤ More enforcement with school. 	<ul style="list-style-type: none"> ➤ Schools receive one page visit notes with advice, unless we are requested to contact parents as part of the package purchased, this does lie with the school- if you would like this please speak to your SENCo. ➤ Feedback is included for information for commissioners. However currently schools decide how to use purchased hours and the team works to the current service specification. ➤ We are an advisory service and our role is not enforcement.
<p>High Needs Pathway</p>	<ul style="list-style-type: none"> ➤ Earlier intervention possibly as a suggestion. ➤ We don't hear from the SISS worker unless I make contact. The one who came with the ISP to meetings was helpful. ➤ It can sometimes be a bit bewildering with the amount of different people in the team that we have contact with, would be good to have a single point of contact or email address if we needed to get in touch. 	<ul style="list-style-type: none"> ➤ Currently the early intervention offer is provided by school and traded services. ➤ We are reviewing consistency of communication and would anticipate that this is regular for children on this Pathway, thank you for this feedback.

Feedback combined for High Needs Pathway from 8 respondents:

Question		Not at all	A little	Quite a lot	A great deal
How effective did you find the high needs planning meeting?				12.5%	87.5%
Has the High Needs Pathway been helpful in other ways, e.g. providing information?			12.5%	25%	62.5%
	Much worse	Slightly worse	About the same	Slightly better	Much better
Since the start of the High Needs Pathway, are your child's needs....			50%	12.5%	37.5%

5 respondents accessed support from the Community educational Psychology Service

Question		Not at all	A little	Quite a lot	A great deal
Was the support helpful?			20%	40%	40%

2 respondents accessed support from the High Needs Play Therapist

Question		Not at all	A little	Quite a lot	A great deal
Was the support helpful?				50%	50%

2. Key developments, projects supported and achievements for 2022-23

Strategy for Inclusive Education

SISS coordinated the work with **School Improvement (SEIS)** and 7 schools (primary, secondary and specialist) to pilot Solihull's Equity, Diversity and Inclusion (EDI) Audit Tool. Head teachers shared the benefits and learning from carrying out the EDI Audit at the Feb 23 Headteachers Partnership meeting, alongside a session from **Professor Mel Ainscow**. Following this **CSIE** were commissioned to roll out the EDI training and Audit Tool to all schools. 47/82 schools took part in the training and by the summer term 17 schools had sent in their EDI Action Plans. Mid-year this Strategy was moved across to the School Improvement Service to now lead on.

Graduated Approach

SISS picked up this work from the psychology service in 22-23 and ensured the content of all areas of the GA were coproduced with schools and services ready to go on the Local Offer – this work was provided on time to comms for publishing. Plans are in place for September to complete the SEMH Graduated Approach content pages through **Mulberry Bush Consultancy** and to map out the pathways through the SEMH GA for parent/ carers and all services so that all know the pathways and the services offer at each stage of the GA.

NHS England Autism Excellence in schools project with Parent Carer Voice Year 2

The project involved Coventry, Warwickshire, Solihull and Birmingham. The SISS Autism Team worked with two primary schools, **Fordbridge & Olton**, to meet the brief of supporting autistic young people to understand their identity. Resources were developed which included delivery materials to support the intervention for staff in schools and a Pupil Booklet.

Evaluation of Impact

Pupil voice: *"I understand myself more." "I didn't know what it meant to be autistic before." "I am not scared of people knowing I am autistic."*

Staff Voice: *"We thought we knew our pupils well but we truly know them now." "I have thoroughly enjoyed delivering this intervention."*

Both schools plan to continue using the intervention. In addition, **Parent Carer Voice** supported the engagement of parents with policy development and 10 days of AET Leadership training were provided by the SISS Autism Team for 2 senior leaders from each mainstream school. Attendance on the free training dates was disappointing.

Understanding Good Autism Practice and the AET Frameworks: 8/59 primary schools attended/ 10 staff and 2/15 secondary schools – 2 staff.

Leadership, Inclusion and Structural Reasonable Adjustments: 15/59 primary schools attended/ 17 staff and 4/15 secondary schools – 4 staff.

Training developments: Executive Function difference.

The Autism Team have developed an Executive Function Awareness training package and an executive function report, which is provided following an executive function profile assessment. The report provides advice and strategies specific to the individual. Feedback so far has been very positive.

SISS SEMH Primary Intervention Provision- REFRESH

The provision moved to a cohort model and in September 2022 we were able to offer both a KS1 and KS2 group. Staffing remained challenging, however we appointed a KS2 teacher in January and the SEMH Team Assistant Team Manager stepped in to manage the provision after the resignation of the existing manager. This brought stability to the REFRESH Team and the team and setting has thrived under Claire Kennedy's leadership. Therapeutic work is now firmly embedded in the provision, the REFRESH play therapist and HLTA have developed the parent offer, introducing workshops and events for parents such as a 'Stay and Play', and held a KS2 tea party. The development of the curriculum has been a significant focus this year and there is now a clear plan outlining the REFRESH curriculum intentions. Feedback on what school **staff valued includes:**

'The gradual transition from Refresh to school has worked really well.'

Communication was highly effective and supported all staff to work together in the best interests of the child.'

'Seeing the child in the environment and watching the interaction he had with staff there and the strategies they used with him.'

Pupil feedback included:

'Everyone was always kind and calm. They helped to support me when I got angry. I liked it when I could go into a calm corner or into the tent to calm down. We also used to talk about things when they happened which helped me learn from my mistakes.'

Embedding the AET School Standards Framework and impact data:

Using this Framework Autism Team Advisory Teachers offered a discussion with the SENCo to identify an area of common need and a focus for support from the Specialist Teacher across the year.

97% of Primary schools engaged with setting targets and 84% engaged with reviewing progress towards the targets.

100% of Secondary schools engaged with setting targets and of these 80% engaged with reviewing progress towards the targets.

Not all progress results in a move from one step (colour) to another due to the complexity of the standard. There has been good progress towards meeting the standards by some schools, where lots of positive change has been embedded.

Qualified Intervenor Inclusion Support practitioner

The SPI team now has a qualified Intervener ISP working within the MSI team which enhances and strengthens the skills of this team to deliver to the high need, low incident caseload.

Parent feedback:

"This is a service that I would not have realised we needed as a family, but I can't imagine not having it now. We are extremely happy with the support we get including the additional emotional support that the team offer. They genuinely feel like extended members of the family and I'm very pleased that the service extends into nursery setting."

Parent workshops for parents of children with an autism diagnosis

This year we have offered a parent workshop – Understanding Autism – each term for families with a child who has an autism diagnosis. Each term parents could sign up for a face-to-face workshop or could opt for an online version via Microsoft Teams. Following the workshop, we also offer a final online session where all delegates from both groups join together and hear presentations from a range of professionals who can support them moving forward. 57 families attended the training.

'Everything was relatable. I feel I've been given the tools to make my child's life better and know and understand better. I feel stronger as a parent having more knowledge.'

Primary Schools /59:

No progress	Progress within a step	1 step progress	2 step progress
3 (no audits completed)	8 (Autism Team knowledge) 6 reviewed as within step progress	42	0

Secondary Schools / 15:

No progress	Progress within a step	1 step progress	2 step progress
1 (audit completed July 23)	3 (Autism Team knowledge) 1 of these prioritised their own systems	11	0



KS2 Children and parents developing knowledge and making friends at the Fire Station workshop – March 2023.

Audiology

The Equipment Policy implementation has enabled a more robust system to be in place re: equipment and loan agreements. Schools having accountability for any losses, has resulted in significantly fewer losses and the SISS audiology budget being put to better use. Our Educational Audiologist has successfully embedded practice and innovative technology' Assistive Listening Devices (ALD) are being used by nearly fifty children/ young people across the borough. Room acoustic testing continues to promote and ascertain the learning spaces with best acoustic properties within the school environment for the deaf person.

SLCN developments

- Staff completed training for '**DLD Together**' (Afasic and Naplic). This course is designed to support parents once a diagnosis of DLD (Developmental Language Disorder) is given by SALT and will be part of the SLCD outreach offer in 23-24
- Supported the Early Years Team to coproduce a **0-5 SLCN pathway** – linked to the Maternity and Early Years Strategy.
- Supported multi-agency working between the LA and NHS linked to the '**Balanced System**' framework led by Marie Gascoigne- Director of Better Communication CIC. A multi-agency action plan has been developed for workforce development and reviewing pathways for support for 23-24..

Little OWLLS – following a successful bid to the **Amber Trust** musical equipment was provided for the MSI group.



Having lots of sensory music fun at Little Owls – Thank you Amber Trust.

3. Staffing

The Specialist Inclusion Support Service (SISS) is made up of the following teams and Additionally Resource Centres (ARCs):

Sensory and Physical impairment Team	Autism Team	Communication and Learning Difficulties Team / SLCD ARC and Outreach Teams	Social Emotional and Mental Health Team
Manager: Lisa Irving Assistant Team Manager: Julie Pearce Education Audiologist Veronica Thorvardarson	Manager: Emma Cox Assistant Team Manager: Wendy Fitzmaurice	Manager: Vacant – recruited for Jan 23 Assistant Team Manager Eileen McGrath (CLD Traded) SLCD Lead (outreach) Hilary Peace	Manager: Jane Shaw Interim Assistant Team Managers Stuart Tonks (traded team) Claire Campbell (High Needs) Head of REFRESH: Chris Ball
Role	Full-time equivalent	Number of staff	Vacancies Sept 2023
Deputy Manager	1fte	1	-
Team Managers	4fte	4	CLD Team
Assistant Team Managers / Educational Audiologist	4.6fte (0.6 temp)	6	Permanent ATM SEMH (1fte)
Lead teacher for SLCN and outreach	0.6fte	1	-
Head of REFRESH	1fte	1	-
Specialist Teachers	25.8fte	33	2fte additional capacity for High Needs SEMH team
Inclusion Support Practitioners/TA and audiology tech	19.6fte	23	-
HLTA and Play therapist	2fte	3	0.6fte play therapist REFRESH
Communication Support workers (Widney) and TA (refresh)	2.4fte	3	-
Total	59fte	73	

4. Caseload Information

Non Traded Teams	No of children on caseload 2022 - 23 (July 2023)	Number of high needs requests accepted	Number with EHC	Number at SEN Support	Number of new referrals
Hearing Impairment	239		71	113	38
Visual Impairment	121		53	28	7
Physical Disabilities	142		62	54	17
Multisensory	38		24	1	12
SPI Team TOTAL	540		210	196	74
Autism Team	1560	723 (targeted) 188 (High Needs ISP) 69 (AIM)	585	475	285
SLCD Team outreach	195	66	32	163	73
SLCD Valley/Bishop Wilson ARCs	14		5	9	N/A
SEMH High Needs Pathway and EHCP commissioned work	40	27/40	1	35 (7 under assessment)	27
TOTAL	2349		833	878	459

Traded Teams	No. of children by provisions open in year	Number with an EHCP	EHCP under assessment	Number at SEN Support	No SEN or not on COP	Not known	No of new referrals
Communication and Learning Difficulties Team	406	54	15	241	96	0	Not collected
SEMH Team	910	120	24	513	238 *	13	542

Key points:

- ❖ Whilst the Autism and SLCD Team keep all children with a diagnosis on their caseload, support is only given when requested through a High Needs Support request or through the schools' allocated hours from the autism team.
- ❖ *It should be noted the high proportion of children referred to the traded SEMH and CLD Team that have no SEN identified prior to referral, despite involving external specialists being expected, in all but exceptional circumstances, to be part of a Graduated Approach following an Assess/ Plan /Do/ Review cycle in school. This continues to need some unpicking and some work with schools on why this is.

Analysis of the caseload for each team is available in their individual team reports located on the Local offer

[Specialist Inclusion Support Service \(SISS\) \(solihull.gov.uk\)](http://solihull.gov.uk)

5. Traded services

Number of schools purchasing traded learning and SEMH support in the next academic year 2023 - 2024 through an annual Service Level Agreement (SLA).

Team	Primary	Secondary	Independent	Total schools	Specialist settings	Total
CLD	30	9	1	40	5	45
SEMH	53	12	3	68	5	73

Key points:

CLD Team

- For September 2023 schools with an SLA have increased by 4; Hockley Heath Primary, Our Lady of Compassion, Forest Oak School, Merstone School and Coleshill School (Birmingham) have all taken out a SLA. In addition the Inclusion Service have commissioned hours from the team for 23-24.
- No schools have ceased their CLD contract for the new year.
- Eight existing schools have increased their annual hours and twelve have reduced their buyback, some due to carrying over unused hours from 2022-23.
- The overall change to CLD team SLA hours for the new academic year is a net increase of 105 hours.
- In 2022-23, the team has covered 36 hours of spot-purchased assessment time, a slight reduction from 21-22.

SEMH Team

- Overall buy back from Solihull schools remains largely consistent over the past 5 years despite financial constraints on schools.
- For academic year 23/24 we will be supporting 53 out of 61 primary schools and 11 secondary schools out of 14, in addition to a Birmingham secondary school.
- 2 schools purchased support mid-year and went on to purchase SLA's in 23/24.
- 11 existing schools increased their buy-back and 6 have reduced their buy-back.

Traded service financial information:

Information provided below is from the financial year April 2021-22 and not the academic year.

	2022 - 2023 FINANCIAL YEAR		
	Summer 22	Autumn 22 & Spring 23	TOTAL 2022-2023
SLA	£153,403	£417,298	£570,701
Central Training			£13,990
Spot Purchase SLA @ £85			£6,970
Spot Purchase SLA @ £95			£855
Bespoke Training			-£952
Commissioned LA work			£166,296
Additional Hours SLA			£0
1 High Needs Advisory Teacher SEMH			£173,000
3 High Needs ISPs			
2 Communication Workers for children with a hearing impairment			
TOTAL	£153,403	£417,298	£930,860

6. Training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET – Making Sense of Autism - Schools	Mix of school staff.	45	100%
AET – Good Autism Practice	Mix of school staff.	63	100%
AET – Leadership - Understanding Good	Various school leaders	6	100%
AET – Leadership, Inclusion and Structural	Various school leaders	10	100%
AET – Progression Framework	Teachers / TAs / SENCOs	7	100%
AET – Autism and Anxiety	SENCOs / SLT	0 (no uptake)	N/A
AET – Autism and Exclusions	SENCOs / SLT	0 (no uptake)	N/A
AET Early Years Making Sense of Autism	All staff	23	100%
AET Early Years – Good Autism Practice	Teachers / TAs / nursery staff	24	100%
SENCO network - termly	SENCOs over 3 termly meetings	263 (av 87 per term)	100%
Sensory & Physical Impairment Focus Day	TA's, Teachers, SENCO's from settings	6	100%
Managing Challenging behaviour	Schools	8	100%
Youth MHFA	Schools and Inclusion Service	8	100%
Nurture Groups in Schools	Schools	9	100%

Comments from delegates

*The trainer shared lots of information and when questions were asked she was able to provide lots more information on different topics. Her subject knowledge is brilliant, and she was really helpful with further actions and ideas. Thank you. **Early Years Making Sense of Autism***

*The course was delivered in a very professional manner and by highly experienced people. The strategies they suggested were useful and I cannot wait to implement them in my school. **Schools Making Sense of Autism:***

*The best Autism course I have attended, lots of resources and learning aids to explore and course leaders put into perspective Autism and some of the things in my practice I had never even thought of but will be now implementing or ensuring I consider to meet the needs of children in my care. **Early Years Good Autism Practice (GAP):***

*Course was excellent as usual. Thank you ...for sharing your vast knowledge, and facilitating healthy discussions. **Schools GAP:***

*Techniques and real-life examples to put into practise. It created lots of inspiration of what aspects I can use for the children in my care. Really useful to see the demonstration of the tool actually in use - I could then see how useful it would be for our children, as when I first opened it up I wasn't sure! **Progression Framework:***

*Brilliant trainers, very knowledgeable. Really informative and interactive course. Great practical ideas **Managing Challenging Behaviour Relationships***

*I thoroughly enjoyed the course over the last two days and learnt a lot that I can pass onto my colleagues. **YMHFA***

*It helped me gain a much better insight into nurture groups in school, and the benefits this would have for us. The presenter , had a wealth of knowledge that helped answer any questions we had. **Nurture Groups in Schools***

Commissioned and bespoke training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET Making Sense of Autism	Kingswood School (private)	21	100%
AET Making Sense of Autism	Kingsbury Academy (Special School	45	100%
AET Early Years MSA	Childminders Group.	10	100%
AET Making Sense of Autism	Solihull Foster Carers	7	100%
AET Making Sense of Autism	Parents in a primary school	12	100%
AET Good Autism Practice	Secondary school – pastoral leads	7	100%
AET Progression Framework	Alderbrook Autism Arp staff	18	100%
AET Good Autism Practice	Social Care staff	6	100%
AET Making Sense of Autism	Parent session – primary school	4	100%
Deaf awareness/Radio aid training - general	3 mainstream schools/ settings	Variety in each setting	Not provided
Deaf Awareness – child specific	6 Early mainstream/EYS settings	Variety in each setting	Not provided
Deaf Peer Awareness Training	3 mainstream settings	Varied in settings from	Not provided

Moving and Handling, including Hoist training	Variety of settings across SMBC –	30+	Not provided
Training on Cerebral Palsy, Makaton, Duchenne muscular dystrophy, MD, Di George Awareness	Mainstream settings	Many across different settings 1 – 50+	Not provided
Attachment and Trauma Responsive	Solihull Music Service	13	100%
Zones of Regulation	Langley Primary School	18	100%
A Relational Approach	Streetsbrook Infant School	21	100%
P.A.C.E.	St Mary and St Margarets	25	100%
Relational Approaches	Cheswick Green Primary School	29	100%
Relational Approaches	Solihull Academy	8	100%

Comments from delegates

'Excellent - great delivery, very informative.' **Kingswood School (private)**

'The trainer had a depth of knowledge I would have liked more access to.' **Kingswood School (private)**

'I really appreciated having the opportunity to discuss children in our classes and the challenges we have for specific individuals.' **Kingsbury Academy (Special School in Coventry)**

'The trainers were very approachable' **Kingsbury Academy (Special School in Coventry)**

'Thanks so much I learnt loads' 'Really enjoyed it' **Childminders Group.**

"Thank you for a refresh. You are so knowledgeable and approachable if I have any questions." **TA from Duchenne muscular dystrophy Training.**

"I appreciated how the presenter adapted the presentation to the needs of the service. It helped me picture certain situations in the classroom where I could have approached it differently. In that sense the 3R's and PACE are things I am keen to retain in my practice" **Solihull Music Service**

"Really useful talk through so much information most useful were the scripts and descriptions of how pupils might be affected/how to deal with scenarios and language to use" **(Solihull Music Service)**

"I can really see it working for the children in my class. I can see the link with PSHE and feelings." **(Langley Primary School)**

"Videos to put things into perspective, the presenters knowledge and experience, resources provide." **(Streetsbrook Infant School)**

Language Link – training and support – supporting schools to identify and support SLCN needs early

- 25 infant schools subscribed to Language Link; 20 schools subscribed to Junior Language Link; 5 schools subscribed to Speech Link
- Outcome data from October 23 is detailed in the main SLCD Team annual report.

Year Group	Children assessed with severe receptive language needs	Children assessed with moderate receptive language needs	Children assessed with mild receptive language needs	Children assessed at an expected level
Reception	10%	13%	4%	73%
Yr 1	18%	19%	6%	58%
Yr 2	17%	6%	10%	58%
Yr 3	24%	18%	4%	54%
Yr 4	12%	9%	5%	74%
Yr 5	33%	19%	6%	42%
Yr 6	18%	13%	5%	64%

Three Language Link training sessions took place this year: 1 per term.

- Autumn term: 10 delegates attended; spring term; 12 delegates and summer term 16 delegates some schools attended each session- 1 overall 11 schools participate in the free sessions offered to all schools.
- **100% of attendees stated that their knowledge had increased.**

Comments from the course include:

“It was lovely to hear other people’s practice and Marcia shared some great ideas to take back.”

“I will be putting lots of these ideas into practice in the classroom and during the Language Link sessions.”

Training and support groups for parents

Course name	Location of training	Total number of parents/ carers trained	% graded course overall good or outstanding
Parent Workshops -	Parents of children with an autism diagnosis in Solihull schools	57 families.	100%
BSL sign introduction	Via Virtual Platform, Sept - April	4	100%

Comments from delegates

'Everything was very helpful, especially thinking about strategies and how using visual aids can help.'

'Understanding autism - very useful course. I feel much more educated and prepared to help my son. I feel I understand better how to apply strategies to help and who to turn to for support.'

'I found the whole course extremely helpful. Especially the anxiety and sensory parts.'

'Really helpful & highly recommended for all parents/carers/educators.'

'Delivery was excellent: supportive, informative, not patronising. Trainers were knowledgeable and patient.'

'Fantastic support for parents - thank you.'

'Everything was relatable. I feel I've been given the tools to make my child's life better and know and understand better. I feel stronger as a parent having more knowledge.'

7. Case Studies - Sample case studies- further examples are available in individual team reports.

Specialist Inclusion Support Service (SISS) (solihull.gov.uk)

Case Example1 : Guide Dogs for Habilitation Commissioned Work

Context/Background

C is currently in Year 5 at a local primary school however he is hoping to attend a Special Educational Needs school for secondary school as he is finding school challenging academically and physically. He has a diagnosis of Cerebral Vision Impairment (CVI) and struggles with anxiety around changes and managing different environments. C has younger siblings at home and the family travel by car as it is a challenge for parent to support C to manage environments alongside caring for siblings.

Interventions applied and current plan

C has worked with the Habilitation Specialist to begin to understand how his vision affects him and ways that he can use his functional vision to manage day to day tasks and experiences. C has explored mobility and orientation on routes around school and in the area local to school including shopping tasks and being an active participant in road crossings. C has also learnt sighted guide skills to increase his control over mobility and orientation even when physical contact is needed for safety or reassurance.

Challenges overcome

C was quite anxious about engaging with both the Habilitation Specialist and habilitation as a service and on the first meeting remained very distant. C was unable to explain his vision and did not want to explore increasing his independence. Working through the programme C became increasingly confident and chatty and began to feel ready to take on increased tasks. In particular C was nervous about road crossings and requested physical contact throughout the approach and crossing; he did not feel able to contribute to road crossing decisions and was quite overwhelmed by the number of sensory inputs affecting the decision making. C and the Habilitation Specialist worked together to build confidence and skills and C is now an active participant in decision making.

Outcomes achieved.

Alongside increased participation and confidence around road crossings with adult support C has developed his confidence more generally in travelling around outdoor routes. C can now label different street furniture and use this alongside other environmental landmarks and clues to orientate along a route and plan different routes. C is much more engaged in his environment and can make observations and comments about what is happening around him across different sensory modalities. Both C and parent are more aware of how his vision affects him and C can talk about things that can support him to access activities such as colour preferences and reducing clutter. C has used this knowledge and increased interest in his surroundings to engage in shopping tasks including recognising different product logos to orientate around busy shopping areas and complete shopping tasks.

Views of the family

Parent reports that C fed back positively about the support and especially liked getting used to getting around and finding things. Parent feels that she would not know where to start with things like helping him manage a busy shop and undertake shopping activities so this is beneficial. She really feels that the 1:1 approach and having the opportunity to build a relationship is essential to him feeling comfortable and being able to explain things and build his confidence.

Name of person completing the pro-forma: Clare Sanders

Date completed: July 2023

Case Example2: SEMH Team

Pupil's name:	Pupil D
Current year group:	5
School/setting:	A Solihull primary school
Name of specialist teacher:	Emily Sheehan

1. Reason for referral

Pupil D was struggling to manage his emotions in school. This often led to angry outbursts, sometimes resulting in negative physical interactions with other pupils. When Pupil D became dysregulated, he would often be very rude to members of staff, including swearing at them, struggling to let anyone help him.

2. Intervention plan

The initial plan was the use the Zones of Regulation to support Pupil D's understanding of emotions, however after the first couple of sessions, it was felt that the Homunculi programme of work would be more suited to Pupil D's needs and personality. The Humunculi programme of work uses a cognitive behaviour approach to support a child to understand thoughts/feelings/actions using cartoon characters developed by the pupil.

Target Measured Evaluation (TMEs)				
Area of Work	start score	Best hopes	End score	Points progress
Target 1 For Pupil D to become more aware of how he is feeling and recognise what his triggers are.	5	8	8	3
Target 2 For Pupil D to develop some strategies to manage his emotions.	3	6	7	4

3. Outcomes achieved

Pupil D was able to talk about what triggers him to feel in a certain way. He reflected well on this and was able to talk about things he could do to remove some of the triggers. He really enjoyed the Homunculi approach and used his love of football to inspire his Homunculi characters. He used this to think through different scenarios and reflect on what he could do differently next time he was in a similar challenging situation. We looked at what he can and can't control and used this to increase his understanding of how to deal with different situations and feelings. Pupil D's teacher reported that Pupil D was a lot calmer and didn't seem to have to leave the lesson as much. Pupil D felt he was more able to deal with some of the situations that were causing him distress at playtimes.

4. Feedback

'I feel a bit calmer. When I feel angry, I think of the goalie, and he takes my anger away.' (Pupil D)

'Serious incidents have decreased, and Pupil D seems to be managing better. We are very proud of the progress he has made.' (SENCO)

Signed

A handwritten signature in black ink that reads "E. Sheehan". The signature is written in a cursive style and is placed on a white rectangular background.

Advisory Teacher of SEMH

SEMH HN PATHWAY CASE STUDY 3

Pupil : F

Planning meeting date: 23/11/22

Plan closed date: 23.5.23

No of weeks support: 20

Reason for referral / school concerns:

- Verbal and physical outbursts towards peers
- Verbally aggressive comments towards staff
- Difficulties in emotional regulation
- At risk of permanent exclusion

Intervention / what we did:

SEMH Advisory teacher: 30 hours of support:

- Liaison with Mum regarding private ADHD diagnosis and SOLAR input.
- Classroom visits to observe Maths, English and creative activities with feedback to class teachers.
- Advice on adaptation of routines and approaches by the class teacher, These have included;
 - ABC plans/trigger identification
 - regular emotion check-ins
 - Zones of Regulation work
 - non verbal cues
 - social integration strategies for group work
 - use of low demand language
- Environmental audit – including introducing calm/safe zone for F to use.
- Break and lunchtime observations with feedback to staff on social integration strategies.
- Observed two PE lesson and give advice to school about F managing competitive activities.
- Liaison with Educational Psychologist regarding report and implementation of strategies within ISP direct work.
- Regulation communication with SENDCO.
- Interim and Full reviews at 6 weekly intervals capturing views from pupil, parents, ISP, Headteacher, SENDCO and class teachers.
- Transition advice discussion with current class teachers with strategies that have been effective in school to adopt with next academic year class teacher.

Inclusion Support practitioner: 41.5 hours of support.

The Inclusion Support Practitioner has completed twice weekly sessions, focusing on emotional regulation, personal construct, and solution focused approaches:

- Exploring ideal/non-ideal school ideas
- Emotion sharing activities – identifying different emotions in school situations
- Identified different words for anxiety and what might cause this in school
- Explored and practiced calming strategies
- Completed work around primitive brain and understanding ‘fight or flight’ response
- Assertiveness – role play and videos
- Explored F’s support team through shield of positivity and drawing challenges
- Positive psychology and strength identification exercises
- Self awareness and recognising feelings in the body
- Self and co regulation strategies and when to use them

Outcomes

Target Measured Evaluation (TMEs)				
Area of Work	start score	Best hopes	End score	Points progress
1. F to be able to identify and begin to manage his emotions	2	6	4	2
2. F to feel safe and secure in school	1	5	6	5

Feedback

School:

‘F has demonstrated transformational changes. He is now ready for learning’

- F has an improved relationship with his class teachers.
- He is developing positive friendships.

- Teachers have benefited from the advice and implemented the strategies discussed, including social integration strategies for group work, low demand instructions and recognition of F's achievements.
- Use of Zones of Regulation have helped to encourage F to participate in discussing how he is feeling and why.
- F presents as happier to come to school and enjoys football in particular.
- He enjoyed and engaged in the 1-1 sessions with ISP (Inclusion Support Practitioner).

Family:

'F is happy to come to school and speaks very positively about school which would not have been the case in October'

- F now happy to come to school – he doesn't talk negatively about school only positively.
- F has been attending SOLAR appointments and seems happy to attend these
- He has enjoyed spending time with family and the arrival of baby brother.
- He has an improved relationship with his class teachers.
- His mum feels that he is developing positive friendships.

Pupil:

'I have enjoyed my sessions with XX (ISP) . I am now doing well in class'