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## **Glossary**

## Foreward

The academic year 2005-06 has been an exciting time within support services across the country, and nowhere more so than in Solihull. The challenge of re-shaping services to meet the government directive to ensure that every child really does matter has framed developments within the Learning Support Service.

Firstly, LSS will change its name from September 2006 to the **Specialist Inclusion Support Service**. We feel the new title is more fitting to the work we carry out in supporting schools, settings and families in including children with special educational needs in the mainstream of education and society. The management structure has been streamlined and the Service will operate in three teams:

- Communication and Learning Difficulties (including Early Years, Autistic Spectrum Disorders, General and Specific Learning Difficulties, and Speech and Language Difficulties)
- Sensory Impairments (including Hearing, Visual and Multi-Sensory Impairments)
- Emotional, Social and Behavioural Difficulties

Secondly, the Service is changing its delivery model to facilitate the development of closer links with schools, settings and families. The new model addresses priorities within the Borough; it will provide enhanced support for children and young people with Emotional, Social and Behavioural Difficulties and Autistic Spectrum Disorders, and will give earlier support to those with Speech and Language Difficulties.

Thirdly, the Service will continue to build capacity for integrated partnership working in order to put the needs of children, families and schools at the heart of everything we do.

Staff within the Service continue to develop their skills so that the Borough can boast a cutting edge service which not only works with individual children and families but also empowers its schools. I very much look forward to continuing to work with schools and other partners, in providing focused, appropriate support for our children with special educational needs and in supporting their families.

Ros Daws

Manager, Specialist Inclusion Support Service

August 2006

## **Section 1**

### **Review of Service Development and Achievement**

## Section 1.1 Developments

During 2005-2006 a review was undertaken of the service's capability to respond to the demands of the Every Child Matters Agenda. Building on the highly skilled and very experienced existing service, priority was given to developing a service with greater flexibility which could work in an integrated way with an extensive range of partners, which could focus on its contribution to outcomes for children and young people with special educational needs, and which would provide high quality value for money support. Coincidentally \*Ofsted produced a report in July 2005 entitled "Inclusion: the impact of LEA support and outreach services." This report honed in on the need for services to evaluate their impact on the pupils they worked with, to target resources appropriately, and to maintain the development of staff specialist skills to coach and support others effectively. Its findings were entirely in line with LSS priorities. A new Assistant Manager of the Service was appointed in January 2006, a priority of the post being the maintenance and refining of a robust Service Performance Management Framework. This reflects our commitment to ensuring that staff training needs are identified and met, so that our target of providing a 'cutting-edge' service can be realised.

A further priority and challenge during 2005-06 was to address the need within the Borough to provide more systematic support for children with emotional, social and behavioural difficulties and those with difficulties on the Autistic Spectrum. An interim development plan was put into place for the year to address these priorities; the plan is included at the end of Section 1 of this report, together with progress against the targets set.

Many of the highlights and achievements of the year are documented in the individual team reports in Section 3. All teams have worked hard to build evaluation processes into their work practices and to extend their links with partner agencies in a systematic and productive way. Of particular significance has been the Service's commitment to the Common Assessment Framework, the development of Wave 3 interventions within the National Primary Strategy and the extensive in-service training carried out in schools by the ESBD team. A Review of Services for Children with Sensory Impairments in Solihull was carried out by an external consultant in October 2005. The review highlighted extensive good practice in the Borough and made specific recommendations, some of which are already in progress and some of which will be implemented during the academic year 2006-07. A major change in January 2006 was the coming together into one team of the staff supporting children with hearing impairments, visual impairments and multi-sensory impairments. The newly formed Sensory Team are gaining much from sharing good practice and working together on common themes.

A further review was carried out during the course of 2005-06 focusing on service delivery; this included consultation with over 40 schools by the service manager and with the Inclusion and Access Workgroup of the Schools Forum. The resulting new delivery model of support coincided with a re-alignment of management and staffing within the specialist teams.

The Communication and Learning Difficulties Team has been re-configured to maximise staff time in schools. A named member of staff will be attached to each school; they will become familiar with the school, their staff, pupils and parents. Some flexibility will be built in to allow the 'named person' to call on the specialist expertise of other SISS colleagues. Support will be targeted for schools and children with greatest need and will aim to provide early intervention in terms of age and identification of difficulties. By closer working with school colleagues and with other professionals, CLD staff will help to empower schools to meet the Inclusion and Raising Achievement agendas. From September additional specialist Learning Support Assistant (LSA) time will be available from within CLD to support schools and families with younger children with significant speech, language and communication difficulties.

The ESBD team has been expanded over the past twelve months to make more behaviour support available to schools. With effect from April 2006 staff who were with Behaviour Improvement Programme became part of the Borough-wide service and from September each school will have a 'named person' to contact on behavioural issues. This is an integral part of support at School Action Plus, and will hopefully form part of a school's response to a child's needs prior to considering statutory assessment. The team will provide support to pupils and schools to prevent exclusion and will continue to support whole school approaches to behaviour management and the continuous professional development of staff.

Further re-alignment of resources within the Service during 2005-2006 has allowed for the development of a small specialist team within CLD to support schools and families with children with complex difficulties on the Autistic Spectrum. Staff will be working closely with The Meadow Centre to give support to children, families, schools and Early Years settings both pre- and post- diagnosis. The Team will also be rolling out a programme of awareness-raising for schools, and providing INSET on appropriate strategies for the very individual needs of children with disorders on the spectrum.

Early Years' practitioners have become an integral part of the CLD team. The aim is to ensure a smooth transition into school for children with SEN, and to tailor support to the needs of individual children and families. This coincides with the re-alignment of the Primary Strategy at national level to address the progress of children 0 -11 years of age. In conjunction with other SISS teams, staff will develop closer working with Children's Centres to address a range of difficulties earlier and to give support and guidance to parents.

From September each school will also have a first point of contact for support for pupils with sensory difficulties, in particular where the pupil is not already known to the Service. For pupils with multi-sensory and complex needs, we look forward to forging closer links with Special Schools.

A further development which will take effect over the next twelve months is the expansion of SISS capability to advise schools on the use and purchase of appropriate Information and Communication Technology resources to support curriculum access.

## 1.2 Inter-Agency Working

2005-06 has seen a continued growth in the integrated working undertaken with partner agencies. The whole service has embraced the Common Assessment Framework. All staff have undertaken awareness-raising and/or training, a number have taken on the key worker role in the early implementation stage and two staff have become trainers. Close links with colleagues in social care and Health have become embedded into our practice. Links with Special Schools and Pupil Referral Units continue to flourish with a range of assessments, advice and work with individual children being carried out by all teams. Staff contribute to many joint meetings which have very positive outcomes: for example the Neighbourhood Education Network meetings bringing together EWOs, Connexions Advisors, Heads of Year, representatives from SNAP. We look forward in the coming year to even closer working with the Meadow Centre and to extending our links with the voluntary sector.

Individual team links with partners are outlined below.

CLD Team, including Early Years:

Regular liaison with SNAP, Connexions, PCT ASD Group, SALT, MAST, EWS, SIAS as part of the team's support for pupils and schools  
Contribution to multi-agency approach at Langley to move forward the ECM agenda in the school, and to the Team Around the School project at Park Hall  
Parents group at Meadow Centre post-ASD diagnosis  
SNAP - work on the Transition event in November 05 and ASD parents' group  
Dyspraxia Conference in May-joint planning and delivery with PCT colleagues  
Contribution to the development of the West Midlands SEN Partnership's 'Framework for Regional Educational Development - Autism'  
Leading Practice Group with EPS and SIAS  
Dyspraxia Steering Group with PCT  
Involvement by early years staff in the Early Support Project, in the development of the Solihull Child and Family Support Model and as Early Implementers of CAF

Sensory Team:

Very close links with colleagues from a range of agencies, notably the PCT, are an essential part of the Sensory Team's work both in their peripatetic role and in the Hearing Impaired Centres (HICs):  
Weekly input at The Meadow Centre with Child Development Specialists - shared assessments, delivery, planning, target setting, reporting and reviews  
Team Around the Family (TAF) and Family Service Plan meetings involving the paediatric Children's Nursing Team  
Co-ordinating multi-agency meetings with families, day care providers, school staff, health involved with a child; key workers to 3 families through the CAF  
Established protocol for involvement of SALT after newborn screening  
Joint home/early years setting visits to children with sensory impairments with other professionals

Regular liaison and joint working with BID (Birmingham Institute for the Deaf), RNIB Solihull, SAB (Solihull Association for the Blind) and other local voluntary organisations

Regular liaison with staff at Solihull and Heartland's Eye Clinics

Attendance at auditory verbal therapy sessions following cochlear implantation

Neighbourhood Forum Meetings with Paediatrician, Health Visitor, Speech Therapist, Play Therapist, Psychologist and Parents

Regional meetings of health and education, eg CHSWG (Children's Hearing Services Working Group) and Family Friendly Group

SISS deaf awareness course has input from PCT, BID, RNID, Deaf Direct

Both HICs liaise with SALT, Occupational Therapist, Health Visitor, School Nurse, Educational Psychologist and the Hearing Aid Technician from the Ewing Foundation. Lyndon have close links with Connexions and continue to be very supportive of the transition process post-16

Staff continue to be represented on the RNIB Early Focus Group and Primary Curriculum Group

ESBD Team:

The complexity of difficulties experienced by children exhibiting ESBD has led to more extensive integrated approaches during 2005-06, particularly with CAMHS. Other joint working includes:

Connexions, YISP and PCT

Secondary ESBD focus group drawing in colleagues from a number of agencies, including the Police, to share experience and expertise with secondary school staff.

SIAS - Primary Behaviour and Attendance Strategy, particularly with regard to the roll out of the SEAL materials, and the joint peer mediation project.

Team meetings welcome visiting speakers on a regular basis, eg Meadow Centre staff and the Young Persons Drug and Alcohol Service.

### **1.3 Interim Performance Plan**

## **Section 2**

### **Statistical Information**

## Section 2.1 Service Delivery 2005-06

### Children supported with/without a statement of SEN

Team	School Action+	With Statement	Total
CLD	791	296	1087
ESBD	458	61	519
Early Years	229	2	231
Sensory	568	131	699
Total	2046	490	2536

Of the above total 1,768 were boys and 768 were girls

### Children supported by Key Stage

Team	Pre-schl.	Found-ation	KS1	KS2	KS3	KS4	16+	Total
CLD	5	46	279	487	210	60	0	1087
ESBD	0	21	83	193	152	70	0	519
Early Years	90	139	2	0	0	0	0	231
Sensory	56	48	131	273	118	62	11	699
Total	151	254	495	953	480	192	11	2536

It will be informative over the next two years to ascertain whether the delegation of funding to schools for children with statements of SEN enables the balance of work undertaken by the CLD Team to be tipped further towards earlier intervention at School Action Plus. Time allocated to schools for CLD support is weighted to the earlier age groups and this is reflected in the key stage statistics. Demand for behaviour support is high at all key stages. Although the figures show no individual cases at pre-school level, the ESBD team have worked very closely with the Early Years team to meet the needs of individuals and settings to cope with an increasing demand for support.

### In-Service Training Delivered 2005-2006

In-service training, whether formal whole days or twilights, staff meetings or informal advice, forms a vital part of the service delivered to schools. Increasingly support service work is about the empowerment of schools and settings to meet the needs of all their children and young people. Details of the range of INSET delivered are included in the individual team reports.

## Delivery in hours

Team	Primary Schools	Secondary Schools	Special Schools	Other settings	Total
CLD	78.25	38.75	0	0	117
ESBD	113.25	66.25	0	8	187.5*
Early Years	7	0	0	7	14
Sensory	28	15.5	0.25	2.5	46.25
Total	226.5	120.5	0.25	17.5	364.75 hours

\*This figure does not include Team Teach (positive physical intervention) for Special School and PRU staff and 2 primary schools.

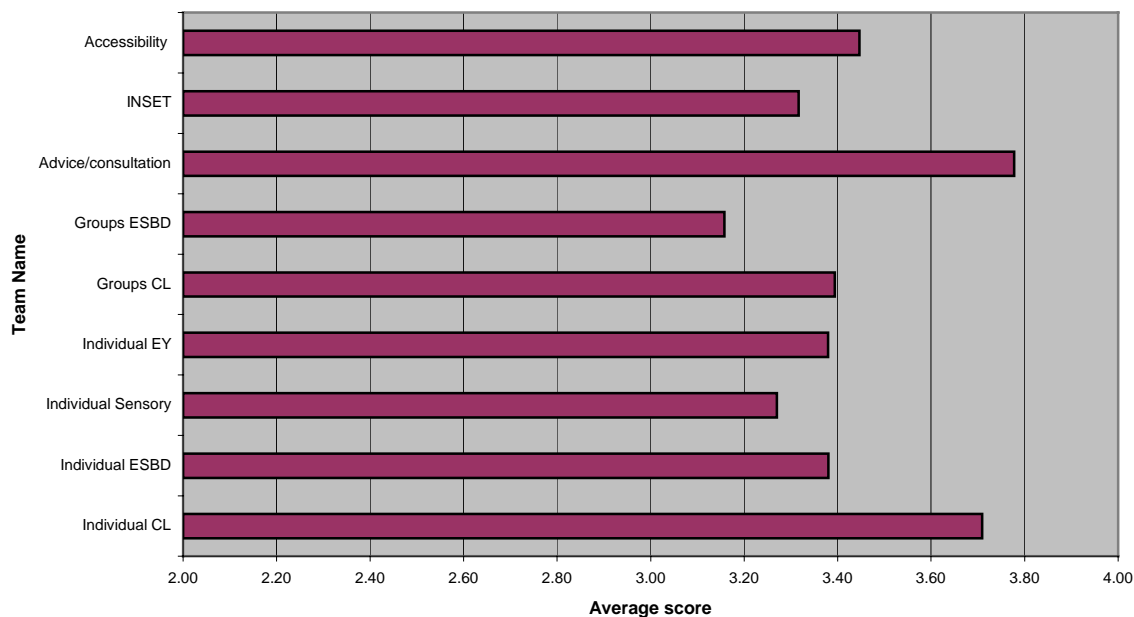
## 2.2 Schools' Evaluation of Service Received 2005-06

In order to continue to improve the quality of support provided by the Service, mainstream primary and secondary schools were asked in July to rate the effectiveness of the support they received from LSS.

59 replies were received from schools, representing a response rate of 74%

Satisfaction was measured on a scale of 1 to 4 where:

4 = very effective    3 = effective    2 = partially effective    1 = not effective



All responses received rated the service as effective or very effective, no responses were received which rated the support as not effective or partially effective. Aggregated scores are shown above for the service received for individual and group work undertaken by each team (age appropriate), for In-service training received, for advice and consultation, and for accessibility to the Service.

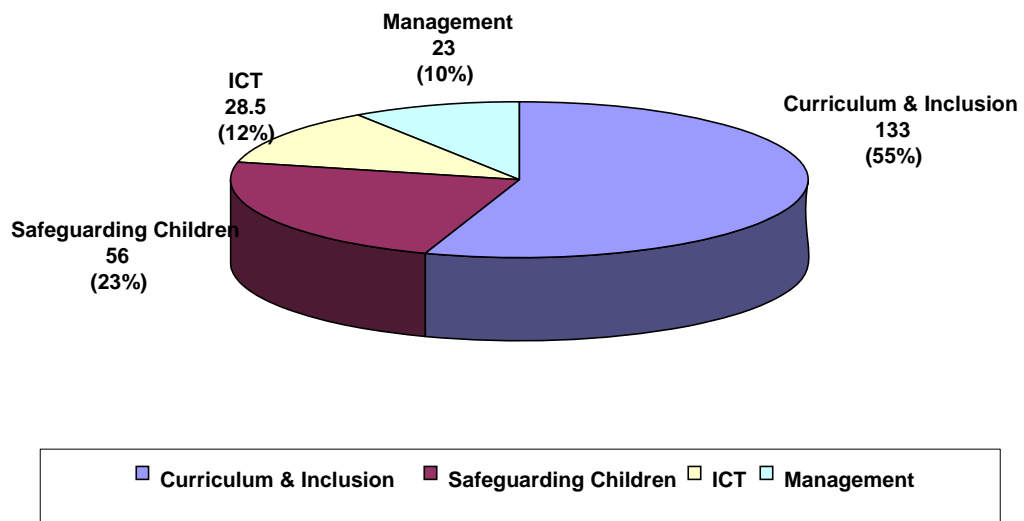
The impact of Inclusion and the increasingly extreme nature of some children's needs is felt keenly by schools and settings. As ever all would like more support than is available. Against this backdrop, and with a finite resource, it is essential to ensure that support is appropriately targeted, that service staff are able to share their expertise and empower colleagues in schools, and that the Service continues to build on its expertise. Behaviour support in particular is complex, but where schools and service staff have worked closely together there has been considerable success in dealing with difficult groups and individuals.

## 2.3 Continuous Professional Development of LSS Staff

Sum of Number of days	Team					
Course Category	Admin	CLD	ESBD	Management	Sensory	Grand Total
ASD (a)		15.5	3			18.5
Assertive Discipline (a)			12			12
Behaviour (a)		2	6	2		10
Child Protection (b)		21	2	2	6	31
Common Assessment Framework (b)		12	0.5	1	4.5	18
Communication & Learning Difficulties (a)		8.5	1			9.5
Disabilities (a)		1			1	2
Domestic Abuse (b)		3			1	4
Drugs (b)		3				3
Dyspraxia (a)		4				4
Evaluation (c)		3			1	4
Financial Management (c)				2		2
Hearing Impairment (a)		1		1	51	53
Inclusion (a)		6		2	1	9
IT Applications (d)	8	18.5		0.5	1.5	28.5
Legislation & role of Local Government in Children's Services (c)				6	1	7
Numeracy (a)		2				2
People Management (c)		5		4		9
Performance Management (c)				1		1
Transition (a)		7	2			9
Visual Impairment (a)					4	4
<b>Grand Total</b>	<b>8</b>	<b>112.5</b>	<b>26.5</b>	<b>21.5</b>	<b>72</b>	<b>240.5</b>

Category a	Curriculum and Inclusion
Category b	Safeguarding Children
Category c	Management
Category d	Information Communication Technology

## Training Received By Category - 2005-2006



In addition to the above, service staff have attended twilight training sessions on a number of subjects, notably ASD and ICT. Service training days have covered a number of aspects of Behaviour Management, Child Protection, School Self-evaluation/Mapping school provision for SEN, and the emerging role of support services within the Every Child Matters agenda.

Continuous Professional Development is essential in all aspects of the Service's work; details are given in the individual team reports in Section 3.

## **Section 3**

### **Individual Team Reports**

### **3.1 Communication and Learning Difficulties Team (CLD)**

The CLD Team has seen huge changes over the past twelve months. In April 2006 the new management structure of the whole service brought the three previous CLD teams under a single manager. Restructuring the team has meant that a number of people have seen changes in their roles over the year, with a strong emphasis for the future on continuously moving service practice forwards. The integration of the Early Years staff into CLD has given a new dimension to the team. The experience of these staff in working with families is immense, and aiding a smooth transition into school with support for children and their families is a goal the whole team will be working on together.

Following the launch of the ASD Review for Solihull the service appointed a lead professional for ASD who, with effect from September 06, will lead a small team drawn from current staffing. Additional LSA time will also be available from September to support children with speech and language difficulties. The work of the Additionally Resourced Centres (ARCs) for children with speech and language difficulties at Bishop Wilson and Hatchford Brook Schools has again been impressive this year, with children making good progress and integrating well into many aspects of mainstream life. The Teachers-in-charge have made valuable contributions to the work of the Speech & Language Working Party on redrafting criteria for the ARCs and improving admission procedures.

#### **Continuous Professional Development and Individual Achievements**

Professional development has been a high priority for the team this year with a number of focus areas, notably ICT which included Clicker, WIDGIT and Lexia, and Autism which included the Autism Day at Birmingham University and training at Sunfield. Other areas of development have included Transition Pathways, Dyspraxia Conference, Ruth Miskin Literacy Training, Assessment, Cued Spelling Wave 3 Numeracy and various aspects of ESB.

One member of staff has completed the first year of the Post Graduate Diploma course in Speech and Language Difficulties at Birmingham University.

#### **Professional Development Delivered**

The CLD team has delivered a wide range of training this year. Twilight and half-day training sessions for teachers and LSAs include:

- ASD awareness-raising
- Dyspraxia awareness
- SpLD strategies
- ICT software for SEN
- Brain Gym
- Maths and Dyslexia

Cued Spelling  
Responding to Learning Styles  
Maths Wave 3  
Pupil Participation in IEPs  
Assessment training for SENCOs.

Training delivered specifically for LSAs include:  
Multi Sensory working  
Modelling Spelling Programmes,  
Maths Programmes and practical assessments,  
Running Social Communication Groups,  
Transition programme for pupils with Down's Syndrome,  
Clicker and ClozePro workshops  
Study Skills course (8 week secondary level)  
Use of maths equipment at KS2  
Precision Teaching

Other training has included:  
'ICAN, JPDF Foundation Level' with Speech and Language Therapists  
Communication for At Risk Learners (CARL)  
Cluster training for SATs exam dispensation  
A seminar at the Dyspraxia Day run by the Dyspraxia Society  
Involvement with Dyslexia Institute Training  
Contribution to Makaton training provided by the PCT  
In a few schools parents have attended workshops and training looking at multisensory teaching and helping at home.

The Early Years team have led training at a number of settings on Down's Syndrome, ICAN, Social Communication training, Strategies to support language

## **Projects**

A number of successful projects have been carried out in schools this year:  
'Fun Packs' designed and produced to motivate pupils, especially boys  
A project with 7 secondary girls with dyslexia/dyspraxia  
Lexia materials have been trialled in several schools  
Direct Phonics  
Paired Reading  
Social Communication groups have been run successfully in a number of schools, including the use of the SEAL 'silver strand' materials  
Group interventions for writing, high frequency words, and comprehension  
Transition meetings have been set up at Smith's Wood for Y6 into Y7  
Network has been set up for LSAs working with pupils with Down's Syndrome

In addition to projects in schools, all CLD team members contributed to task groups developing practice in the following areas:  
Wave 3 interventions: research into successful practice to pilot in 2006-07  
SEN Written Guidance: collation of information from across the team and preparation of booklets for schools

Training for pupil specific LSAs: analysis of information from LSAs and identification of areas to target in the coming year.

Assessment: production of assessment and monitoring protocols and identification of appropriate assessment materials.

## **Challenges**

Changes this year have put pressure on the CLD team in many areas, including a move of premises from Woodlands to Keepers Lodge; this was not a straightforward exercise given the number of resources held by the Service for use in schools. Staff have responded well to changes in work practices and the standardisation of assessment protocols and procedures. In the new service delivery model from September 06 each member of the team will cover a wide range of demands as the 'named person' for a school. Professional support groups have been established in order to share knowledge and give mutual support, and ongoing training will ensure that staff feel confident in their new role.

## **3.2 Sensory Team**

The teams working with children with hearing impairments, visual impairments and multi-sensory impairments came together to form the Sensory Team in January 2006. A successful joint training day enabled staff to appreciate the range of work being undertaken and the breadth of expertise available within the new team. Since January much work has been done to standardise practices, procedures and paperwork. The recommendations from the Review of the Services for Children with Sensory Impairments have been incorporated into the Performance Plan, and many are already underway.

**Staff continually look to improve ways of meeting children's needs; for example this year the support for a deaf boy has gradually changed from a support assistant to interpreter support to encourage independence.** Since January 2006 support for visually impaired pupils has been enhanced by the commissioning of the services of a qualified mobility officer for one day a week from Guide Dogs for the Blind. Achievements include enabling a young man transferring to secondary school to travel independently; he no longer requires transport to school.

Peterbrook and Lyndon Hearing Impaired Centres (HICs) have both taken part in the OFSTED process in their respective host schools and have been commended for their work.

## **Continuous Professional Development and Individual Achievements**

Staff have maintained their own professional development in a variety of ways:

Courses run by British Association of Teachers of The Deaf (BATOD), regular audiology updates and termly meetings with Birmingham's Educational Audiologist, shadowing other LSS staff in a variety of educational settings and

also shadowing a Speech and Language Therapist. The team attended a day's Lecture by Carol Flexor, a distinguished visiting Professor of Audiology from the USA.

One member of staff has completed the first year of the Mandatory Qualification for Teachers of Visually Impaired children, and one has completed the first year of a Foundation Course in Learning Support through ICT.

### **Professional Development Delivered**

Courses for Learning Support Assistants at Primary level and at Secondary level

Evening Deaf Awareness Course for LSAs and parents

In-service training sessions delivered at the City Technology College, the 6<sup>th</sup> Form College, at 5 secondary schools, and at 8 primary schools.

Class sessions to explain a hearing or visual loss in a range of settings.

Signing classes at Sure Start, playgroups, nurseries, schools and individual families.

INSET for governors of Reynolds Cross School

Awareness training for Y9 pupils as part of an anti-bullying programme

INSET for Consultant Audiologists (BACDA)

### **Projects**

Hearing Aid Users Groups (HUGS) have been very active this year:

Baby HUGS meet fortnightly and provide an opportunity for the parents of pre-school deaf children to meet other families, and sessions have included baby massage and hearing dogs for the deaf; Mini-HUGS (primary) facilitated children from across the Borough attending a music day at Peterbrook School and a fair at Cannon Hill Park; and HUGS (secondary) organised a bowling evening, laser quest and an archery evening and barbecue with similar pupils from Coventry.

A project has been put in place to increase the level of signing across early years settings.

Lyndon HIC organised a 5 day residential trip to Paris in July for all the students to broaden their experiences and increase their independence skills Represented on the VI SEAL Group within the Primary Strategy.

### **Challenges**

Changes to the provision for primary aged children with a hearing impairment are envisaged with alternatives being sought to the present HIC at Peterbrook School. The changes will not impact on current children attending but have implications for staff.

In common with our colleagues in Health, as technology changes rapidly and expectations rise, we are under increasing pressure to meet the financial cost of providing students with the best and/or most appropriate equipment.

### **3.3 Emotional, Social and Behavioural Difficulties Team (ESBD)**

This year has seen an increase in permanent staffing within the ESBD team, and in April three staff previously seconded to the Behaviour Improvement Programme became part of the main team. Two staff have taken management responsibility, one for secondary support and one for primary support. As well as giving a lead in their respective areas, these two roles will enable the ESBD team to work more closely with other agencies dealing with challenging behaviour.

Following the whole service move from Woodlands, for the academic year 2005-06 the ESBD team has been based at Kingshurst Junior School. The School have been very welcoming but the siting has created logistical problems. These are due to be resolved in September 2006 with the team moving to join the rest of the Service at Keepers Lodge.

The team has developed a substantial skill base within the area of Autistic Spectrum Disorders, and from September will work closely with the newly formed ASD team. The number of children displaying ESBD at a younger age is creating demand for earlier support. Two members of the team have joined the Early Years working group, and we envisage closer links with the Children's Centres as they develop across the Borough.

The ESBD team has taken on the responsibility this year for co-ordinating the delivery of Team Teach training in Positive Physical Intervention. The training of all Special School and Pupil Referral Unit staff is underway, and two primary schools have also received training.

#### **Continuous Professional Development and Individual Achievements**

During 2005-06 all the staff within the ESBD team have extended their skills:  
five have successfully completed the Certificate in ASD accredited by Worcester University  
four more staff have been trained as Team -Teach tutors  
four have completed the Assertive Discipline Leaders Certificate  
one member of staff has completed a primary Certificate in Relaxation skills  
one has completed the Introductory Practitioners course in Cognitive Behaviour Therapy  
two have completed an Introduction to the Art Therapies.

The ESBD team arranged for Yasmin Ajmal from the Solution Focused Brief Therapy Centre to visit Solihull to deliver training in SFT. All of the team have now been trained in SFT, as have many school staff. The team also organised a visit by John Bayley, star of Teacher's TV which was attended by many school staff across the Borough. All of the ESBD team have completed the Dealing with Difficult Students master class. Sue Brough, a psychotherapist with MAST, has provided group supervision sessions which have been well

received by the team. All staff have undertaken Common Assessment Framework (CAF) training and one member of the team has become a trainer.

### **Professional Development Delivered**

2005-6 has seen a big increase in the delivery of In-service training. Over 50 INSET sessions have been delivered to more than 20 schools or settings. The team also delivered training to other teams within the Learning Support Service. Two members of the team contributed a workshop to training organised for Essex Support Services by the Brief Therapy Centre. Training in schools and settings has been delivered to a range of adults and includes:

- Managing Challenging Behaviour
- Assertive Discipline
- Solution Focused Thinking
- Rewards
- Behaviour Management (primary and secondary schools)
- Succeeding with Difficult Students
- Lunch-time Supervisor Training
- Producing and Implementing a Behaviour Plan
- Behaviour Policy and Practice
- Conflict Resolution
- Routines, Rewards and Relationships
- Behaviour Monitoring Systems
- Working with Younger Children
- Assertive Parenting (for parents)
- Talk About Children (for parents)
- Team Teach

### **Projects**

The joint peer mediation project was successfully launched this year by the ESBD team and SIAS, and a very professional guidance booklet and DVD have been made available to schools.

Three staff from the ESBD team were seconded to the Behaviour Improvement Programme until March 06 to provide first day cover for fixed term exclusions. 41 pupils were referred to the project. Of these 21 pupils received a fixed term exclusion and were provided with full-time education from the first day.

Project work has been undertaken at two schools, Lyndon and St. Peter's, to look at tracking systems.

The team has been represented on the ADHD regional consultation group.

### **Challenges**

The growth in the number of children exhibiting more complex difficulties at an earlier age is creating a demand on our early years' specialists. We are also seeing a growth in the number of girls at all ages exhibiting challenging behaviour. A third area is the very complex behaviour frequently presented by children on the Autistic Spectrum.

## **Section 4**

### **Specialist Inclusion Support Service Performance Plan 2006-07**

The ongoing development of the Service is reflected in the attached plan. Contribution to the Council's Objectives and Priorities and to the Education and Children's Services Directorate Key Deliverables are identified, as are links to other plans.

The emphasis over the next twelve months is on ensuring high quality value for money service which is responsive to need. Embedding systematic evaluation processes is a priority for the whole team. The emphasis on outcomes and making a difference to children's lives has been uppermost in our minds during the planning process, and a determination to make integrated working a reality has influenced our reconfigured structure and delivery model.

## **Section 5**

### **Appendices**

**5.1 Staff List**

**5.2 Specialist Inclusion Support Service Structure**

## Specialist Inclusion Support Service

### Staff List

<b>Service Manager</b>	Ros Daws
<b>Assistant Service Manager</b>	Fiona Phillips
<b>Communication and Learning Difficulties Team</b>	
Team Manager	Angela Shaw
Assistant Team Manager & Lead Professional Speech and Language Difficulties	Tony Manville
Lead Professional Curriculum Access and Achievement	Hilary Cunningham
Lead Professional Communication, Technology and Access to Learning	Malcolm Stevens
Lead Professional Inclusive Processes and Access to Learning	Vacancy
Lead Professional Early Years	Dawn Wayne
Lead Professional Autistic Spectrum Disorders	Liz Bardell-Marston
<b>Emotional, Social and Behavioural Difficulties Team</b>	
Team Manager	Trevor Withers
Lead Professional Primary	Clare Woolhouse
Lead Professional Secondary	Gilly Wright
<b>Sensory Team</b>	
Team Manager & Lead Professional Visual Impairment	Marian Clemons
Lead Professional Hearing Impairment	Andrea Baker
Educational Audiologist	Steve Partridge
<b>Administration Staff</b>	
PA to Service Manager	Tracey Ellis
Office Manager (Finance Support)	Carol Somerville
Office Manager (Data Support)	Sandra Twaddell

Administrative Assistants

Frances Robinson

Andrea Wilmer

**CLD Team**

**ESBD Team**

**Sensory Team**

Jane Aitchison  
Jan Bradshaw  
Judith Davies  
Jane Glassey  
Anne Glendenning  
Deirdre Hands  
Jenny Hardman  
Eileen Johnson  
Gill Jones  
Mary Jones (EY)  
Sue Jones (EY)  
Christine Miles (EY)  
Lesley Minnear (EY)  
Merryl Muat  
Helen Phillips  
Jane Riley  
Janice Round  
Sheila Schofield  
Margaret Sheward (EY)  
Averil Standley  
Libby Whitson

Richard Bowley  
Sue Kalsi  
Claire Kennedy  
Carol Lambert  
Jane McGuire  
Matthew Stiles  
Hilary Vaughton

Debbie Conyers  
Zoe Foster  
Lesley Husbands  
Pat McKee  
Ruth Wilman

**Inclusion Support**

**Workers:**

Karen Garner  
Lindsey Chambers  
Wendy Hewston  
Giselle Barton-Butcher

**Hearing Impaired**

**Centres:**

Jo Appleton (Teacher i/c  
Peterbrook Hearing  
Impaired Centre)  
Helen Williamson

Brenda Riley (Teacher i/c  
Lyndon Hearing Impaired  
Centre)  
Jenni Kitson  
Kay Slawson

**Learning Support**

**Assistants:**

Jane Burns (Lyndon HIC)  
Joanne Fairburn (Lyndon  
HIC)  
Carly Gillespie (Coppice)  
Sam Harker  
Louise Marklew (Lyndon  
HIC)  
Nicola Matthews (Coleshill  
Heath)  
Jackie Homer  
Joanne Walker  
(Peterbrook HIC)  
Caroline White (Arden)  
Cathy Williams  
(Peterbrook HIC)

**Additionally Resources**

**Centres:**

Sue Jarratt (Teacher i/c  
Bishop Wilson ARC)  
Carolyn Russell (Teacher  
i/c Hatchford Brook ARC)  
Hilary Peace  
Ros Smart

**Learning Support**

**Assistants:**

Sandra Budd  
Chrissie Bickle (EY)  
Jayne Edwards (Hatchford  
Brook ARC)  
Caroline Hall (EY)  
Angela Hobday  
Marilyn Maidment (Bishop  
Wilson ARC)  
Rachel Priestley (EY)  
Linda Stewart (Hatchford  
Brook ARC)  
Maureen Wright (EY)

**Mobility Officer:**

Angela Wood

**Contact Details:**

Specialist Inclusion Support Service  
Keepers Lodge  
Chelmsley Road

Telephone:  
0121 770 6267

Chelmsley Wood  
Solihull. B37 7RS

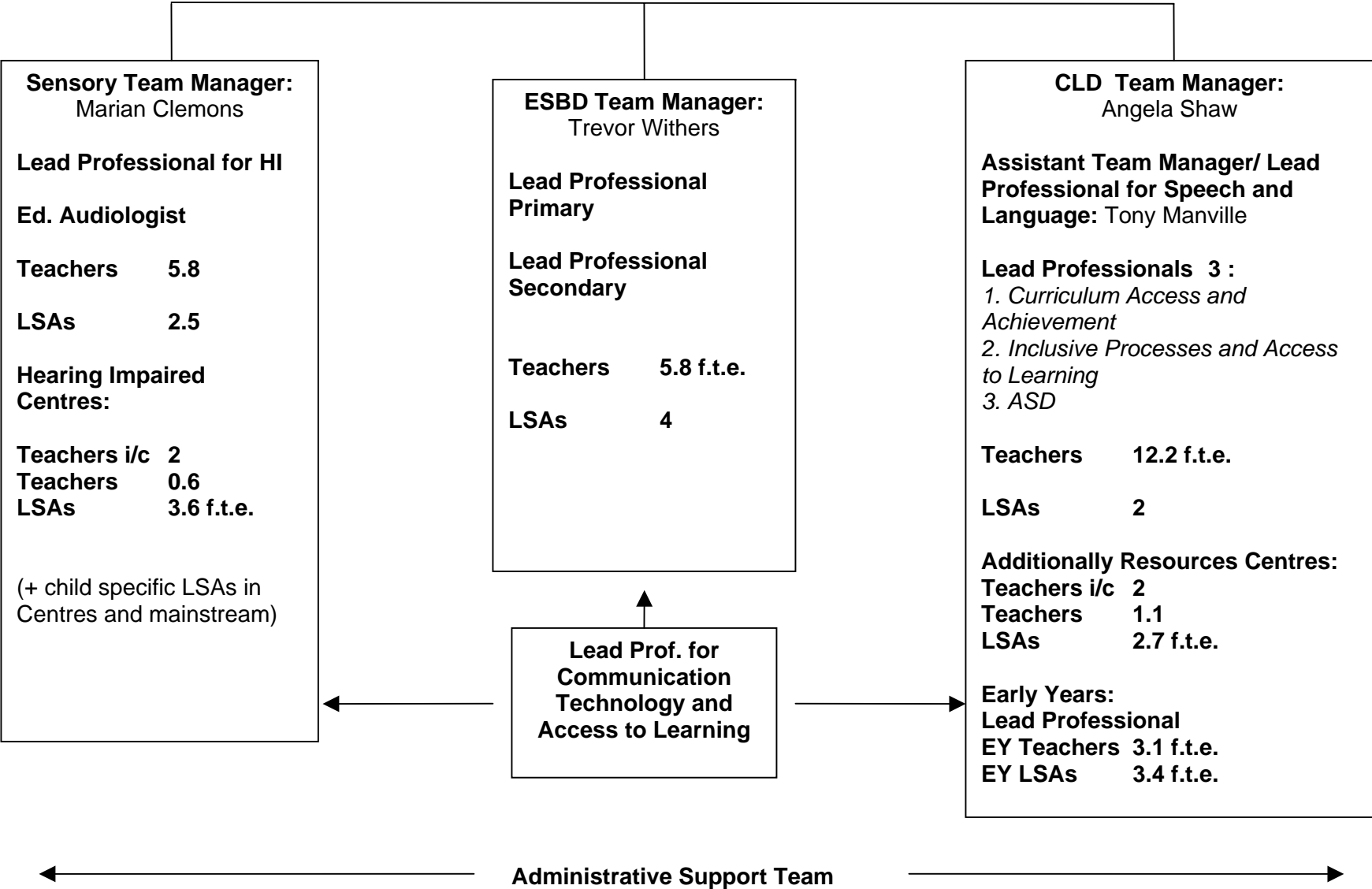
Facsimile:  
0121 770 6115

**Specialist Inclusion Support Service Structure**

**Manager: Ros Daws**

**Assistant Manager: Fiona Phillips**

**PA: Tracey Ellis**





## **Glossary**

<b>ARC</b>	Additionally Resourced Centre
<b>ASD</b>	Autistic Spectrum Disorder
<b>BIP</b>	Behaviour Improvement Programme
<b>CAF</b>	Common Assessment Framework
<b>CLD</b>	Communication and Learning Difficulties
<b>ECM</b>	Every Child Matters
<b>EPS</b>	Education Psychology Service
<b>ESBD</b>	Emotional Social and Behavioural Difficulties
<b>EWO</b>	Education Welfare Officer
<b>EY</b>	Early Years
<b>HI</b>	Hearing Impairment
<b>HIC</b>	Hearing Impaired Centre
<b>HUGS</b>	Hearing Aid User Group
<b>ICT</b>	Information Communication Technology
<b>IEP</b>	Individual Education Plan
<b>INSET</b>	In-Service Training
<b>JPDF</b>	Joint Professional Development Framework
<b>LSA</b>	Learning Support Assistant
<b>LSS</b>	Learning Support Service
<b>MAST</b>	Multi-Agency Support Team
<b>MSI</b>	Multi-Sensory Impairment
<b>PCT</b>	Primary Care Trust
<b>SALT</b>	Speech and Language Therapy
<b>SEAL</b>	Social and Emotional Aspects of Learning
<b>SEN</b>	Special Educational Needs
<b>SFT</b>	Solution Focused Thinking
<b>SIAS</b>	School Improvement Advisory Service
<b>SISS</b>	Specialist Inclusion Support Service
<b>SNAP</b>	Special Needs Active Partnership
<b>SPLD</b>	Specific Learning Difficulties
<b>VI</b>	Visual Impairment
<b>YISP</b>	Youth Inclusion Support Panel