



Solihull
METROPOLITAN
BOROUGH COUNCIL

Specialist Inclusion Support Service

Communication and
Learning Difficulties



Emotional, Social and
Behavioural Difficulties



Sensory

Annual Report 2006-2007

CONTENTS

Foreward from Service Manager

Section 1 Review of Service Development and Achievement

1.1 Developments

1.2 Team Reports

1.3 Evaluation of Impact

1.4 Continuous Professional Development of Staff

1.5 Performance Plan 05-06: Achievement against Targets

Section 2 Service Delivery

2.1 Children and Young People Supported

2.2 In-Service Training Delivered

2.3 Schools' Evaluation

Section 3 Performance Improvement Plan 2007- 08

Appendix 1 Specialist Inclusion Support Service Structure

Appendix 2 Staff List

Glossary

Foreward

The academic year 2006-07 has seen much closer alignment at a national level of Special Educational Needs with the National Primary and Secondary Strategies. This has been reflected in Solihull in the enhanced joint working undertaken by SISS and colleagues in School Improvement Division, with the aim of bringing together support for schools to improve the progress of low achievers. Similarly work is under way to give cohesive support to schools in providing for pupils with emotional, social and behavioural difficulties.

Work across many agencies in the Borough is in the planning stage in addressing the challenging targets set within the Communication, Language and Literacy strand in the new framework for the Early Years Foundation Stage.

The Disability Discrimination Act has put duties on schools in relation to Accessibility Planning and the publication of Disability and Equality Schemes. The Service has contributed to training for schools in these areas, and will continue to offer support as more children with a range of difficulties attend their local schools.

The Service has continued to build capacity for integrated partnership working putting the needs of children, families, schools and settings at the heart of everything we do. This will be an on-going theme in Service development in the coming year as the Borough develops its strategy for integrated service delivery. We look forward to linking more closely with schools, settings and children's centres, as well as with parents, in giving children the best possible start in life whatever their difficulty.

Ros Daws

Manager, Specialist Inclusion Support Service

July 2007

Section 1

Review of Service Development and Achievement

Section 1.1 Developments

Since September 2006 the Specialist Inclusion Support Service has been working within its new structure. Staff from each of the three teams in the Service have become familiar with the schools they work in on a regular basis and good relationships have been established. Feedback indicates that schools have welcomed this way of working, and comments are included later in this report.

A priority and challenge during 2006-07 has been 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 Autism Spectrum. The ESD team have been working in all secondary schools and many primary schools; they have worked with individual children and groups, and have carried out training for school staff in a wide range of behaviour - related areas. The establishment of the Autism Spectrum Disorders strand (ASD) has been a major development, and 07/08 will see a further small increase in the team. Working with a range of other professionals has enabled children and parents to be better supported, and a coordinated programme of training for schools is under way.

From September Learning Support Assistants (LSAs) within the Service will be taking new job titles; whichever team they belong to they will all be called Inclusion Support Practitioners (ISPs) and all have training in their area of specialism. Re-alignment of resources has enabled additional ISPs to be employed in the ASD and Early Years Foundation strands and will allow an expansion of the intervention work carried out in schools.

As well as developing cohesive approaches with partner agencies, teams within the Service have also developed joint working practices. Not only has this resulted in holistic support being given to individual children whose needs are varied, but also good practice has been shared and built upon. Bringing our early years practitioners into the Communication and Learning Difficulties Team has enabled better support to be provided at the critical point of transition into

school. The role of Lead Professional in a number of key areas was established this year; this has enabled practice in specialist areas to keep moving forwards, and has provided an extended management group to supervise staff and ensure quality service delivery.

Other areas of development include expansion of Wave 3 interventions, expansion of behaviour interventions to prevent exclusion, and for all teams a focus remains on providing support for pupils with additional needs at the various points of transition.

Evaluating the impact of the Service has been an area of development for all the teams this year and is reported on in section 1.4. It remains a priority that we are able to demonstrate that work with individual children and groups impacts on their progress (in its broadest sense) and that in-service training carried out in schools impacts on staff practice.

Increased involvement with the Common Assessment Framework will continue to form an integral part of our multi-agency work. The number of partner agencies with whom we work continues to expand. Developments within our data collecting and reporting systems are planned for 07-08 which will enhance our ability to share information with our partners within and beyond Education.

Finally, in order to take forward the Every Child Matters agenda in promoting good outcomes for children and young people with additional needs, the Service has been reconfigured over the past two years. In the coming months as the planning process for integrated service delivery across the Borough unfolds, the Service which will continue to play an active role in moving practice forwards; we are committed to continue to seek ways of improving outcomes.

Section 1.2 Team Reports

Communication and Learning Difficulties Team (CLD)

The CLD team has risen to the challenge of the new service delivery model this year, each member of staff being the named teacher providing support for the school's allocation of time. Schools have welcomed this change and staff have settled into the role, getting to know their schools well and forming good relationships. Practices continue to be reviewed and refined.

This year saw the successful launch of the Autism Spectrum Disorders (ASD) strand consisting of one full time and two part time posts. The team is now well and truly operational, protocols and criteria for response have been established and staff have been involved in supporting more than 83 children in 35 schools and settings.

The Early Years Foundation Strand (EYFS) has processed 117 new referrals this year. Staffing difficulties mean there is a waiting list for just 15 of them as the Summer term ends; these cases will be allocated at the start of next term when new staff are in post. The protocols of working within the EYFS team are being re-aligned; staff will now support children to the end of the Foundation key stage (involvement previously finished at the end of the autumn term). ISP support will be allocated for a fixed time, with input being planned, reviewed and evaluated. The aim is to put in strategies to empower the school/setting to provide for the child, and to prevent the development of long term reliance on support from SISS.

A much closer working relationship has developed with the Meadow Centre this year. Centre referral panels are regularly attended by ASD strand and EYFS staff. Play based assessments at the Meadow Centre are due to be part of the ASD strand remit next year, and a joint training morning has looked at a coordinated approach to communication assessment.

The staffing of the Speech, Language, and Communication Difficulties (SLCD) strand increased in September to 2 full-time ISPs. Unfortunately, owing to long-term sickness, the strand has not been fully staffed throughout the year. Nevertheless, intensive interventions have been provided for 13 pupils.

The Lead Professional for ICT has established links with the ICT Advisor and with colleagues in the Solihull Unit for IT in Education (SUITE), and joint working is planned as a result.

Both schools which host the Additionally Resourced Centres (ARCs) have had Ofsted inspections this year and there have been positive references made to the progress of ARC pupils. Through Access funding the ARCs have received plasma screens this year; in conjunction with the ICT Lead Professional they are developing a range of software for use with pupils and this expertise will hopefully become available to mainstream schools. Since September, pupils in

Hatchford Brook ARC have attended more mainstream classes, both for registration and for curriculum teaching with support. Mainstream children have also been included within groups taught in the ARC. The arrangements have worked well and there has been an improvement in the children's social integration. The success has been due to considerable hard work from ARC staff and mainstream colleagues to ensure joint planning and good communication. It is also pleasing that one of the pupils at Bishop Wilson ARC is to be the focus of a teacher training video about Dyspraxia.

Projects

The CLD Team have been piloting a number of new Wave 3 Programs this year; these include Ruth Miskin's Read Write Inc. with Year 7 at Langley Secondary School, Dancing Bears and Apples and Pears in 4 Primary schools, Hodder Reading Project in 2 schools, Rising Stars Down Load in 2 schools and Fast Zone Reading in 1 school. Ruth Miskin is delivering a Taster Training Day for Borough staff on July 6th which a number of CLD staff will also attend. The Lead Professional for EYFS has chaired the Early Years working party looking at provision for ASD in the under 5's within the Borough. This group has studied effective programmes and existing models of good practice and has identified a proposed framework for delivering a specific intervention programme that meets the needs of children with ASD and their families.

Challenges

CLD – To further develop the partnership role between schools and CLD in building school capacity to meet the needs of children with SEN.

ASD Strand - To address the needs of parents in a more pro-active manner; to ensure that all secondary schools receive a level of training that raises whole school ASD awareness.

SLCD Strand - To closely monitor pupil progress with agreed actions from both school and staff on the Partnership Agreement; to ensure a smooth transition period at Bishop Wilson ARC during Regeneration in North Solihull.

EYFS - To embed new working practices and protocols

Future developments

Three new coordinator posts will be established in September '07; two will give a lead to CLD staff and also to schools in Assessment and in Specific Learning Difficulties, the third will lead on developments in Training for the CLD team.

The ASD strand is expanding to 2.7 full time equivalent teachers and an Inclusion Support Practitioner, which will enhance the level of support for

children, families, schools and settings.

Next year we will be preparing for the introduction of the new Early Years Foundation Programme. This will impact on the EYFS team as they will be involved in the rolling out of the training to schools and settings.

Lead professionals have attended the planning meetings for Communication, Language and Literacy during the summer term; the multi-agency group is looking at taking a holistic approach to raising standards in the under 5's.

Sensory Team

The team have continued to support children from birth to 16 years at home and in a variety of settings. The number of babies identified with a hearing impairment has increased. The mini HUGS (Hearing Aid Users) group has enabled parents to meet socially, to meet outside speakers and take part in a highly successful music afternoon.

The number of children with complex needs attending early years settings and mainstream schools continues to increase; advice and support is provided by the Multi Sensory Impairments (MSI) teacher. The MSI teacher has increasingly been involved in Teams Around the Family (TAFs) and, as a result of Common Assessment Framework interventions, is the key worker for three children.

Deaf and visually impaired children have had opportunities to meet socially through the Mini Hugs Art Morning, Music Morning, RNIB Have a Go Sports Day, and through social activities after school for secondary age deaf students (for example, archery and a visit to the Snow Dome). Mobility and life skill training has enabled children to develop greater independence.

Members of the team have been involved in Access initiatives including meetings for senior staff in primary and secondary schools on the impact of the Disability Discrimination Act on schools.

Projects

Through the Access Initiative, the team is providing Front Row to Go (a portable sound field system) to each secondary school. The Education audiologist is giving advice on how this system can be used to improve acoustics in a variety of ways in classrooms, halls and other school settings.

Challenges

An ongoing challenge this year has been the recruitment of qualified staff. It is reassuring that one member of staff is embarking on dual mandatory qualification in September 07.

Challenges at either end of the age range include ensuring that pupils are prepared for the demands of life after school, whilst continuing to improve the social and emotional support to families of babies and children with a sensory impairment.

Introducing the practice of establishing Teams around the Family into school settings remains a challenge, as does meeting the Service target of evaluating the Sensory Team's impact on improving outcomes for children and families, and using evaluation information to inform changes to our working practices.

Future Developments

The team increasingly offers advice to schools and settings on improving the learning environment for pupils with hearing and visual impairments. This advice frequently has a beneficial effect for other learners who may be experiencing a range of difficulties.

Advice concerning Access arrangements for pupils with disabilities is another growth area of work.

Support for younger pupils with Hearing Impairments will increasingly be undertaken in mainstream schools.

Emotional, Social and Behavioural Difficulties Team (ESBD)

This year stability has been established in the staffing within the ESBD team with the staff seconded to the Behaviour Improvement Programme being integrated into the team. This has enabled all schools to have a named person which has been well received. In September 06 the team moved to Keeper's Lodge to join the other teams within the Specialist Inclusion Support Service. This has enhanced communication and coordinated working, not only with colleagues within SISS but also with the Educational Welfare and Educational Psychology Services.

Inter-agency working has been undertaken with Connexions, YISP, the Primary Care Trust (particularly CAHMS), and others. Alternate team meetings have been set aside for visiting speakers from a range of agencies and this has proved successful. These have so far included: Educational Psychology

Service, Occupational Therapy, YISP Plus and the Sexually Inappropriate Behaviours (SIBS) team. One member of the team has delivered joint training on the Common Assessment Framework (CAF).

Links with colleagues in School Improvement Division have continued to flourish, particularly in building schools' capacity to deal with challenging behaviour. The Secondary Focus Group has been amalgamated with the Behaviour and Attendance Network Meeting which gives a greater coherence to support at secondary level. At Primary level the team have continued to be involved in the roll out of the Social and Emotional Aspects of Learning (SEAL) materials, now moving into Phase 3.

Projects

Project work has been undertaken at Alderbrook School to look at tracking systems; this empowers the school to take a consistent approach to behaviour management. The team was represented on the ADHD regional consultation group; the group produced guidance for parents of children with ADHD and plans are under way to roll this out across the Borough. Following on from the work done on relaxation skills a member of the team has been trained in the Massage for Schools Programme. A project training Peer Mediators was undertaken at Tudor Grange School.

Challenges

At primary level the challenge next year is to ensure consistency and parity across the Borough for new referrals; the system with named staff has, in some cases, led schools to see staff as a resource for their school alone. From September new referrals will receive a visit from the ESD Team Manager or Lead Professional who will act as a filter and quality control.

In secondary schools the challenge is to target support to those most at risk. It remains an ongoing target to engage with all schools at an earlier stage to prevent challenging behaviour escalating to the point of exclusion.

Future Developments

A training package in De-escalation is being developed and will be ready for delivery during 07/08. It is likely that the team will take the lead on the Massage in Schools Programme within the Borough, and there are plans to extend the current work with parents to incorporate the Solihull Approach next year. Further expansion of the training programme that the team can offer to schools and Pupil Referral Units is in the planning stage.

Section 1.3 Evaluation of Impact

Developing the means to evaluate the impact of Service delivery on the progress of pupils has been a priority target for all teams during 2006-07. Much progress has been made in identifying performance indicators and Team Managers have established Evaluation Files in which data is recorded. All teams regularly document Case Studies detailing interventions, outcomes, multi-agency working and lessons learnt. Lessons learnt are shared at team meetings and are becoming an important mechanism for keeping Service practice moving forwards.

Communication and Learning Difficulties Team

CLD interventions: Team members evaluate all group interventions and ask classteachers / SENCOs to comment on pupils' progress. Returned evaluations demonstrate progress in the majority of pupils; the most notable progress is frequently in their improved confidence and motivation. Groups participating in the trialling of some of the new Wave 3 materials and in paired reading schemes have demonstrated significant progress. Longitudinal evaluation of training will be undertaken in early years settings and in a sample of schools over the next twelve months. Service impact will also be measured by monitoring the Individual Education Plans (IEPs) of pupils who have been assessed to ensure advice has been followed and to assess its effectiveness. As a means of extending evaluation procedures within the CLD team, questionnaires have been developed and trialled for pre and post intervention. These will be in place for September and will triangulate the views of parents, child, teacher and SENCO.

Communication for Active Reading and Listening (CARL): A longitudinal evaluation of the CARL project was carried out in the Spring Term 07. In total 18 schools participated in the study, which yielded data on 158 children who had taken part in CARL over a four-year period. The main areas of pupil progress identified by staff were confidence and social skills, while the principal benefit to the schools was felt to be the transfer of skills into the classroom. All children have made progress against targets set; given the nature and degree of their difficulties it is inevitable that many of them will need further special provision following the intervention. A triangulated evaluation of these interventions is currently underway. The main challenges for schools in implementing CARL concerned time, staffing and recording progress. The

materials and process are to be revised in the light of the study's findings and the recommendations of the Rose review.

Questionnaires for parents of Early Years Pupils: 28% of Early Years Parents' questionnaires were returned. Of these 50% felt their child had made good progress and the other 50% said their child had made some progress. In answer to the question 'has the visiting practitioner helped you to understand and meet your child's needs?', 79% described the input as very helpful and 21% described the input as helpful.

Sampling visits to Nurseries, setting and families: Supervision visits were carried out with 5 settings and 5 families who have had input from the Foundation Strand. 9/10 of the visits were extremely positive. One visit showed up issues for the Service, which were addressed and have been rectified.

Sensory Team

INSET: all sessions have been evaluated and an average score has been produced, with changes to delivery being made where appropriate.

Mobility: 100% of children having a mobility assessment have had their mobility needs addressed; a plan of work has been produced and at the end of a period of intervention a report has detailed targets met and future needs.

Families: Questionnaires have been distributed to families at the end of each transition stage to measure the impact of support. Returned questionnaires indicate that flexibility and the range of support are highly valued. Questionnaires to pre-school parents measure the effects of support on their understanding of the condition and level of anxiety. Parents interviewed believed their level of anxiety had decreased and they had a greater understanding of their child's condition. It was also acknowledged that anxiety levels could increase at different stages of their child's life.

Training: questionnaires provide an insight into the impact of training. This year a questionnaire was sent to LSAs twelve months after attending a 6 week course. Participants felt the course had increased their level of knowledge and increased their confidence to work with a hearing impaired child in their secondary school. It is planned to extend questionnaires to settings who have

had whole school or setting awareness sessions on a sensory impairment or access issues to ensure that training is relevant and appropriate to the needs of the target group.

Pupils: views are sought at the end of a period of support or before an annual review. Various evaluation sheets have been produced to meet the individual needs of pupils. Pupils highlighted areas where they feel they have improved. In one case a pupil requested less support.

ESBD Team

ESBD Interventions: the team has continued to evaluate the work undertaken using a variety of methods including feedback from schools and students, and individual case studies. Input from the Inclusion Support Workers has received positive feedback from all of the schools they have worked in. Schools' evaluations show that pupils have made positive progress and successfully continue to use the strategies when the intervention has been completed; there are a number of Case Studies that reflect this success.

INSET: evaluation following training has been consistently high throughout the year. For example, of the 193 participants undertaking Team Teach training delivered by the team, 'good' or 'excellent' accounted for between 91% and 96% of responses for all sessions, and none rated any aspect of the training as poor. Evaluation of the long term impact of some training delivered is currently being undertaken; interviews 3 to 6 months after training has taken place are being held with the person responsible for commissioning the training and with those who have been trained. Initial feedback has been positive with staff reporting increased confidence in managing challenging behaviour.

Group Work: evaluation has shown that pupils increase their self esteem and show improved social skills. The team have been using a pupil questionnaire at review stages of an intervention which enables pupils to comment on their own progress. The development of Solution Focused Individual Education Plan (IEP) writing enables students to contribute targets towards their own IEPs, against which progress can then be measured. The team have been trialling an Early Years Behaviour Checklist with Foundation Stage pupils.

Section 1.4 Continuous Professional Development

Continuous Professional Development is essential in maintaining a high quality Service which is fit for purpose. Staff need to have in depth and up to date knowledge of their specialist areas of expertise, they need interpersonal skills to work effectively with vulnerable groups, and presentational skills to deliver high quality training. Professional development for staff is grounded in the Service Performance Management Framework and Training Plan and reflects Borough and Service priorities. Development has taken many forms including work shadowing, visiting other authorities, attending Midlands specialist groups, guest speakers at team meetings, ICT clinics, termly updates on local and national developments, and whole service in-service (INSET) days. INSET days this year have focused on Autism, the Role of Critical Friend (Support and Challenge), Child Protection and Domestic Violence, Disability Discrimination and a variety of workshops. Managers within the Service have continued to enhance their skills, and the extended management team has had 2 awaydays concentrating on Coaching and Supervising staff; in addition all team leaders have undertaken Appraisal and Performance Management training.

CLD

Regular ICT training has been established by the Lead professional to keep the skills of SISS staff moving forwards. This has included sessions and clinics for the CLD, Sensory and Administrative Teams, and for Hatchford Brook ARC. All members of the ASD strand have taken advantage of opportunities to develop their skills. Visits to other authorities have resulted in elements of established good practice being incorporated into the strand's development. Members of the EYFS team have completed training in delivering the new Early Support Down Syndrome development protocols. In conjunction with Early Years and Childcare colleagues, to date this has been delivered one group of 25 professionals and parents. Staff have also completed training in Makaton which has impacted on work within settings. Many members of the peripatetic CLD team and ARC based staff have now completed CAF awareness sessions and the 2 day CAF training.

Sensory

Staff expertise within the team has continued to be enhanced through a range of CPD options. One member of staff is completing the 3rd year of a Foundation

Degree in Learning Support and ICT. This is a very exciting development which will give an additional dimension to work across the Service. One teacher is completing the 2nd year of the Mandatory Qualification in Visual Impairment and one is completing the 1st year of the Mandatory Qualification Hearing Impairment. All staff are taking advantage of training at a local and national level to update their specialist skills.

ESBD

2006-7 saw a range of individual achievements within the team. Five staff undertook the Team Teach Tutor refresher course and the remainder undertook the intermediate refresher training. Three members of the team attended the launch of the new SIBS team in Solihull. The Lead Professionals attended training in Solution Focused Consultation and Supervision. The development of cognitive behavioural skills continued with one member of the team being accepted onto the Diploma course and another onto the Introductory Practitioners Certificate; this will impact on ESBD practice over the coming year. Four staff have been trained in the Solihull Approach and three members of the team attended the Statutory Assessment Panel as Observers.

A detailed analysis of training undertaken is shown in the table opposite:

Course Category	Hours: Admin	CLD	ESBD	Manage- ment	Sensory	Total
Appraisal	2.5	10	1.5	1	9	24
ASD Whole Service Training		33.5	10	5	8	56.5
Assessment				1		1
Autistic Spectrum Disorders		11	6			17
Behaviour		10	16		2	28
Child Protection		18	2	2	6	28
CAF		6	4	2	4.5	16.5
Conference		20		3	1	24
Counselling Skills		1				1
Disabilities		3			1	4
Dyspraxia		1				1
Equality and Diversity				5		5
Evaluation				2		2
Every Child Matters		1				1
Family Learning					1	1
Financial	1			2		3
General Learning Difficulties		4				4
Heads Conference				2	2	4
Hearing Impairment					16.5	16.5
Integrated Working				1		1
IT Training	1	6.72	0.52	3.3	3.7	15.24
Literacy		4			1	5
Multi-Sensory					1	1
People Management	1	29.5	12	23	3	68.5
Physical Activities			2			2
Presentation Skills	1					1
Professional Qualification	18		6		41	65
Project Management				2		2
Recruitment	2	4		4		10
SEAL					1	1
Sexual Behaviour		4	2	1		7
Solution Focused	5	2	12			19
Specific Learning Difficulties		2				2
Speech and Language		2			2	4
Support and Challenge		32	14	5	8	59
Visual Impairment				3	7	10
Grand Total of hours	31.5	204.72	88.02	67.3	118.7	510.24

Section 1.5 Performance Plan 06-07: Achievement against Targets

Targets met, partially met and carried forward are shown in the following pages.

Specialist Inclusion Support Service Performance Plan 2006/2007

		EDS KD*	
Theme 1	ECM Outcome 1: Be Healthy (BH)	KD 1	Page 2
Theme 2	ECM Outcome 2: Stay Safe (SS)	KD 2	Page 3
Theme 3	ECM Outcome 3: Enjoy and Achieve (EA)	KD 3	Page 4
Theme 4	ECM Outcome 4: Make a Positive Contribution (MPC)	KD 4	Page 7
Theme 5	ECM Outcome 5: Achieve Economic Well-Being (EW)	KD 5	Page 8
Theme 6	Children and Young People of Solihull have access to Services that meet their needs, including the promotion of integrated multi-agency working	KD 6	Page 9
Theme 7	Supporting Staff and developing expertise to Support Children & Young People with Disabilities for all five ECM outcomes	KD 7	Page 11
Theme 8	Whole Service Priorities to ensure a high quality and value for money service	KD 8	Page 13

KEY

ECS KD*	Education and Children's Services Key Deliverables
SMT	Senior Management Team
CLD	Communication & Learning Difficulties Team
ESBD	Emotional Social & Behavioural Difficulties Team
Sensory	Sensory Team
Admin	Administration Team
All	All Teams
LP	Lead Professional
ASD	Autism Spectrum Disorder
SLCD	Speech, Language and Communication Difficulties
CPD	Continuous Professional Development
ISA	Inclusion Support Assistant

Theme 1 – ECM Outcome 1: Be Healthy (BH)

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evidenced by
To promote emotional well-being in staff and pupils in schools	<ul style="list-style-type: none"> Support the Healthy Schools initiative. 	ESBD Team	By July 2007	Promotion of emotional well-being in 90% of secondary schools and 60% of primary schools	Caseload Monitoring sheets
To promote the mental health and well-being of young children with a range of special needs and support their families	<ul style="list-style-type: none"> Meet with CAHMS workers on a regular basis Promote a range of support, including Mellow Parenting Contribute to integrated work with Children’s Centres 	LP for Primary ESBD LP for Early Years	Ongoing	Liaison protocols established by October 2006	Minutes of meetings
To promote the emotional well being of newly diagnosed sensory impaired children and their families	<ul style="list-style-type: none"> Facilitate regular meetings, venues and range of activities for the baby Hearing Aid Users Group to provide peer support for families and their pre-school child. Trial extending membership of HUGs to visually impaired students Identify a method of measuring self perception and well-being 	Sensory Team	April 07 July 07	<p>Event held once a month. 60% attendance rate at each meeting 3 events planned during 06/07</p> <p>A visually impaired student attends HUGs event</p> <p>Measurement tool trialled with 10 sensory impaired children</p>	<p>Attendance records</p> <p>Planning documents</p> <p>Attendance records</p> <p>Data collected and analysed</p>

Theme 2 – ECM Outcome 2: Stay Safe (SS)

Target	Actions	Who Team/Lead	By When	Performance Indicators	Evidenced by
To promote the safety of all children referred to the Service	<ul style="list-style-type: none"> All operational staff to attend child protection/safeguarding training All staff follow safeguarding procedures 	FP	On-going	100% operational staff trained	Training records
To enhance the support to children and young people and their families through the implementation of the CAF process	<ul style="list-style-type: none"> Ensure all members of the team attend awareness raising training All Lead Professionals & appropriate members of the team to do the 2 day training 2 members of team to be involved in the delivery of the CAF training 	FP All teams	On-going	100% team members trained 100% LP's trained	Professional Development record CAF training records
To promote safety from bullying and discrimination	<ul style="list-style-type: none"> Support schools in implementing anti-bullying strategy. Contribute to Anti-Bullying Strategy Group. Promote Tooled-up for School initiative 	ESBD Team	July 2007	Strategies to support anti-bullying delivered in 80% of secondary schools and 50% of primary schools	SEAL anti-bullying material being used Peer Mediators trained and practising Team records
To promote positive physical intervention where appropriate to ensure the safety of pupils and staff.	<ul style="list-style-type: none"> Support Special schools and PRUs in training new staff in Team-Teach Make Team-Teach available to identified Primary Schools 	Team-Teach tutors in ESBD Team	July 2007	Team-Teach training available to all Special schools & PRUs. A minimum of 3 primary schools trained in TT	Team-Teach courses delivered and evaluated
To promote the health and safety of sensory impaired children	<ul style="list-style-type: none"> Establish parent workshop 'Keep Children Safe' through liaison with BID 	Sensory Team	July 07	50% of pre-school families attend workshop	Evaluation of course content relevance by participants

To identify and meet the mobility needs of significantly visually impaired children	<ul style="list-style-type: none"> • Prioritise children who need mobility support • Provide individual mobility work plans • Monitor impact on the mobility skills of the target group 	Sensory Team	July 07	100% of target group have their the mobility needs assessed and complete an individual mobility work plan	Case files
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Theme 3 – ECM Outcome 3: Enjoy and Achieve (EA)

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evidenced by
To contribute to School Improvement targets across the Borough	<ul style="list-style-type: none"> • Service manager to attend SIAS Schools’ monitoring meetings and National Strategy meetings • Senior managers to attend regular meetings of Inclusion and Access Strategy Group • Senior and middle managers to attend Leading Practice Group • Establish and embed role of Lead professional for curriculum access within CLD Team • SISS staff to actively promote service inclusion in schools’ provision mapping for SEN, and schools’ SEF and SIP • To work with SIAS in facilitating the spread of good practice through training and cluster meetings 	RD RD/FP SMT/ Lead Profes.	On-going Sept. 07	95% relevant meetings attended SISS evidenced in at least 5 School SEFs or Improvement Plans	Meeting notes/minute School documentation
To support the enjoyment and	<ul style="list-style-type: none"> • Re-align staffing in teams as vacancies arise 	RD	By Sept 2006	Permanent contracts in place for ESBD staff	

achievement of children and young people with ASD and ESB in mainstream schools	<ul style="list-style-type: none"> Establish the ASD strand Establish whole-service approaches to supporting pupils with ASD and ESB 	RD, Managers & LPs		ASD staffing established within CLD team	Training Day 06
To promote the enjoyment and achievement of children with difficulties on the autistic spectrum with a high level of need	<ul style="list-style-type: none"> Draw up criteria to identify children on the ASD spectrum with a high level of need Participate in the multi-agency training group Continue to develop the Toolkit for supporting pupils with ASD in mainstream schools Identify support needs of families 	CLD Team Manager & Lead Prof ASD ASD Group Work	Sept2006 Dec2006 Ongoing Dec2006	Awareness training delivered to 50% of schools with identified high need children by July 2006 90% of families contacted post diagnosis	Caseload monitoring INSET evaluation Log of contact
To empower schools to meet the needs of SEN pupils through the effective use of CLD support	<ul style="list-style-type: none"> Develop referral, assessment and monitoring protocols SISS staff access schools' SEN profile & provision-mapping data and discuss with SENCOs 	LP for Statutory processes CLD Team	Sept2006 Dec2006	75% of Partnership Agreements include activities related to empowering schools to meet the needs of SEN pupils	Planning documentation Partnership Agreements
To monitor the implementation of advice given to schools by CLD staff	<ul style="list-style-type: none"> Set up processes to monitor implementation of advice Deliver training to school staff as appropriate Develop a training programme for use with child specific LSAs 	CLD Team/ CLD Manager/ Deputy LP ICT	July2007 April2007	75% of IEPs reflect assessment advice 100% of training delivered to schools & settings is monitored to see if it has been implemented	Planning and monitoring documentation Sampling of assessment reports & IEPs Inset evaluation
To support parents & carers in helping children with learning difficulties to enjoy and achieve	<ul style="list-style-type: none"> Develop a range of support for parents of children & young people with learning difficulties 	LPs for ASD & Early Years		75% of parents who return questionnaire feel more confident in supporting their child	Questionnaire responses

To promote effective transition for pupils between phases of schooling, and school & post-16 destinations	<ul style="list-style-type: none"> • To ensure that the needs of transition pupils are prioritised at planning meetings • Extend links with Connexions 	All Teams	On-going	Contribute to or attend 100% of transition reviews for Statemented pupils	Supervision re Monitoring fo Planning mee review forms Review report
To promote the enjoyment & achievement of pupils with speech, language & communication difficulties (SLCD) through effective early intervention strategies	<ul style="list-style-type: none"> • Establish protocols and practices for allocation & delivery of LSA support within the team • Provide enhanced level of support for identified pupils with SLCD & evaluate impact 	LP for SLCD LP for SLCD	Oct2006 Oct2006	Protocols established 100% of IEP's reflect advice given for identified pupils	Written 'Fram for Support' & 'Criteria for Involvement' IEP reviews Evaluations
To enhance educational, personal, social and emotional progress of children and young people	<ul style="list-style-type: none"> • Contribute to phase 2 of the SEAL pilot • To use and support the use of SEAL materials in schools • Facilitate groups to enhance educational, personal, social and emotional progress of children and young people 	ESBD Manager & team	July 2007	SEAL materials being used in 50% of primary schools Group work facilitated in at least 10 primary schools and 4 secondary schools	Evaluation of 2 of the SEAL Evaluation of work. SEAL Steering Group minute
To set a baseline against which pupil progress can be measured for pupils with ESBD	<ul style="list-style-type: none"> • Use a variety of observation technologies and other mechanisms for measuring pupil progress 	ESBD Manager	July 2007	All ESBD Team using at least two different observation methods	Baseline and c available in fil
To measure the effectiveness of ESBD Team interventions with a target group	<ul style="list-style-type: none"> • To develop a longitudinal study of a pilot tracking system with a group of year seven (cohort Sept 2006) and monitor the input and measure the outcomes 	LP for Secondary ESBD	Ongoing	Phase 1 monitoring completed by July 2007	Spreadsheet p progress

To contribute to the creation of positive learning environments for children with ESB within the Borough	<ul style="list-style-type: none"> • Contribute to school behaviour policies and to initiatives already in place • Support schools in managing inclusion and model good practice • Continue to develop new training packages 	ESBD Team	On-going	By July 2007 input into all secondary schools and 50% of primary schools.	Caseload monitoring sh
To maximize the support available for sensory impaired pupils to promote enjoyment and achievement	<ul style="list-style-type: none"> • To trial newly developed monitoring system for secondary settings • Train identified ISAs to carry out nursery assessments of children with suspected hearing loss 	Sensory Team	Dec 06 April 07	85% satisfaction rate from questionnaires on the impact of the new monitoring system An LSA carries out 3 nursery assessments	Data analysed reported on Assessment re
To make cost-effective high quality provision for primary age pupils with Hearing Impairments	<ul style="list-style-type: none"> • To carry out the recommendations of the Sensory Review in relation to Peterbrook Hearing Impaired Centre 	Sensory Team/ Peterbrook		Alternative provision identified and transition arrangements in place	Report to Cab Member

Theme 4 – ECM Outcome 4: Make a Positive Contribution (MPC)

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evidenced
To support early years settings in promoting positive behaviour & emotional wellbeing	<ul style="list-style-type: none"> • Contribute to the development of multi-agency training 	LPs for SLCD & Early Years	On-going	Attend 90% of appropriate Multi-agency meetings	Minutes of meetings

To promote child & parent voice in the education process	<ul style="list-style-type: none"> • Pupils' views are sought following interventions • Questionnaire for parents of pre-school children • Sample of parents of school age pupils given questionnaire 	CLD Team LPs LPs	End of intervention Spring Term 2007	90% of pupils have their views recorded 50% returned 50% returned	Questionnaire sheets As above As above
To empower children & young people to contribute to reducing conflict in schools	<ul style="list-style-type: none"> • To train peer mediators 	ESBD Team	July 2007	Peer mediators trained in at least one school	Completion of mediation training Group work evaluation of
To support the transition process for school leavers with sensory impairments	<ul style="list-style-type: none"> • Develop a questionnaire for school leavers to be completed 1 year after leaving secondary school, collect and collate the returned data • Use data collected to inform future planning 	Sensory Team	July 07	Questionnaires sent to 100% school leavers with sensory impairments, 75 % returned	Questionnaire designed and analysis of

Theme 5 – ECM Outcome 5: Achieve Economic Well-Being (EW)

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evidenced
To contribute to a reduction in exclusion of children and young people from schools	<ul style="list-style-type: none"> • Work with individual children and young people and encourage positive behaviour • Empower schools to manage behaviour through a range of training and advice 	ESBD Team	On-going	Reduce the risk of exclusion in 10 identified pupils	Case notes scaling techniques Longitudinal evaluation of

To promote and track the educational progress of an identified group of severe/profound sensory impaired children and young people from diagnosis to transition from school at 16+	<ul style="list-style-type: none"> • Design a Pupil Progress Summary sheet to check annual progress • Produce report following assessment to identify strengths and weaknesses and suggest future planning • Gather information from SATS results and GCSE 	Sensory Team	July 07 Dec 06 July 07	100% of identified group have annual assessments recorded, reported and acted on 100% children visited termly + have results gathered	Pupil Progress Summary S pupil file Reports circ setting/hor agencies Pupil Progress Summary s
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Theme 6 – Children and Young People of Solihull have access to Services that meet their needs, including the promotion

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evidenced
To ensure that SISS contributes to providing integrated support for children and young people with additional needs	<ul style="list-style-type: none"> • Senior SISS managers to be part of appropriate steering/working /task groups across the Council and wider community • SISS staff attend appropriate meetings 	SMT	Sept. 2006 & on-going	90% attendance by designated SISS staff at *appropriate meetings (* See Appendix 1)	Meeting mi Matrix of m agency invo
To ensure equity of access to SISS provision across the Borough appropriate to need	<ul style="list-style-type: none"> • Revise model of service delivery in CLD team in line with identified formula • Extend ESBD service delivery • Extend joint working of all teams with Children’s Centres • Review new models of delivery • Evaluate service delivery in all teams 	RD/ AS RD/TW FP RD/ Team Leaders	By Sept. 2006 Sept 06 onwards Review March 07 July 2007	Every school with named contact person in each team Service Evaluation showing 95% ‘effective’ or ‘very effective’	Schools Ev

To ensure that C&YP with additional needs, and their families, schools and settings, are able to access SISS information about the support available	<ul style="list-style-type: none"> • Provide clear information about SISS in accessible formats • Each school to have a first point of contact in each team • Revise referral system for schools and agencies to access support 	FP FP & SMT FP & SMT	Sept. 06 & on-going Sept. 06 By Sept. 06	Website information in place on 3 key sites 100% schools with Information Booklet Referral process adhered to for 80% cases	Information available on Booklets in Database re
To ensure support for children and young people with the most complex needs in mainstream schools	<ul style="list-style-type: none"> • Develop a range of joint working practices with Special School staff 	RD	Sept. 06 onwards	Meetings held with Special School headteachers and action points established	Meeting notes
To enhance the support available to children with social communication difficulties & their families	<ul style="list-style-type: none"> • Develop protocols & practices with the Meadow Centre • Extend CLD contribution to multi-agency identification & assessment 	LPs for ASD & Early Years	Dec2006	By Dec2006 protocols in place	Minutes of
To ensure children with significant SLCD have access to appropriate specialist provision	<ul style="list-style-type: none"> • Pilot revised written procedures for admission to primary Speech & Language ARCs 	LP for SLCD	Jun2007	80% satisfaction level indicated by questionnaires returned	Questionnaire user satisfaction (families, SLTs & SaLTs)
To support C&YP with ESB through an integrated-agency approach	<ul style="list-style-type: none"> • Joint working and training with other agencies • Range of agencies invited to ESB team meetings 	ESBD Team	July 2007	Joint working with at least four agencies	Case notes Minutes of meetings
To extend the support available to parents of pre-school sensory impaired children	<ul style="list-style-type: none"> • Invite other agencies to pre-school parent group • Further develop links with the Meadow Centre 	Sensory Team		Attendance of two partner agencies at pre-school group	
To increase information exchange with partner agencies	<ul style="list-style-type: none"> • Liaise with Cochlear Implant Team, SALT, Low Vision Clinic to facilitate sharing of assessment information 	Sensory Team	April 07	Information exchange protocols agreed with at least 2 agencies	Case files w shared assessment data

To assess the quality of the service delivered to families of sensory impaired children	<ul style="list-style-type: none"> Collect and analyse parental views on the support delivered at transition / end of involvement 	Sensory Team	July 07	80% of parental questionnaires returned and analysed	Analysis of responses identified
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Theme 7 –Supporting Staff and developing expertise to Support Children & Young People with Disabilities for all five ECM outcomes					Links to KD7 Support and Our Communities
Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evidenced by
To ensure all staff have the capability to contribute to Solihull's response to the ECM outcomes	<ul style="list-style-type: none"> New staff to attend core training in SCFSM/CAF, Child Protection and Safeguarding, and Corporate Induction Existing staff to undertake core training as necessary 	FP & all teams	On-going	100% new staff undertaken core training 100% existing staff undertaken SCFSM/CAF, Child Protection & Safeguarding	Training Records
To ensure SISS is delivering a high quality service which is fit for purpose	<ul style="list-style-type: none"> Training Plan developed and delivered which meets the training needs of individuals, teams and the service 	FP	July 06- July 07	Evaluation showing 95% 'effective' or 'very effective'	Schools, Pupils' evaluation
To develop the capability of CLD staff to support pupils within ASD	<ul style="list-style-type: none"> Provide training to develop staff confidence & understanding of protocols & strategies for ASD Maintain & develop expertise of staff within the ASD strand 	LP for ASD	Dec2006 Ongoing	100% of CLD staff have received awareness raising training 100% of CLD staff are able to recommend a range of strategies	Professional Development Monitoring Assessment School IEP Planning sheets
To enhance the support available to pupils with Communication & Learning Difficulties through the use of a wide range of strategies & resources	<ul style="list-style-type: none"> Develop CLD staff awareness of Wave 3 provision Develop staff expertise in the use of ICT to support learning for pupils with SEN 	LP for National Strategies LP for ICT	Ongoing Ongoing	100% of CLD staff use/advise on a range of Wave 3 interventions & recommend appropriate range of ICT resources	Professional Development Monitoring Assessment Planning sheets

To develop CLD staff confidence & expertise in the contribution to & delivery of training to schools & settings	<ul style="list-style-type: none"> To establish a core bank of training packages School training sessions to be open for CLD staff to attend to share good practice 	LPs CLD Manager	July2007	50% of CLD staff contributing to training in schools & settings	Planning fo Inset evalua
To develop staff expertise in contributing to school improvement	<ul style="list-style-type: none"> Develop the support & challenge role of CLD staff in new operational model Develop Support Staff File and brief staff on new paperwork & protocols Questionnaire to staff about their level of confidence & support received 	Manager/ Deputy/ LP's LPs	Sept2006 Apr2007	File complete by Sept06 80% staff response indicating increased level of confidence	Staff school Supervision Questionna
To further develop staff expertise in supporting pupils with SLCD	<ul style="list-style-type: none"> Audit staff expertise, identify needs & provide appropriate CPD opportunities 	LPs in CLD	June2007	75% of identified needs addressed	Completed Professiona Developme
To enhance support for children and young people with ASD	<ul style="list-style-type: none"> Protocols developed for working with ASD lead professional Strengthen links with Meadow Centre and establish cycle of joint meetings 	ESBD Team	July 2007	Protocol for working with ASD lead professional operational	Minutes of meetings Minutes of
To develop the ESBD Team's capability in identifying underlying causes of identified behaviours	<ul style="list-style-type: none"> External and in-house training 	ESBD Manager	By July 2007	ESBD Team to attend a minimum of 2½ days functional assessment training	Reports and reflect incre knowledge
To continually improve practice in the ESBD team	<ul style="list-style-type: none"> Supervision arranged for all staff Promote reflective practice in the ESBD Team 	ESBD Manager & LPs	July 2007	100% of staff receive regular supervision	Supervision Annual Rev Supervision

To increase the capability of schools in managing the behaviour of younger children	<ul style="list-style-type: none"> • To expand the range of advice for schools and increase staff confidence • To develop Assertive Discipline training for professionals working with younger children 	LP for Primary & ESBD team	July 2007	Training delivered in at least six schools	Evaluation
To maintain high levels of specialist expertise within the Sensory Team	<ul style="list-style-type: none"> • Identify gaps in team expertise and suggest strategies to address issues • Provide support to staff during mandatory training • Provide opportunities for staff to update skills and knowledge by attending local and national events 	Sensory Team	July 07	100% of staff have training needs identified and opportunities to develop expertise in a specified area	<p>Audit of sta</p> <p>Uptake of tr</p> <p>Reports on events casca during Sens away days/t sessions</p>

Theme 8 – Whole Service Priorities to ensure a high quality and value for money service					
Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evidenced
To benchmark identified service activities against W. Midlands Regional neighbours	<ul style="list-style-type: none"> • Collect and collate data in identified activities in CLD, ESBD and Sensory areas from colleagues in other authorities • Produce report for Annual Report 2007 • Use information to inform future planning 	FP	July 2007	Exchange of data established with a minimum of 3 partners in identified activities	Report proo
To increase Service	<ul style="list-style-type: none"> • Establish task group to consider 	FP	Autumn		Task group

capability to meet the demands of the ECM outcomes and Raising Achievement agenda	expansion of ISA workforce & development of career structure <ul style="list-style-type: none"> • Draw up a framework for developing a career pathway for ISAs 		Term 2006 By July 2007	Affordable framework in place for 07/08	Structure in into Service
To develop data management systems to support measurement & evaluation of Service performance	<ul style="list-style-type: none"> • Rationalise current database to capture data in a usable format • Pursue use of SEN module within Inclusion & Access Team 	ST and SMT	By Autumn Term 2006	Quantitative & Qualitative data available in July 07	Annual Rep
To develop and embed systematic evaluation processes	<ul style="list-style-type: none"> • Each member of SMT to develop an Evaluation Action Plan • Incorporate evaluation into practice • Manager to review with Team Managers regularly • Establish method for data to be systematically recorded 	SMT ST	June 2006 From Sept. 06 onwards	Robust evaluation processes in place by February 2007	Manager, T and Team E Action Plan
To ensure effective planning and recording of SISS interventions in schools and settings	<ul style="list-style-type: none"> • Referral, planning, recording and evaluation documentation standardized across teams 	FP & Team Managers	By Sept. 2006	New paperwork in place by September 2006	Documenta
To deliver service within budget guidelines	<ul style="list-style-type: none"> • Review current budget spend • Monitor monthly • Submit regular report to I & A Manager • RD to attend finance training 	RD RD & CS	Ongoing	Budget spend within target for 2006/2007	Oracle
To standardise working practice and recording within the ESBD team	<ul style="list-style-type: none"> • To develop common guidelines and paperwork within the ESBD team 	ESBD Manager & LPs	July 2007	All ESBD team following common guidelines for practice and paperwork	Standardisa documenta framework practice
To develop mechanisms	<ul style="list-style-type: none"> • Access pupil data using Raise 	CLD	Apr2007	Mechanisms in place &	Sample of p

<p>for measuring the impact of the work of the team on pupil progress</p>	<p>Online & monitor progress of a sample of pupils with whom the team are involved</p> <ul style="list-style-type: none"> • Prioritise LAC in monitoring progress • All pupils with statements who receive input have their progress tracked using agreed framework • Analyse Inset delivery evaluation forms 	<p>Manager/ Deputy CLD team Deputy CLD Manager</p>	<p>July2007 By July 2007</p>	<p>part of service practice by April 2007</p> <p>100% of LAC have their progress monitored 100% of statemented pupils progress tracked annually 100% of short-term input for pupils at SA+ is evaluated using the agreed framework</p> <p>100% of INSET delivered by CLD receive a rating of >75% for content of presentation & objectives met</p>	<p>tracked from 6, 9 and 11</p> <p>Pupil progress proforma Project evaluation forms</p> <p>Quality of pupil monitoring</p> <p>INSET evaluation forms</p>
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Key to Links with Other Plans

Council Objectives (CO)	Council Priorities (CP)
CO1 A brighter future for Our Children and Young People	CP1 To provide improved facilities and support
CO2 Improving Your Quality of Life	CP2 To ensure our C & YP grow up in a safe environment with opportunities to make a positive contribution
CO3 Closing the Gap of Inequality	
CO4 Treating You As an Individual	CP7 To reduce inequalities in respect of health and education and improve access to work and leisure
CO5 Good value Services	
CYP Children and Young People's Divisional Performance Plan	CP10 To pursue value for money in all Council services and communicate this to the public
SRLS Social Regeneration and Learning Strategy Divisional Plan	

Section 2 Service Delivery

Section 2.1 Children and Young People Supported 2006-2007

Children Supported with / without statement of SEN

Team	School Action +	With Statement	Total
CLD	932	293	1225
ESBD	466	65	531
Foundation Strand	249	14	263
Sensory	449	122	571
Total	2096	494	2590
Of the above total 1,854 were boys and 736 were girls			

Children supported by key stage

Team	Pre-school	Foundation	KS1	KS2	KS3	KS4	16+	Total
CLD	4	87	299	560	216	56	3	1225
ESBD	0	24	85	199	147	76	0	531
Foundation Strand	78	178	7	0	0	0	0	263
Sensory	48	57	91	215	107	41	12	571
Total	130	346	482	974	470	173	15	2590

Nb. Pupils with Autism Spectrum Disorders are included in the figures for Communication and Learning Difficulties.

It is worthy of note that there has been an increase in the number of pupils supported by the Foundation Strand – 263 in 06/07 compared with 231 in 05/06.

Section 2.2 In-Service Training Delivered

It is a priority target for the Service to not only work directly with children and young people and their families, but also to build capacity in schools and settings to meet their needs. This involves the delivery of training in both primary and secondary schools as twilight sessions and as In-Service Training (INSET) days. The Service has continued to support the roll out of Common Assessment Framework training across the Borough, with one member of the ESBD team and one member of the CLD team being on the integrated training team.

Communication and Learning Difficulties Team (CLD)

The CLD team has continued to offer a range of training to a variety of audiences: child specific training delivered to Learning Support Assistants (LSAs), class teachers and Special Needs Coordinators (SENCOs); whole school training; small group training for LSAs.

Topics covered include:

- the use of strategies such as paired reading, use of literacy tests, spelling strategies, modelling differentiation;
- the use of Wave 3 programmes such as Direct Phonics, Dancing Bears, Apples and Pears, ICAN;
- the use of specific ICT programmes such as Lexia, Clicker 5, IEP Writer, Communicate in Print;
- training around specific conditions such as Dyspraxia , Dyslexia, Down Syndrome and ASD

New developments this year have been:

- Down Syndrome awareness training delivered by EYFS in 3 settings;
- ASD training delivered by the ASD strand to Primary and Secondary LSAs in conjunction with Educational Psychology, the ESBD team and the Meadow Centre;
- ASD training for cluster groups (all Secondary schools have been audited to assess training needs in the area of ASD);
- training delivered to a group of student health visitors about the work of SISS (raising the Service profile will hopefully lead to earlier referrals from Health Visitor colleagues).

The ASD strand is also involved in delivering training with Autism West Midlands within the Worcester University accredited course; ICT training has been delivered to the Parent Partnership.

Sensory Team

Training this year includes:

- general awareness of sensory needs and the individual needs of children delivered to 5 secondary and 10 primary schools;

- sessions on the eyes and/or ears for classes studying the senses;
- the Educational Audiologist has been involved in advising on the use of Sound Field Systems in classrooms in the regeneration of the North of the Borough;
- an 8 week course for extended families of profoundly deaf babies and children;
- a 6 week course for LSAs supporting Deaf students in secondary schools;
- signing classes in Early Years settings and schools for parents and staff.

Emotional, Social and Behavioural Difficulties Team (ESBD)

During 2006-7 demand for training in ESBD has continued to rise. All of the team have made a contribution and new training packages have been developed. Training has been delivered to a wide range of audiences including: whole staff groups, Newly Qualified Teachers, Lunchtime Supervisors, LSAs, Child and Family Support Workers, Play Workers, Learning Mentors and Parents.

Training delivered includes:

- Assertive Discipline
- Anger Management
- Stress Management
- Circle Time
- Primary SENCO Training
- Working with Difficult Students
- Parents' Workshops-managing difficult behaviour
- Solution Focused Thinking
- SEAL Silver Set
- Team Teach has been delivered to 5 primary schools and the secondary Pupil Referral Unit
- Contribution to ASD training for Primary and Secondary LSAs in conjunction with staff from the ASD strand.

Training has also been delivered in a neighbouring authority, and two members of the team have delivered a workshop at the Solutions in Education Conference organised by the Brief Therapy Centre in London.

Section 2.3 Schools' Evaluation

Methodolgy

For several years evaluation of the service has been through a questionnaire circulated to schools. Feedback tended to suggest that service delivery was generally very good but all schools would like more of it! Whilst this is a pleasing response, it did not provide information on which to move forward. It was felt that more meaningful feedback could be gleaned through personal visits. It was decided to put in place a 3 year cycle of visits to

all schools in the Borough. The extended management team were therefore allocated 2 schools each, a total of 26 schools to survey in the current year; schools were chosen at random from a cross-section of post codes, and a mix of primary and secondary. The format of the interview questions was standardised so that common threads could be identified. The questions asked and a summary of the findings are shown below; some commentary is also included. A full transcript of results (schools remaining anonymous) can be found on the SISS web page on solnet via Education and Children's Services/Services/ Children and Young Peoples' Services.

Questions and Responses

1. Have you found the new systems of working put in place by SISS teams more effective than previous ways of working? (i.e. having a named person from each team to contact)

24 respondents said yes, 1 said no difference, 1 no comment.

In giving this overwhelmingly positive response schools' comments included: SISS staff get to know the children and school systems, good working relationships built up, advice easily available, good continuity, more flexibility, easier planning. Some difficulties experienced when named person is off sick.

2. Have you found it straightforward to communicate with the teams from SISS?

25 respondents said yes; 1 said no. This school had a very frustrating experience, and steps have been taken to ensure this is remedied.

3. In what ways has support from any of the SISS teams impacted on pupil progress?

Responses were very individual but the following reflect common themes: ESBG advice has impacted on the number of incidents individual children are involved in, and 1 respondent commented that this had an effect on progress for the rest of the class; CLD advice has impacted on literacy levels; Sensory advice has contributed to 'whole child' development; ASD help with transition has been invaluable.

4. How has the support from any of the SISS teams impacted on the day-to-day practice of staff within your school?

Do you feel INSET delivered will have any long-term effects?

ESBG headlines: strategies recommended for 1 child are useful for others, whole school approaches to behaviour have been adopted, Assertive Discipline has made a big difference, Behaviour policy has been revised, good training for NQTs.

CLD headlines: advice for NQTs helpful, good support for new SENCo, Brain Gym embedded in school practice, modelling good practice by Foundation Strand ISPs very helpful, story work prior to SATs boosted confidence, ASD advice has made a big difference in school and helped with liaison with home.

Sensory team have provided good practical advice and allayed staff anxieties. Schools were less sure of the long term effects of training; this is an area for SISS staff to consider with schools when INSET is being planned.

5. a) What have you valued most about the support you have received from any of the SISS teams? Why?

A wide range of responses including: support and advice gives us confidence, global and independent view, flexibility, availability for phone advice, practical strategies, time given to individual pupils is valuable.

b) What have you found the least helpful/valuable about the support from any of the SISS teams? Why?

Many comments on lack of time allocation, a few around paperwork. Other individual comments include lack of support for exam dispensation, 1 about staff absence.

6. Are there any areas that you can identify that could further improve the service SISS provides?

Suggestions include: Cluster training, closer liaison with Speech and Language therapy ("could you have a therapist on the team?"), more transparency over time allocation, keep school informed about progress of referrals, a pool of trained LSAs attached to SISS, (and more time requested from the majority of respondents)

**7. a). Is SISS support part of your provision mapping for SEN?
and b) Is SISS support included in your SEF (Self Evaluation Form) or SIP (School Improvement Plan)?**

These questions were intended to show how far SISS support is seen as integral to whole school planning for SEN; the results were very positive.

As part of provision-mapping 20 respondents said yes, 2 were in the developmental stages with this exercise, and the remainder reported using SISS staff in a variety of flexible ways to support the process.

In SEF or SIP, 21 said yes, 4 said no, 1 wasn't sure.

8. Can SISS support you with your Accessibility Plan? eg visual/ acoustic environment, and Secondary Schools only - Can SISS support you with your Disability Equality Scheme?

The majority of respondents felt that help would be valuable and welcome; some already have these issues in hand; a number have already accessed help in relation to the acoustic environment, and several have accessed advice relating to individual pupils

9. Did you find the Service Booklet useful this year?

16 respondents said yes, 6 didn't recall seeing it, 1 felt it was useful initially, 1 had passed it on and wasn't sure if it had been useful. (One commented that the information would be useful on-line, this is already in place)

10. Any other comments?

Comments include: SISS forms on the Inclusion Disc would be helpful, support from identified ASD strand is a big improvement, concern over the statementing process and allocation of SEN funding by the Local Authority, more ISP input would be helpful.

Conclusions

Face to face conversation was very well received as a method of evaluation, and schools found it helpful having the questions in advance. Comments reflect that on-going refinement of processes within the Service to give better support to schools is appreciated. The many comments about the desirability of more time make it essential that the finite resource is utilised as efficiently as possible. Training provided by the Service is highly regarded; evaluation processes need to identify whether it produces long term effects on how staff in schools meet the needs of children with a wide range of difficulties.

Section 3

Service Performance Improvement Plan 2007/08

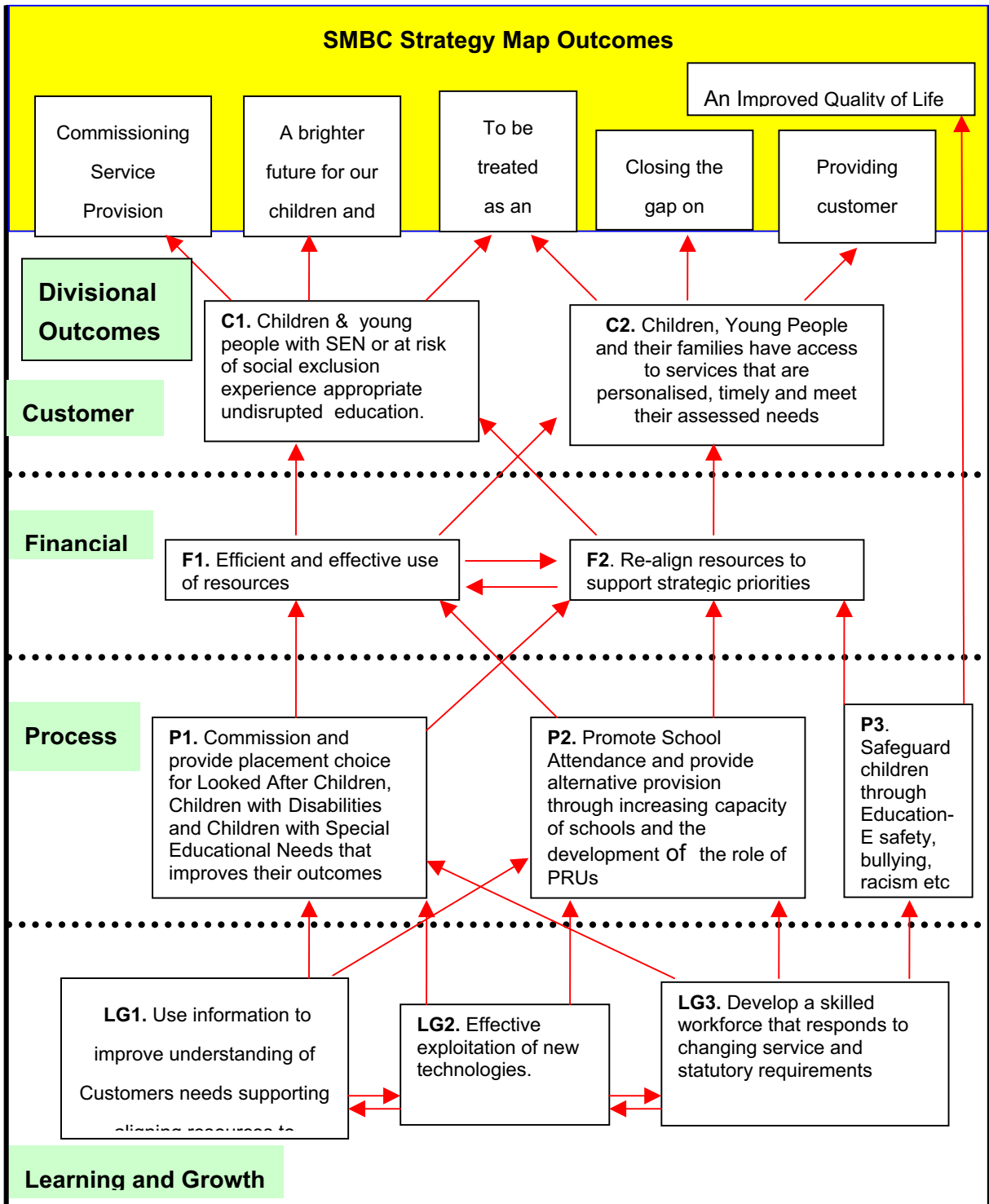
The Service Performance and Improvement Plan (PIP) is aligned to two corporate plans:

1. The Divisional Performance Plan (Children and Young People's Division - Education and Children's Services). The Service Strategy Map reflecting Divisional Outcomes and Rationales is included for reference.
2. Solihull Children and Young People's Plan 'An Equal Chance' (Children and Young People's Trust).

Team Scorecard

Team Title:	Specialist Inclusion Support Service
Manager:	Ros Daws

Strategy Map



Customer Perspective	
To achieve our vision, what will our customers look for?	
Outcome	Rationale
C1. Children and Young People with SEN or at risk of social exclusion experience appropriate uninterrupted education	<ul style="list-style-type: none"> - Children and Young People with a range of difficulties are supported in their mainstream setting. - Achievement is raised for children and young people. - SISS supports local schools and settings in increasing their level of complex needs so that children and young people receive early identification and intervention.
C2. Children Young People and their families have access to services that are personalised, timely and meet their assessed needs	<ul style="list-style-type: none"> - SISS works with families, schools and settings to support the needs of children and young people with a range of difficulties. - Parents are enabled to support the enjoyment and development of children and young people with a range of difficulties. - Children and young people and their parents experience improved outcomes. - SISS contributes to the effective assessment of children and young people with LDD/SEN (this represents a statutory duty for children and young people with SEN).
Financial Perspective	
To finance our vision what must we do?	
Outcome	Rationale
F1. Efficient and effective use of resources	<ul style="list-style-type: none"> - All managers monitor staff purchasing to ensure value for money. - All teams including Admin revise activity levels against budget. - Training venues and meeting venues are investigated for value for money. - Floor space effectively utilised. -All teams engage in integrated working with a range of services.

	levels to customers by maximising staff activity.
F2. Re-align resources to support strategic priorities	<ul style="list-style-type: none"> - Re-align service staffing within CLD, ESBD and S priorities i.e. Behaviour and ASD. - When vacancies consideration is given to app Support Assistant in order to give best value for outcomes.

Process Perspective	
To satisfy our customers, what business processes must we excel at?	
Outcome	Rationale
P1. Commission and provide placement choice for Looked After Children, Children with Disabilities and Children with Special Educational Needs that improves their outcomes.	- SISS works with children and young people with settings, to improve outcomes in all five ECM areas
P2. Promote School Attendance and provide alternative provision through increasing capacity of schools and the development of the role of PRUs	- To promote an emotionally healthy environment enable them to feel safe and achieve.
P3. Safeguard Children Through Education	-To promote a safe environment in which children promote anti-bullying and anti-racist behaviour
Learning and Growth Perspective	
To achieve our vision, how must SMBC learn and improve?	
Outcome	Rationale
LG1. Use information to improve understanding of Customers needs supporting aligning resources to	<ul style="list-style-type: none"> - To use service evaluation to inform future planning - To seek feedback from children and young people

outcomes and service re-design	
LG2. Effective exploitation of new technologies.	<ul style="list-style-type: none"> - To access an integrated pupil database and provide data for decision making about meeting individual pupil needs
LG3. Develop a skilled workforce that responds to changing service and statutory requirements	<ul style="list-style-type: none"> - CPD programme for staff is integral to Service Improvement and is designed to ensure a skilled workforce to meet the needs of the service <ul style="list-style-type: none"> Based on performance management targets - Reflecting Local and National initiatives. - Encapsulates learning from evaluation from previous years - Structured Induction process in place for all new staff - Coaching and mentoring takes place through a structured programme.

Specialist Inclusion Support Service Performance Improvement Plan 2007/2008

Theme 1	ECM Outcome 1: Be Healthy (BH)
Theme 2	ECM Outcome 2: Stay Safe (SS)
Theme 3	ECM Outcome 3: Enjoy and Achieve (EA)
Theme 4	ECM Outcome 4: Make a Positive Contribution (MPC)
Theme 5	ECM Outcome 5: Achieve Economic Well-Being (EW)
Theme 6	Children and Young People of Solihull have access to Services that meet their needs, including the promotion of integrated multi-agency working
Annexe 1	Whole Service priorities to ensure a high quality and value for money service
Annexe 2 Training Plan	Developing staff expertise to Support Children & Young People with Disabilities five ECM outcomes

KEY

SMT	Senior Management Team	LP	Lead Professional
CLD	Communication & Learning Difficulties Team	ASD	Autism Spectrum Disorder
ESBD	Emotional Social & Behavioural Difficulties Team	SLCD	Speech, Language and Communication
Sensory	Sensory Team	CPD	Continuous Professional Development
Admin	Administration Team	ISP	Inclusion Support Practitioners
All	All Teams		

Last updated July 24 2007

Theme 1 – ECM Outcome 1: Be Healthy (BH)

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evi
To promote the emotional well being of newly diagnosed sensory impaired children and their families	<ul style="list-style-type: none"> • Provide peer support for families and their pre-school child. • Extend membership to families of children with additional needs 	Sensory Team	Throughout the year	Event held once a month. Average of 60% attendance rate at each meeting	Atten reco Plan docu
To support the emotional and social needs of sensory impaired children particularly those isolated in mainstream schools	<ul style="list-style-type: none"> • Use the self perception and well-being form to identify children and/or families requiring additional support • Membership of HUGs extended to include visually impaired students 	Sensory Team	From Sept 07 Nov 07	Data collected and analysed 3 events planned during 07/08 A visually impaired student attends HUGs event	Eval Atten reco
To promote the mental health and well-being of children and young people with a range of special needs and support their families	<ul style="list-style-type: none"> • Contribute to integrated work with Children's Centres 	FS TM	Ongoing	Protocols and processes established July 08	Minu meet
	<ul style="list-style-type: none"> • Promote a range of support, including the Solihull Approach for parenting. • Promote a range of holistic approaches in schools. • To promote support for pupils with ADHD 	ESBD Team	By July 2008	Involvement with at least fifteen families. Approaches introduced in at least two schools. Awareness raised of ADHD guidance for parents ADHD training in at least one school	Case Eval
To extend support for the emotional well-being of staff and pupils in schools	<ul style="list-style-type: none"> • To support the secondary SEAL initiative. • To continue support for phase 2 of the primary SEAL initiative. 	ESBD Team	By July 2008	Promotion of emotional well-being in 90% of secondary schools and 60% of primary schools	SEA Grou

Theme 2 – ECM Outcome 2: Stay Safe (SS)

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evid
To promote the safety of all children referred to the Service	<ul style="list-style-type: none"> • All operational staff to attend child protection/safeguarding training & follow procedures • Appropriate staff to attend training in Sexually Inappropriate Behaviour and Domestic Abuse 	FP	On-going	100% operational staff trained	Train recor
To enhance the support to children and young people and their families through the implementation of the CAF process	<ul style="list-style-type: none"> • Ensure all members of the team attend awareness raising training & appropriate members of the team do 2 day training • Staff able to advise schools on carrying out CAFs • Continued involvement in the delivery of the CAF training • Assistant Service Manager on CAF Management Board 	FP & All teams	On-going	100% team members trained 100% LPs trained	Profe Deve recor CAF recor
To identify and meet the mobility needs of significantly visually impaired children	<ul style="list-style-type: none"> • Prioritise children with greatest need • Provide mobility work plans • Monitor impact 	Sensory Team	July 08	100% of target group have plans in place	Case
To promote safety from bullying, discrimination and sexual exploitation	<ul style="list-style-type: none"> • Contribute to Anti-Bullying Strategy Group. • Raise awareness in schools of LEA anti- bullying strategy. • Promote Tooled-up for School initiative • Contribute to e-Safety strategy as part of LSCB. • Promote awareness of the SIBS team and refer as appropriate. 	ESBD Team MS	July 2008	Strategies to support anti-bullying delivered in 80% of secondary schools and 50% of primary schools	SEA bully mate used Team

To promote positive physical intervention where appropriate to ensure the safety of pupils and staff.	<ul style="list-style-type: none"> • Support Special schools and PRUs in training new staff in Team-Teach • Make Team-Teach available to identified Primary Schools 	Team-Teach tutors in ESB D Team	July 2008	Team-Teach training available to all Special schools and PRUs. A minimum of three primary schools trained in Team-Teach	Team court delivered evaluation
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Theme 3 – ECM Outcome 3: Enjoy and Achieve (EA)

Target	Actions	Who Team/Lead	By When	Performance Indicators	Evidence
To contribute to School Improvement targets across the Borough	<ul style="list-style-type: none"> • Service manager and/or senior staff to attend SIAS Schools' monitoring meetings, National Strategy meetings and Leading Practice Group • Senior managers to attend regular meetings of Inclusion and Access Strategy Group 	RD/SMT/LPs/JRo	On-going	95% relevant meetings attended	Meeting notes
	<ul style="list-style-type: none"> • SISS staff to actively promote service inclusion in schools' provision mapping for SEN, and schools' SEF and SIP 	RD/FP	Sept. 08	50% of schools include CLD	Plan meeting papers
To support enjoyment and achievement of children and young people with ASD	<ul style="list-style-type: none"> • Re-align staffing in teams as vacancies arise • Extend staffing within the ASD strand 	RD, Managers & LPs	By Sept 2007	ASD staffing established within CLD team	Staff structure
To maximize the support available for sensory impaired pupils to promote enjoyment and achievement	<ul style="list-style-type: none"> • To trial newly developed monitoring system for secondary settings 	Sensory Team	Spring term 08	85% satisfaction rate from questionnaires on the impact of the new monitoring system	Evaluation
To make cost-effective high quality provision for primary pupils with Hearing Impairments	<ul style="list-style-type: none"> • To carry out the recommendations of the south area review of Special schools and provision in relation to Peterbrook Hearing Impaired Centre 	Sensory Team/Peterbrook	Autumn term	Alternative provision identified and transition arrangements in place	Inclusion Access Management Report

<p>To support the enjoyment and achievement of children and young people with ASD and ESB in mainstream schools</p>	<ul style="list-style-type: none"> • Refine referral process for supporting pupils with ASD and ESB • Attend referral panel at Meadow centre • Participate in accredited training with Autism West Midlands 	<p>LM/DW LM/DW LM</p>	<p>By Jan 2008 Ongoing Oct 07-April 08</p>	<p>Up to date information on ASD on data base</p>	<p>ESB work proto Pupi</p>
<p>To promote the enjoyment and achievement of children with difficulties on the autistic spectrum with a high level of need</p>	<ul style="list-style-type: none"> • Participate in the multi-agency sub-group - Training Parents/ASD/EYs • Inform parents of points of contact • Continue to develop the Toolkit for supporting pupils with ASD in mainstream schools • Attend ASD Multi-Agency group 	<p>LM/DW JB DW ASD strand LM/DW</p>	<p>July 08 Dec2007 Ongoing Ongoing</p>	<p>100% of families contacted post diagnosis</p>	<p>Case mon INS evalu Log</p>
<p>To empower schools to meet the needs of SEN pupils through the effective use of a range of CLD support</p>	<ul style="list-style-type: none"> • SISS staff access schools' SEN profile & provision-mapping data and discuss with SENCos • Appropriate ASD training delivered to early years settings • Evaluate ASD Secondary school audit • Respond to training needs of Secondary schools • Contribute to schools assessment of SEN pupils' ICT needs 	<p>Named teachers LPs for ASD & Early Years MS</p>	<p>Ongoing Easter 08 Dec 08 ongoing</p>	<p>Provision-mapping discussed in 75% primary and 50% secondary schools 100% Secondary schools receive results of audit. Implement training in 50% Secondary Schools</p>	<p>Plan docu Revi Part Agre Long train evalu Audi Inset</p>
<p>To monitor the implementation of advice given to schools by CLD staff</p>	<ul style="list-style-type: none"> • Review and revise the referral, assessment and monitoring protocols and paperwork • Monitor implementation of advice into IEPs and of training to school staff 3 to 6 months post delivery • Develop a training programme for use with child specific LSAs 	<p>CLD Team GH TM/AS CLD Team/ JRo</p>	<p>ongoing June 08 June 08 July 08</p>	<p>All CLD staff monitor implementation of advice Sample of training (1 item) is monitored at Planning meeting</p>	<p>Plan mon docu Sam asses repo Inset evalu</p>

<p>To develop mechanisms for measuring the impact of the work of the CLD team on pupil progress</p>	<ul style="list-style-type: none"> • Access pupil data using Raise Online & Tribal to monitor progress of a sample of pupils with whom the team are involved • Prioritise LAC in monitoring progress • All pupils with statements who receive input have their progress tracked using agreed framework • All short term input evaluated • Analyse Inset delivery evaluation forms 	<p>CLD Manager/ Deputy</p> <p>CLD team Deputy CLD Manager CLD team</p> <p>CLD manager</p>	<p>June 2008</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Mechanisms in place & part of service practice by April 2008</p> <p>100% of LAC have their progress monitored</p> <p>100% of Statemented pupils progress tracked annually</p> <p>100% of short-term input for pupils at SA+ is evaluated</p> <p>100% of INSET delivered by CLD receive a rating of >75% for content of presentation & objectives met</p>	<p>Sampl pupil</p> <p>IEP</p> <p>Pupil prof</p> <p>Proj evalu form</p> <p>Case Mon INSI evalu form</p>
<p>To support parents & carers in helping children with learning difficulties to enjoy and achieve</p>	<ul style="list-style-type: none"> • Develop a range of support for parents of children & young people with learning difficulties 	<p>LPs for ASD & Early Years</p>	<p>July 08</p>	<p>80% of parents who return questionnaire feel more confident in supporting their child</p>	<p>Quest respo</p>
<p>To improve narrative ability in primary aged pupils</p>	<ul style="list-style-type: none"> • Pilot 'Storytelling into Writing' 	<p>TM & CLD</p>	<p>June 2008</p>	<p>Track progress of sample of pupils</p>	<p>Pre-testin</p>
<p>To promote the enjoyment & achievement of pupils with SLCD</p>	<ul style="list-style-type: none"> • Evaluate impact of enhanced level of support for identified pupils with speech, language & communication difficulties • Improve procedures for directing and monitoring work of ISPs • Manage staffing changes 	<p>LP for SLCD</p>	<p>Oct2007</p> <p>June 2008</p> <p>Sept 2007</p>	<p>75% of completed evaluation shows evidence of progress</p>	<p>Com evalu ques</p> <p>Staff Super notes</p>
<p>To develop service and schools' capacity for meeting SLCD needs of pupils</p>	<ul style="list-style-type: none"> • Pilot 'Language for Learning' (L4L) training • Develop plan for Solihull as a L4L Licensed Authority • Brief SISS staff on Language for Learning and identify implications • Identify support required for staff 	<p>TM, SaLT & Kingshurst Children's Centre</p>	<p>June 2008</p> <p>Dec 2007</p>	<p>Pilot completed and evaluated</p>	<p>Post-INSI evalu</p> <p>Staff</p>

To improve outcomes for children in EYFS with speech & phonological awareness difficulties	<ul style="list-style-type: none"> • Revise 'Communication for Active Reading and Listening' materials & process in the light of this year's evaluation 	TM	Nov 2007	Pre- and post-testing results demonstrate improvements	Pupi
To ensure all children have access to resources that reflect & celebrate diversity in society	<ul style="list-style-type: none"> • Audit resources to develop more ethnically diverse materials • Reflect diversity when ordering new resources 	All CLD staff LPs to monitor	Ongoing	All new resources reflecting diversity in population	Reso data
To enhance educational, personal, social and emotional progress of children & young people	<ul style="list-style-type: none"> • Facilitate groups to enhance educational, personal, social and emotional progress of children and young people 	ESBD Manager & team	July 2008	Group work facilitated in at least 10 primary schools and 4 secondary schools	Eval group
To set a baseline against which pupil progress can be measured for pupils with ESBD	<ul style="list-style-type: none"> • Use a variety of assessment tools and other mechanisms for measuring pupil progress 	ESBD Team	July 2007	All ESBD Team using at least two different assessment tools	Base data Eval
To measure the effectiveness of ESBD Team interventions	<ul style="list-style-type: none"> • To conduct a longitudinal study of a pilot tracking system with a group of year seven (cohort Sept 2006) and monitor the input and measure the outcomes 	LP for Secondary ESBD	Ongoing	Phase 2 monitoring completed by July 2008	Spre plott prog
To contribute to the creation of positive learning environments for children with ESBD within the Borough	<ul style="list-style-type: none"> • Contribute to school behaviour policies and initiatives • Support schools in managing inclusion & model good practice • Develop new training packages 	ESBD Team	On-going	By July 2007 input into all secondary schools and 50% of primary schools.	Case mon sheet Train pack avail
To promote enjoyment and achievement of children and young people with ESBD in specialist settings across the Borough	<ul style="list-style-type: none"> • To prepare an accredited training course for ESBD staff. 	T.W. G.W.	By Sept. 2008	Course materials ready to be delivered in Sept 2008.	Accr train actio PRU ESB scho

Theme 4 – ECM Outcome 4: Make a Positive Contribution (MPC)

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evidence
To promote effective transition for pupils between phases of schooling, and school & post-16 destinations	<ul style="list-style-type: none"> To ensure that the needs of transition pupils are prioritised at planning meetings Extend links with Connexions 	All Teams	On-going	Contribute to or attend 100% of transition reviews for Statemented pupils where SISS are invited to attend	Supere record Mon form Plan meet form Revis
	<ul style="list-style-type: none"> Identify transition needs for students with a sensory impairment Produce a proforma for each transition stage 	Sensory Team SP DC ZF	July 07 Dec 07	Questionnaires sent to 100% school leavers with sensory impairments, Proforma used by 100% students from Year 9	Quest evid Pupi
	<ul style="list-style-type: none"> Analyse results of transition questionnaires Produce a checklist for children at different key stages 	AB MC RW,SH, JA	Sept 07 Jan 08	Checklist used by 100% children with significant needs	Repe Eval Chec avail
Raise awareness of Early Support materials for HI&VI children 0-3	<ul style="list-style-type: none"> Provide training Use the materials with families 	RW MC	July 08	Training taken place	Eval train
Ensure schools and settings are aware of the implications of The Disability Discrimination Act	<ul style="list-style-type: none"> Provide information and advice Offer environmental audits Liaise with other agencies involved with the family 	SP MC LH	All year	Advice sought in 5 settings	Eval
To support early years settings in promoting positive behaviour & emotional wellbeing	<ul style="list-style-type: none"> Contribute to the development of multi-agency training Provide early years setting with appropriate training to enable them to support children with ESBD 	LPs - EY & ESBD	On-going	Attend 90% of appropriate Multi-agency meetings	Minu meet
		LPs – EY & ESBD	ongoing	All training evaluated	

To promote child & parent voice in the education process	<ul style="list-style-type: none"> • Each CLD teacher pilots the recording of pupils' views following interventions with one group in the autumn term • Questionnaire for parents of pre-school children • Sample of parents of school age pupils given questionnaire 	CLD Team DW LPs	End of intervention Spring Term 2008	Pupil views recorded 30% returned 30% returned	Quest sheet As al As al
To empower children & young people to contribute to reducing conflict in schools	<ul style="list-style-type: none"> • To train peer mediators 	ESBD Team	July 2007	Peer mediators trained in at least one school	Com peer train Grou evalu

Theme 5 – ECM Outcome 5: Achieve Economic Well-Being (EW)

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evid
Track the progress of students with a significant sensory impairment leaving school at 16	<ul style="list-style-type: none"> • Send a questionnaire to students a year after leaving school to identify impact of support 	SP ZF BR	June 08	Questionnaire send to 100% school leavers	Eval
To contribute to a reduction in exclusion of children and young people from schools	<ul style="list-style-type: none"> • Work with individual children and young people and encourage positive behaviour • Empower schools to manage behaviour through a range of training and advice 	ESBD Team	On-going	Reduce the risk of exclusion in 10 identified pupils	Case using techn Long evalu INS

Theme 6 – Children & Young People of Solihull have access to Services that meet their needs, including the promotion of int

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evid
To ensure that SISS contributes to providing integrated support for children and young people with additional needs	<ul style="list-style-type: none"> • Senior SISS managers to input into Integrated Service Delivery Project • Continue to consult with staff as Integrated Service Delivery project develops 	RD & SMT	Sept. 2007 & on-going	Smooth transition to Integrated working	Meet minu
To ensure equity of access to SISS provision across the Borough appropriate to need	<ul style="list-style-type: none"> • Continue to review model of service delivery 	RD/ SMT	Sept. 2007 onwards	Every school with named person	Scho Eval Paren n's e
To ensure that C&YP with additional needs, and their families, schools and settings, are able to access SISS information	<ul style="list-style-type: none"> • Provide clear information about SISS in accessible formats and review regularly 	RD/FP & SMT	On-going	Website information in place on 3 key sites 100% schools with Information Booklet	Infor avail Book scho agen
To develop further support for children and young people with the most complex needs in mainstream schools	<ul style="list-style-type: none"> • Investigate capacity to offer support for pupils with physical disabilities in mainstream schools • I & A Strategy group to consider current levels of provision in designated PD Unit • Investigate capacity for joint working practices with Special School staff • Identify CLD, ESBD & Sensory support for special schools 	RD RD/FP RD/SMT	Sept. 07 onwards	SISS staffing potential identified Review on I & A Strategy agenda Meetings held with Special School headteachers	Meet case
To increase information exchange with partner agencies	<ul style="list-style-type: none"> • Liaise with Cochlear Implant Team, SALT, Low Vision Clinic to facilitate sharing of assessment information 	Sensory Team	Ongoing	Information exchange protocols agreed with at least 2 agencies	Case

To extend the support available to parents of pre-school sensory impaired children	<ul style="list-style-type: none"> • Invite other agencies to pre-school parent group • Further develop links with the Meadow Centre 	Sensory Team		Attendance of two partner agencies at pre-school group	
To support parents and children through an inter-agency approach when appropriate	<ul style="list-style-type: none"> • Joint working and training with other agencies • Joint TAF meetings 	LH RW ZF JH MC	Ongoing	Case studies of 4 families identify agencies involved and impact on family	Case
To enhance the support available to children with social communication difficulties & their families	<ul style="list-style-type: none"> • Contribute to assessments with the Meadow Centre 	LPs for ASD & Early Years	ongoing	Contribution to Meadow Center targets	Asse repor Minu meet
To ensure children with significant SLCD have access to appropriate specialist provision	<ul style="list-style-type: none"> • Modify and improve process for admission to primary ARCs in light of information from this year. • ARC development plans to reflect on-going commitment to meet a range of SLCD needs & enhance provision 	LP for SLCD LP for SLCD & Teachers i/c ARCs	Dec 07	80% satisfaction level indicated by questionnaires returned Development Plans in place and targets met	Que re us satis (fam SEN SaLT
Contribute to integrated working across all agencies in relation to ICT	<ul style="list-style-type: none"> • Develop links with SureStart and Children's Centres, & develop further links with SUITE and Parent Partnership • Contribute to LSCB electronic safety group 	LP for ICT	Summer 2008	Links established	SUIT Plan Minu meet
To support C&YP with ESBD through an integrated-agency approach	<ul style="list-style-type: none"> • Joint working and training with other agencies • Range of agencies invited to ESBD team meetings 	ESBD Team	July 2007	Joint working with at least four agencies	Case Minu meet

Annexe 1 – Whole Service Priorities to ensure a high quality and value for money service

Target	Actions	Who Team/ Lead	By When	Performance Indicators	Evid
To benchmark service capability in each team proportionate to child population with Regional /statistical neighbours	<ul style="list-style-type: none"> Collect and collate data in relation to CLD, ESB, ASD, EYFS, Sensory areas from colleagues in other LAs Use information to inform future planning 	FP	Dec 2007	Data collated	Report for J '08
To increase Service capability to meet the demands of the ECM outcomes and Raising Achievement agenda	<ul style="list-style-type: none"> ISP task group to continue to consider workforce development of Develop potential areas for re-defining roles and skills within the workforce eg. Play therapy through managing vacancies 	FP RD ESBD manager	ongoing	Affordable framework in place for 08	New descr Struc incor into Polic
To ensure effective Service data management to inform integrated service information systems	<ul style="list-style-type: none"> Develop data management systems to support data sharing with other agencies & measure service outputs Embed Tribal SEN and/or PSS modules, & maintain current database during transition Training for new database planned and rolled out for all service staff at appropriate levels. 	RD/FP & Office Manager FP/ Office manager	Autumn Term 2007	Quantitative & Qualitative data available	Ann 2008 infor avail JAR
To maintain systematic evaluation processes	<ul style="list-style-type: none"> Incorporate evaluation into planning and review processes in all areas of service activity Manager to review with Team Managers regularly Embed service evaluation into 3 year cycle of personal visits to schools Establish longitudinal evaluation processes in identified areas 	SMT	June 2007 & Ongoing	Robust evaluation processes embedded in practice by Sept 07	Team Eval Eval folde netw Scho Eval
To maintain a high level of customer satisfaction in communication and admin processes	<ul style="list-style-type: none"> Refine office processes Revise support to teams 	RD/FP Office Manager	Sept 07- July 08	90% schools report good communication with Service	Scho surve

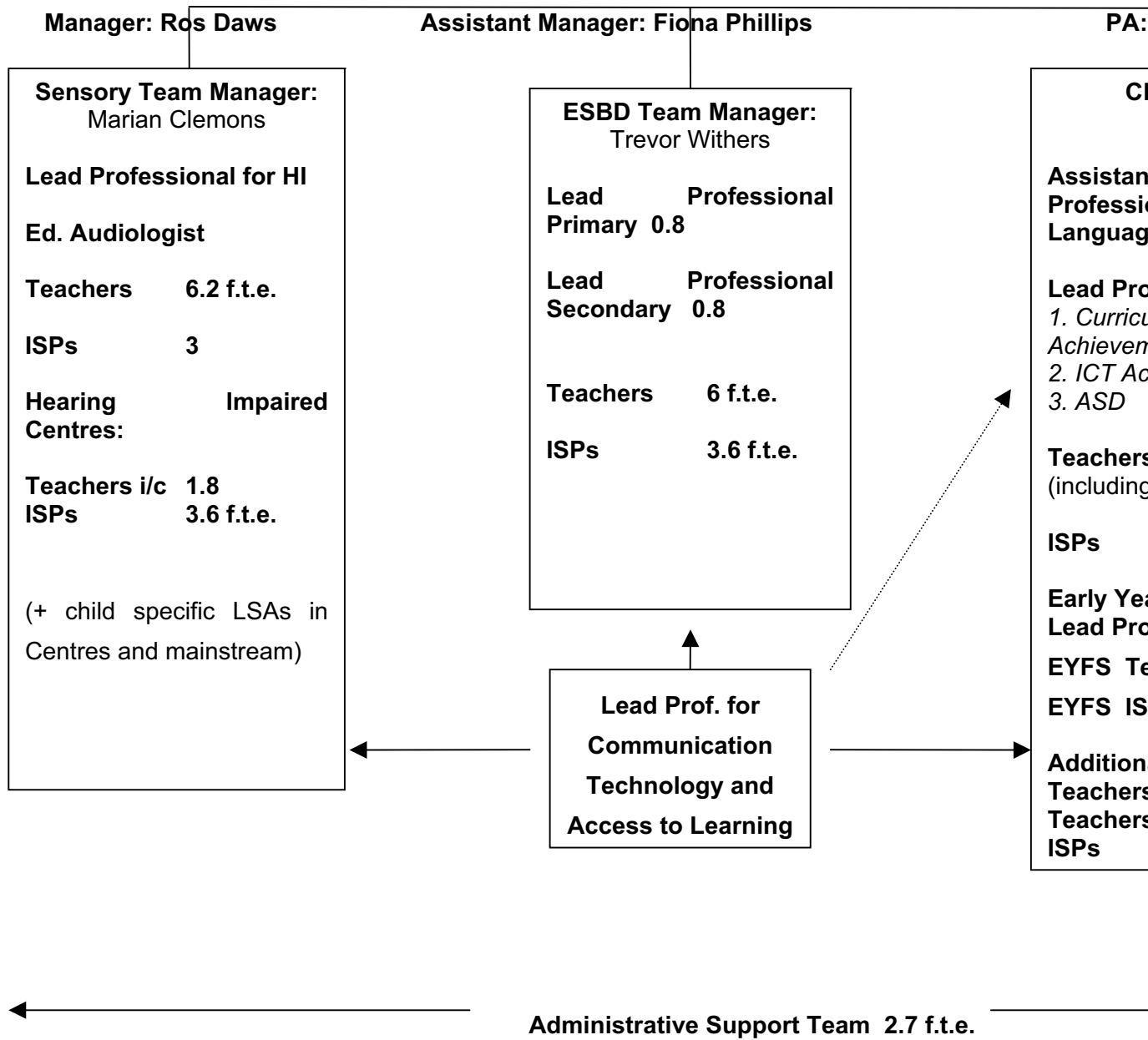
Annexe 2 – Developing staff expertise to support children and young people with disabilities for all five ECM outcomes:

	Actions	Who Team/ Lead	By When	Performance Indicators	Evid
<p>All SISS staff maintain and develop their key skills to support children and young people with SEN, their families, schools and settings</p>	<ul style="list-style-type: none"> • All SISS staff to have completed identified core training and be updated in: <ul style="list-style-type: none"> - Child Protection - CAF/SCFSM - Health and Safety - Fire Awareness Safety - Equality and Diversity - Recruitment and Selection (Management level only) - Service Induction (New staff) - Corporate Induction (New staff) • All staff (Teachers and ISPs) to attend Whole Service Training and Whole Service staff Meetings for local and national SEN related updates • All staff to undertake identified training and development to maintain and develop their specialist areas of knowledge and expertise and for more generic areas related to SEN 	<p>FP</p> <p>RD/FP</p> <p>RD/FP Team Managers</p>	<p>Within a year of joining the service & ongoing</p> <p>On-going</p> <p>On-going</p>	<p>95% of teachers and ISPs have completed core training within a year of joining the service.</p> <p>Administration staff as appropriate</p> <p>95% staff attendance</p> <p>85% staff complete CPD in identified areas</p>	<p>Train data</p> <p>Perso Log</p> <p>List atten</p> <p>Train data</p> <p>Eval</p> <p>Perso Log</p> <p>Train data</p> <p>Perso Log</p>
<p>Performance Management and Appraisal is used to identify priority areas of personal development</p>	<ul style="list-style-type: none"> • All staff to identify their primary training and development requirements through Performance Management/Appraisal process in alignment with the SISS PIP and corporate performance plans 	<p>FP</p> <p>All staff</p>	<p>On-going</p>	<p>85% of training and development needs identified will be fulfilled from the training budget</p>	<p>Eval</p> <p>Perso Log</p>

<p>SISS staff maintain and develop their knowledge & skills in the use of ICT to support pupils with SEN</p>	<ul style="list-style-type: none"> • LP for ICT to meet with all team managers • Annual training programme in place • Appropriate training providers are identified and used to up skill staff in key areas of ICT development • LP for ICT provides staff support at various levels -personal tutorials, team specific training and whole service opportunities • Staff develop initial/advanced skills in PowerPoint for training purposes. • Cross-team ICT working group is established • ICT resources maintained, updated, and logged in leaflet 	<p>MS/FP/managers FP/MS</p> <p>FP/MS</p> <p>MS/JRo</p> <p>MS</p>	<p>Annual plan by October 2007</p> <p>ongoing</p> <p>ongoing</p> <p>By July 08 Oct 07 & On-going</p>	<p>Service ICT training and development programme in place.</p> <p>85% of training and development identified is delivered.</p> <p>All SISS staff demonstrate development in at least one area of ICT.</p> <p>Training evaluations reflect good practice in use of PowerPoint</p> <p>Minimum of 1 teacher and 1 ISP from each team is recruited to working group. Regular meetings set up.</p>	<p>ICT Prog</p> <p>Train datab evalu Perso Logs Annu Audi Eval</p> <p>ICT datab</p>
<p>To ensure a high calibre administration team maintains and develops knowledge and skills to support the work of the service for children and young people with SEN</p>	<ul style="list-style-type: none"> • Audit of skills and areas for development completed. • Appropriate CPD arranged to maintain existing skills and identify new areas of development required (e.g. through Workforce Reform) 	<p>RD/FP Office manager/ PA to manager</p>	<p>On-going</p>	<p>95% positive feedback from Service staff and Service users</p>	<p>CPD Adm Perso Log</p>
<p>To embed systematic training needs analysis within SISS</p>	<ul style="list-style-type: none"> • STAR Auditing and Training Needs analysis is set up for all SISS staff 	<p>FP & managers</p>	<p>March 2008</p>	<p>95% of SISS staff are registered and have inputted 'About You' data</p>	<p>CPD Annu Repo</p>
<p>To ensure all new staff are empowered to carry out their roles within SISS</p>	<ul style="list-style-type: none"> • Managers to provide comprehensive team specific information and Team handbooks • Provide enhanced level of supervision for acting Teacher-in-charge, Hatchford Brook ARC 	<p>Team Managers</p> <p>TM</p>	<p>Sept 07</p>	<p>100% new staff report thorough induction</p>	<p>Indu check</p>

To maintain high levels of specialist expertise within the Sensory Team	<ul style="list-style-type: none"> Identify gaps in team expertise and suggest strategies to address issues Provide support to staff during mandatory training Provide opportunities for staff to update skills and knowledge 	Sensory Team	July 08	100% of staff have training needs identified and opportunities to develop expertise in a specified area	Perfor mana Upta train Eval
To develop the capability of CLD staff to support pupils within ASD	<ul style="list-style-type: none"> Maintain, develop & update expertise of staff within the ASD strand and CLD team 	LP for ASD	Ongoing	100% of CLD staff are able to recommend a range of strategies Strategies in School IEP's	CPD Plan mon asses
To extend the capability of staff to support pupils with CLD	<ul style="list-style-type: none"> Maintain and develop CLD staff awareness of Wave 3 provision, Dyslexia friendly classrooms and use of ICT to support learning Audit staff needs and expertise in ICT to support learning & develop a training programme Set up a software trial and report on its effectiveness 	HC Ast MS	Ongoing Ongoing Dec 2007 Jan 2008 Summer 2008	100% of CLD staff use/advise on a range of Wave 3 interventions & range of ICT resources 100% Staff meeting ICT related Performance Management targets	CPD Plan mon asses repo ICT PM docu
To develop CLD staff confidence & expertise in the contribution to & delivery of training to schools & settings	<ul style="list-style-type: none"> To establish a core bank of training packages School training sessions to be open for CLD staff to attend to share good practice 	JRo MS/JRo	July2008 July 2008	80% of CLD teachers contribute to training in schools & settings	Plan Inset
To develop staff expertise in contributing to school improvement	<ul style="list-style-type: none"> Develop the support & challenge role of CLD staff Revise questionnaire on staff survey to collect evidence 	Manager/ Deputy/ LP's	ongoing	All staff in team report increase in confidence in the challenge role	Staff Supe notes Staff
To further develop skills within the ESD team	<ul style="list-style-type: none"> Support 2 staff training in CBT, good practice to be shared with team Support staff development in specialist areas 	ESBD team	Ongoing 07/08	Qualifications gained	CPD

Specialist Inclusion Support Service Structure



Specialist Inclusion Support Service

Staff List

Service Manager	Ros Daws
Assistant Service Manager	Fiona Phillips
Communication and Learning Difficulties Team	
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 Early Years	Dawn Wayne
Lead Professional Autistic Spectrum Disorders	Liz Bardell-Marston
Emotional, Social and Behavioural Difficulties Team	
Team Manager	Trevor Withers
Lead Professional Primary	Clare Woolhouse
Lead Professional Secondary	Gilly Wright
Sensory Team	
Team Manager and Lead Professional Visual Impairment	Marian Clemons
Lead Professional Hearing Impairment	Andrea Baker
Educational Audiologist	Steve Partridge
Administration Staff	
PA to Service Manager	Kim Thorpe
Office Manager	Faith Grant-Ghent
Financial Administrator	Carol Somerville
Administrative Assistants	Frances Robinson Andrea Wilmer

CLD Team	ESBD Team	Sensory Team
<p>Assessment Co-ordinator: Gill Hunton Specific Learning Difficulties Co-ordinator: Averil Standley Training Co-ordinator: Janice Round</p> <p>Jane Aitchison Jan Bradshaw (ASD) Judith Davies Jane Glassey (ASD) Deirdre Hands Jenny Hardman Eileen Johnson Gill Jones Sue Jones (EYFS) Lesley Minnear (EYFS) Merryl Muat Helen Phillips Jane Riley Carolyn Russell Sheila Schofield Margaret Sheward (EYFS) Libby Whitson</p> <p>Additionally Resources Centres: Sue Jarratt (Teacher i/c Bishop Wilson ARC) Hilary Peace (Acting Teacher i/c Hatchford Brook ARC) Linda Sewell Ros Smart</p> <p>Inclusion Support Practitioners: Nichola Atkins (EYFS) Chrissie Bickle (EYFS) Sandra Budd (SLCD) Karen Garner (ASD) Caroline Hall (EYFS) Angela Hobday (SLCD) Marilyn Maidment (BW ARC) Rachel Priestley (EYFS) Linda Stewart (HB ARC) Wendy White (HB ARC) Maureen Wright (EYFS)</p>	<p>Richard Bowley Sue Kalsi Claire Kennedy Carol Lambert Jane Maguire Matthew Stiles Hilary Vaughton</p> <p>Inclusion Support Practitioners: Giselle Barton-Butcher Lindsey Chambers Wendy Hewston Vacancy</p>	<p>Debbie Conyers Zoe Foster Lesley Husbands Pat McKee Ruth Wilman</p> <p>Hearing Impaired Centres: Jo Appleton (Teacher i/c Peterbrook Hearing Impaired Centre)</p> <p>Brenda Riley (Teacher i/c Lyndon Hearing Impaired Centre) Kay Slawson</p> <p>Inclusion Support Practitioners: Joanne Fairburn (Lyndon HIC) Sam Harker Louise Marklew (Lyndon HIC) Nicola Matthews (Coleshill Heath) Jackie Homer Rebecca Leo Joanne Walker (Peterbrook HIC) Caroline White (Arden) 2 Vacancies (Lyndon HIC)</p> <p>Mobility Officer: Angela Wood</p> <p>Plus: Michael Lavendar (VI agency)</p>



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