

Specialist Inclusion Support Service

Annual Report 2007-08

Communication and
Learning Difficulties



Emotional, Social and
Behavioural Difficulties



Sensory

SISS Vision and Mission

This is what we want to achieve:

- o **The Specialist Inclusion Support Service exists to enable children and young people with additional needs to feel included in their school or educational setting and to achieve their full potential, thus empowering them to participate in the wider community and to make a positive contribution to society.**

This is how we get there:

- o **The Specialist Inclusion Support Service endeavours to achieve this aim by working in partnership with families and other agencies in homes, schools and other settings. SISS provides specialist skills and knowledge to empower schools and other partners to fully include children with special educational needs, and to promote their social and emotional well-being.**

GLOSSARY

ADHD	Attention Deficit Hyperactivity Disorder	ISP	Inclusion Support Practitioner
ASD	Autism Spectrum Disorder	LDD	Learning Difficulties & Disabilities
CAF	Common Assessment Framework	LSA	Learning Support Assistant
CAMHS	Child and Adolescent Health Services	MSI	Multi-Sensory Impairment
CBT	Cognitive Behaviour Therapy	PCT	Primary Care Trust
CLD	Communication & Learning Difficulties	SALT	Speech and Language Therapy
C & YP	Children and Young People	SEAL	Social & Emotional Aspects of Learning
ECM	Every Child Matters	SEN	Special Educational Needs
EPS	Education Psychology Service	SENCO	Special Educational Needs Coordinator
ESBD	Emotional Social & Behavioural Difficulties	SFT	Solution Focused Thinking
EWO	Education Welfare Officer	SIAS	School Improvement Advisory Service
EYFS	Early Years Foundation Strand	SIBS	Sexually Inappropriate Behaviours
HI	Hearing Impairment	SLCD	Speech, Language & Communication Difficulties
HIC	Hearing Impaired Centre	SPLD	Specific Learning Difficulties
HUGS	Hearing Aid User Group	TAF	Team Around the Family
ICT	Information Communication Technology	VI	Visual Impairment
IEP/IBP	Individual Education/Behaviour Plan	YISP	Youth Inclusion Support Panel
		YOT	Youth Offending Team

Solihull Corporate Outcomes

- A brighter future for our Children & Young People
- Closing the gap of inequality
(Narrowing the achievement gap)
- The right to be treated as an individual
- A sustainable and improved quality of life
- Good value services

ECM Outcomes

Children with Learning Difficulties & Disabilities:

- Have their health needs met
- Live in safe environments and are protected from abuse and exploitation (including bullying and personal safety)
- Are helped to enjoy and achieve
- Are helped to make a positive contribution
- Are helped to achieve economic well-being

Whole Service - What we set out to achieve

- Develop a service which is responsive to the needs of C & YP with a wide range of Learning Difficulties and Disabilities
- Ensure service activity delivers improved outcomes for C & YP with LDD
- Ensure administrative, finance and data management systems support service objectives
- Develop service capability to build school capacity to meet needs

Key Questions for SISS

- **IMPACT**...What difference has SISS made to outcomes for Children & Young People?
- **EVIDENCE** ... How can we show it?
- **OUTCOMES**... What are we proud of? What are our successes?
How do we relate the things we are proud of to the big picture in Solihull?
- If there are areas for improvement, what are they, and what are we doing to address them?

Service Activity to Support Borough Priorities

- **1. Staffing:**
 - a) **Resources re-aligned to meet priorities-**
streamlined management system, integration of EYFS into CLD team, development of ASD strand and expansion of ESBD and SLCD
 - b) **Expansion of the skill base of the workforce –**
through vacancy management - development & expansion of ISP role, recruitment of Play Therapist, the development of ICT as a learning tool
 - c) **CPD of staff enhanced through targeted training plan**
- **2. Development of evaluation processes prioritised** - measurement of outcomes against objectives, robust planning meetings with schools/settings
- **3. Revised office structure** – engagement with process of moving to Tribal database to facilitate data sharing
- **4. Develop 'support and challenge role' of staff-** CPD and working alongside colleagues in School Improvement Division, particularly in training arena.

What the Service has achieved

- Improved outcomes relating to our Vision in all 5 ECM areas - examples in Evaluation Files and Case Studies
- Schools empowered - very positive feedback in annual survey about support received and progress of C & YP
- Listening and responsive service - Parents and pupils involved in planning and evaluating support
- Evaluation processes integrated into service practice
- Financial rigour in ensuring a value for money service

Children and Young People Supported 2007-2008

With / without statement of SEN

Team	School Action +	With Statement	Total
CLD	954	292	1246
ASD	45	7	52
Foundation Strand	280	56	336
ESBD	731	103	834
Sensory	406	157	563
Total	2416	615	3031

Of the above total 1,938 were boys and 1,093 were girls

Children and Young People Supported 2007-2008

By key stage

Team	Pre-school	Foundation	KS1	KS2	KS3	KS4	16+	Total
CLD	1	14	374	545	235	65	12	1246
ASD	1	3	2	1	25	14	6	52
Foundation Strand	115	197	24	0	0	0	0	336
ESBD	0	45	110	298	194	103	84	834
Sensory	35	74	72	194	103	61	24	563
Total	152	333	582	1038	557	243	126	3031

Communication & Learning Difficulties Team – What we set out to achieve

- Improve outcomes in early years through improved support for transition from Early Years to School
- Build school capacity to meet the needs of pupils with SEN
- Better outcomes for children with CLD in schools through closer working relationship with school staff and maximising contact time in school
- Improved outcomes for pupils with ASD and SLCD
- Equity of service provision according to need through consistent practices and protocols across the team
- More cohesive support through multi-agency working
- Address needs of children and families through incorporating pupil and parent voice into evaluation processes

CLD - What we did and how we went about it

- Enhanced staffing in the ASD strand
- Incorporated the EYFS team within the CLD team
- Joint Training with EPS provided on ASD for LSAs
- Reviewed and revised protocols and practices
- Evaluated Interventions and Training
- Established protocols for EYFS and ASD with the Meadow Centre
- Established protocols for FS and EY Area Coordinators
- Established closer links with Health Visitors, Occupational Therapy and School Improvement Advisors
- Piloted questionnaires to obtain the views of pupils, parents and schools

CLD - The outcomes achieved

- **Successful transition for FS pupils** - EYFS pupils' progress and development tracked through to end of Foundation Stage and focussed advice given to the school by EYFS staff and at transfer to CLD named teacher
- **School support for pupils with SEN more focused** - annual school survey reports schools appreciate the allocation model and named CLD teachers
- **Improved targeted interventions** for pupils via planning meetings (*e.g. prioritising support using school tracking systems, provision mapping and SEF*) and outcomes monitored
- **Improved progress** made by pupils following implementation of assessment advice by schools and improved monitoring by CLD leading to further action as appropriate (*evidence-monitoring forms*)

CLD - Outcomes cont...

- **Rapid Progress** demonstrated in Wave 3 interventions eg Ruth Miskin (pilot)
- **Pupils with SLCD enabled to work towards full inclusion** through ISP interventions - in the classroom or alternative provision (*case studies and referrals to SLCD ARCs*)
- **More cohesive support for pupils** following referral to Meadow Centre through Lead Professionals for ASD and EYFS being part of Meadow Centre referral panel and contributing to assessments (*pupil records*)
- **Parents of ASD pupils feeling better supported** (*feedback from parents' group*)
- **Needs of specific pupils with ASD being met in mainstream** - schools' capacity increased (*joint training for LSAs with EPS, school specific training, positive case studies*)

CLD: What we are proud of

○ **Advisory Support to SENCoS**

- ◆ Contribution to a Secondary School's 'outstanding' Ofsted report
- ◆ Advice on listening skills and Social Stories
- ◆ Supported a school through time without a SENCo and supported new SENCo into post
- ◆ Schools used detailed assessment reports to write IEPs and plan programmes of work
- ◆ Facilitated rebuilding of relationships between a parent and school

○ **Training**

- ◆ Produced training materials on Specific Learning Difficulties for CLD to deliver to schools,
- ◆ Training delivered in new areas e.g. Fine Motor Skills which received good feedback.
- ◆ Massage in schools delivered to 4 classes across 2 schools; received excellent feedback,
- ◆ Provided training to secondary LSAs to enable them to teach Wave 3 interventions
- ◆ Introduced and trained LSAs in ReadWrite Inc in number of schools; schools are all now implementing it
- ◆ Ensured that objectives of statements are being met by planning timed interventions with LSAs and TAs.
- ◆ Teacher and LSA trained in identifying and supporting Reception children with the use of Action Words. Staff in school now feel confident to run with it themselves next year.

○ **Assessments**

- ◆ Pupils have been monitored following Assessments, and implementation of advice evaluated.
- ◆ Longitudinal studies undertaken to monitor impact of advice

CLD: What we are proud of cont...

○ Pupil Support

- ◆ Transformed a reluctant and resistant child into an enthusiastic learner.
- ◆ Fresh Start programme is really working with an individual pupils.
- ◆ Followed up an assessment report to set up Dancing Bears with LSA. Positive impact on pupil progress
- ◆ Enabled a 6 year old boy to make great progress in reading

○ ASD

- ◆ SASSI group has been launched this year and now has a programme of regular meetings and strong support from parents.
- ◆ ASD strand have continued to function and move practice forward despite being without their manager for most of the year.
- ◆ Majority of ASD children on caseload have been kept in school. An ASD pupil has be enabled to take his GCSEs.
- ◆ Contributed to the borough wide review of support for families with children with ASD diagnosis.
- ◆ Contributed to development of integrated under 5's pathway for Meadow Centre referrals.
- ◆ Promoted integrated processes through use of a single referral form for both the team and Meadow Centre

○ Additionally Resourced Centres

- ◆ Pupils have made great progress through the use of new interventions (Story telling into Writing and ReadWrite Inc)
- ◆ Successful use of Transition booklet developed for home use prior to pupils entering the school
- ◆ Transition preparation for pupils moving to Key Stage 3

CLD Team Development

- 7 new staff have become valued members of the team and have brought in new skills
- Professional development opportunities ensure staff keep their specialist skills updated and keep up to date with local and national developments in SEN
- Continued development of the ICT skills of SISS staff
- FS have worked alongside colleagues in the ESBD team to develop practice and protocols around the support of Foundation Stage pupils with ESBD
- FS have developed integrated working with local Children's Centres by contributing to the work of partnership advisory groups within the centres
- Promoted the child and parent voice by developing pupil and parental questionnaires.

CLD Training delivered

- Whole school training in ASD
- Training for child specific LSAs
- Down Syndrome Training for schools and private settings
- Dyspraxia
- Dyslexia
- Fine motor skills
- Early assessment
- ICT programmes for SEN
- Resources and strategies to develop Reading skills
- Writing IEPs
- Social Use of Language programme
- Cued Articulation
- Corrective Reading
- Language for Learning Foundation Stage
- CARL

ESBD Team – What we set out to achieve

- To improve support for pupils with ESBD through partnership working with primary schools
- To build school capacity to deal with challenging behaviour, at primary and secondary level
- To improve outcomes for pupils in need of intensive 1-1 support, and to provide better quality supervision for staff doing this work
- To improve support for pupils with mental health needs through closer working relationship with CAMHS
- To help parents of pupils with challenging behaviour by contributing to the range of support offered
- To support the emotional well-being of staff and pupils in schools

ESBD - What we did and how we went about it

- Developed partnership agreements and protocols for joint working with primary schools
- Promoted Team-Teach approach to positive physical intervention and ensured that all special school staff received training
- Established clear guidelines for schools and ESBD team in using Inclusion Support Practitioners to support pupils with ESBD
- Identified Solihull Approach to Parenting as model of support for parents and four staff trained
- CAHMS worker attending team meetings each half term
- Contributed to the primary and secondary SEAL initiatives
- Developed closer working practice with the Early Years Foundation Strand
- Links established with a variety of other agencies e.g. LAATCH, YIP, Str8 up
- Targeted pupils for support at transition

ESBD - The outcomes we have achieved

- **Improved response to schools and equity of support according to need** for primary age ESBD pupils
- **Improved outcomes** for pupils with ESBD through expansion of range of practice of all staff working with ESBD pupils (*case studies demonstrate impact*)
- **Increased number of school staff** more able to meet the demands of challenging behaviour (*annual school survey*)
- **Children & YP in safer environment in special & some mainstream schools** (*Team-Teach annual report*)
- **Better outcomes for pupils at risk of exclusion** through more focused use of Inclusion Support Practitioners as part of a continuum of support for pupils with ESBD

ESBD – Outcomes cont...

- **Improved self esteem of pupils** through greater use of praise and providing opportunities for success
- **Parents empowered** - able to set clearer boundaries for children
- **Pupils emotional well-being protected**, particularly during crisis incidents
- **Improved emotional literacy in schools** - over half of primary schools and three secondary schools using SEAL
- **A reduction in permanent exclusions** –giving a chance to make a positive contribution to society

ESBD: What we are proud of

- Launch of Pathway for Primary aged pupils with ESBD
- Development of new training packages e.g. De-escalation
- Development and delivery of NQT training packages
- Very positive feedback from schools and settings for training received
- Contribution to reduction in exclusions, particularly year 7

ESBD: What we are proud of

- **Work with pupils:**
 - ◆ Yr 11 pupil at risk of exclusion returning to 6th form
 - ◆ Yr 9 pupil - greatly reduced incidents in lessons
 - ◆ Yr 10 boy from 60% attendance to 99%
 - ◆ Yr 3 pupil at risk of exclusion supported until statutory assessment process completed
- **Group work**
 - ◆ SEAL Silver Set delivered
 - ◆ Peer mentoring training
- **Parents**
 - ◆ Family supported through Solihull Approach to Parenting

ESBD Team Development

○ Team development

- ◆ Transactional Analysis added to skills repertoire of Team
- ◆ Lead professionals trained in Solution Focused Supervision and Consultation
- ◆ 2 more staff completed ASD course
- ◆ Links with British Institute of Learning Disabilities - Control and restraint training
- ◆ Play Therapy added to skills repertoire of Team
- ◆ 4 team members trained in Solihull Approach to Parenting
- ◆ Team Manager taking Diploma in Cognitive Behaviour Therapy, and additional member of staff taking Introductory Practitioners Certificate

ESBD Training Delivered

INSET has been delivered to more than half the schools in Solihull during 07/08 on a variety of topics including:

- Assertive Discipline
- Succeeding with Difficult Students
- Team Teach
- Solution Focused Thinking
- Managing Challenging Behaviour
- Working with the ADHD Child
- Developing a whole school behaviour policy
- Dealing with conflict
- Lunchtime supervisor training

Sensory Team - What we set out to achieve

- Improved mobility for visually impaired school-age children
- Improved emotional well being for newly diagnosed sensory impaired children and their families
- Better adjustments for pupils with LDD in schools and settings through awareness raising of the implications of the Disability Discrimination Act
- Improved support for hearing and visually impaired children 0-3 through use of the Early Support materials
- Improved progress for pupils supported by the team through evaluation of impact
- Improved holistic support for C & YP and families through increased information exchange with partner agencies

Sensory - What we did and how we went about it

- Mobility officer commissioned 1 day a week
- Peer support facilitated for families and pre- school children
- Established out of school activities for primary and secondary age children with a sensory impairment
- Environmental audits offered to schools
- Provide training on the Early Support materials with a colleague from a neighbouring authority
- Evaluation questionnaires established for parents and for pupils at the end of involvement and end of each key stage and after leaving school
- Processes refined for monitoring annual progress (Pupil Progress Summary Sheet)
- Liaison with other agencies involved with the family of a child with a disability

Sensory - The outcomes we have achieved

- **Improved mobility and safety for visually impaired children** *(Transport no longer needed, able to travel to/from school by bus safely)*
- **Parents feel supported and less isolated** *(peer group established with fortnightly meetings)*
- **Parents of school age children empowered** to support their children and **Parental anxiety decreased** *(100% believe that quality of support and advice was excellent and 90% believe that their level of anxiety decreased)*
- **Improved communication and inclusion for signing children** *(groups for schools, parents and other family members)*
- **Pupils empowered** to contribute to strategies to help them in school to achieve their potential

Sensory – Outcomes cont...

- **Educational outcomes improved by better targeting of support** (*Summary Sheets identify areas of strength and weakness*)
- **Improved outcomes for children with sensory impairment in Early Years settings** (*Questionnaires indicated that 75% of EY settings surveyed felt that their expectations of the child had changed and 100% rated support as very effective*)
- **Improvements in language skills for children with a significant sensory impairment** (*evidenced over several years, indicated by Pupil Progress Summary Sheets*)
- **Improved emotional well-being of sensory impaired children** (*eg social activity each term for primary & secondary aged pupils to enable children in mainstream schools meet others with similar needs*)

Sensory: What we are proud of

- Support for individual children with complex needs in their local mainstream schools, nurseries and settings
- Mobility training enabling children to travel safely and independently both for educational and leisure purposes
- Quality Assurance Review of Neo-Natal Screening for HI babies highlighted many strengths in the current provision
- Large percentage of parents of pre-school deaf parents wanted to give feedback at quality assurance NHSP visit
- Increasing the number of environmental audits of schools and settings for children with a range of sensory and complex needs

Sensory: What we are proud of cont...

- Working in collaboration with professionals from a range of agencies to identify and meet the needs of children and their families
- Providing mutual support to families through parent and family support groups
- Developing transition plans for each transition stage
- Continue to provide activities for Hearing Aid Users groups (Mini HUGS school age, and HUGS Year 6 and secondary age)
- Successful transition of Yr 6 pupils to secondary schools from Peterbrook HI Centre, and from Lyndon into Further Education

Sensory Team Development

- 1 teacher on 2nd year of mandatory HI training course
- 1 teacher on first year of mandatory VI training course
- 2 members of staff completed Introduction to Counselling course
- 2 members of staff completed The Solihull Approach to Parenting
- 1 member of staff started Stage 2 Signing Course
- 1 member of staff continuing degree course ICT in SEN

Sensory Training delivered

- Whole school and setting training to meet needs of identified children
- Five week course for LSAs working with hearing impaired children in primary schools
- The listening environment for HI pupils
- Whole school awareness session on the Disability Discrimination Act
- Signing sessions for school staff
- Signing through song for pre-school children and their families

How We Will Continue to Improve

CLD –

- Continue to evaluate our policies and procedures in order to develop practice
- Refine processes to evaluate our contribution to pupil progress and target support appropriately
- Respond to changes in levels of need in specialist areas by reviewing staff skills as vacancies arise
- Respond to comments on parental and pupil questionnaires

How We Will Continue to Improve

ESBD –

- Develop a clear ESBD pathway for secondary schools and embed primary model
- Develop range of approaches and training for secondary schools
- Contribute to the borough-wide approach to parenting
- Promote SEAL in all schools in the Borough
- Promote Team-Teach approach to keeping schools safe places
- Respond to changes in need by reviewing staff skills as appropriate
- Evaluate long term impact of training

How We Will Continue to Improve

Sensory -

- Continue to evaluate our contribution to pupil progress and evaluate the success of mobility programmes with children, parents and schools
- Respond to changes in need by reviewing staff skills as appropriate (eg pre-school children)
- Include children with more complex needs in family support group and children's groups
- Target specific schools/settings and provide information and training
- Refine mechanisms for gaining parent and pupil voice and ensure they are actively involved in meeting their needs
- Continue to work closely with partner agencies and identify gaps in provision
- Extend range of materials and processes to enhance support eg Early Support materials, Pupil Progress Summary Sheets

How We Will Continue to Improve

Whole Service –

- Embed evaluation processes to ensure improved outcomes for C & YP with LDD
- Embed effective recording and use of child and parent voice to inform practice
- Develop the training capability of staff
- Invest in training SISS staff (and ensure expertise lies with more than one person)
- Further vacancy management to expand capacity to meet priorities

Service Priorities 08/09

- Embedding Quality Standards for the whole service and individual teams
- Developing effective integrated support with partner agencies
- Streamlining data management processes
- Building capacity in schools, including joint delivery of the Inclusion Development Programme
- Developing a Secondary Behaviour Pathway
- Supporting children and young people with SEN at transition points

Keeping Staff at the Cutting Edge

Training priorities 08/09

- Expanding the use of ICT for children with SEN
- Speech, Language and Communication difficulties in Children & Young People with a range of Special Needs
- Staff development in multi-agency working and data sharing
- Development of non-teaching staff in line with Children's Workforce Development Strategy
- Continued development of Specialist areas of knowledge

Schools' Evaluation 2008

Headlines **

- Whole service highly valued:
 - ◆ Expertise, advice & support for schools, individual pupils and families
 - ◆ Flexibility of support
 - ◆ Ease of communication
 - ◆ Recommendations of strategies and resources
 - ◆ Knowledge of individual school and its culture
- Valued from ESBD:
 - ◆ Named person and referral system
 - ◆ Individual support and strategies
 - ◆ Whole school training

** Whole document published on the web

Evaluation Headlines cont...

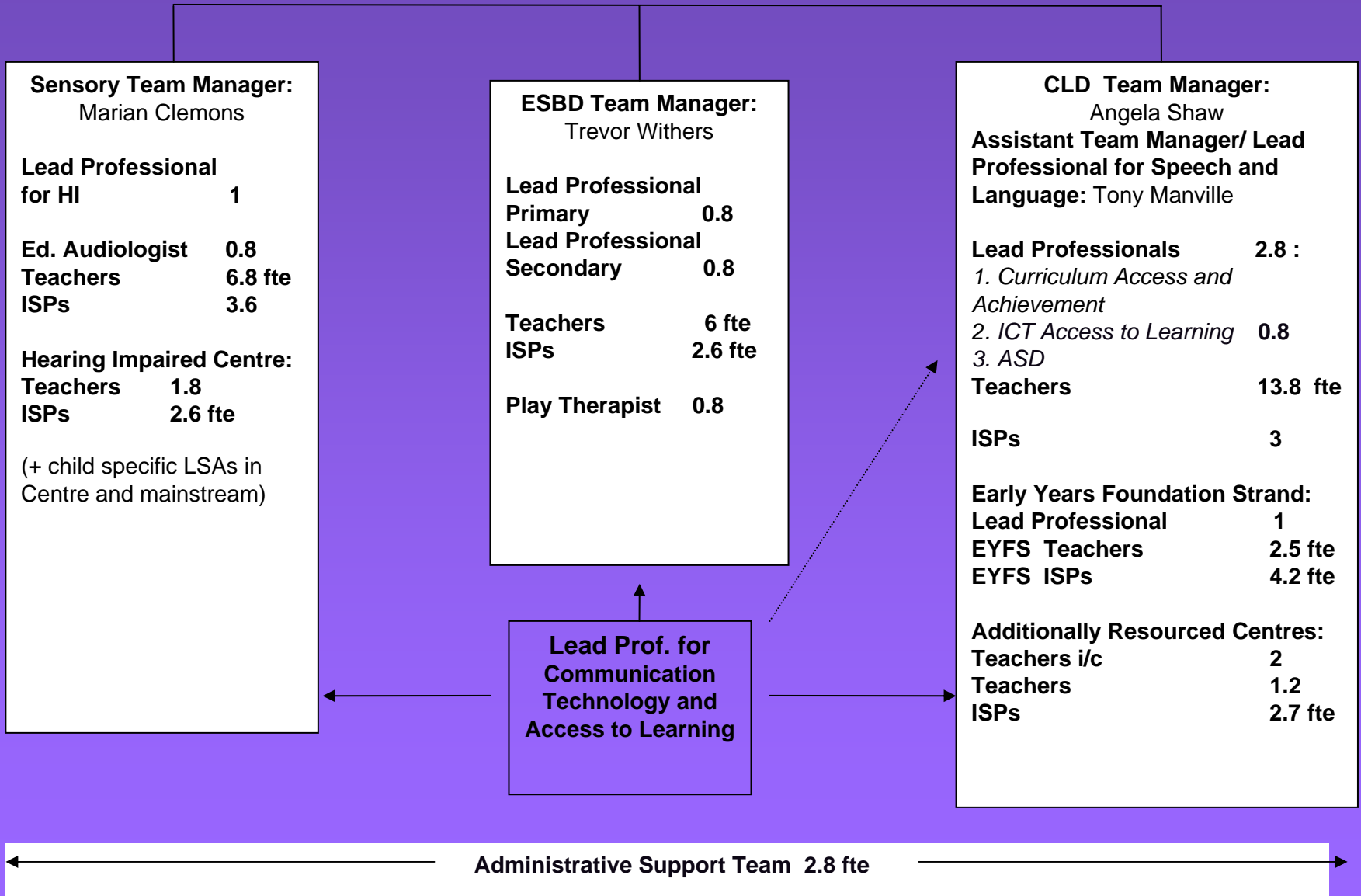
- Valued from Sensory:
 - ◆ Support for individual children and strategies
 - ◆ Advice on access arrangements
- Valued from CLD:
 - ◆ Named person for the school and time allocation
 - ◆ Specific interventions eg Read Write Inc.
- Valued from EYFS:
 - ◆ Continuation of support to end of FS 2
 - ◆ Service is more purposeful and efficient
- Valued from ASD:
 - ◆ Building school confidence
 - ◆ Support for individual children
- Improving the Service:
 - ◆ Expansion of ASD support
 - ◆ Extend work with clusters to share expertise
 - ◆ More capacity generally!!

Specialist Inclusion Support Service Structure

Manager: Ros Daws

Assistant Manager: Fiona Phillips

PA: Kim Thorpe



Sensory Team Manager:
Marian Clemons

Lead Professional for HI 1

Ed. Audiologist 0.8
Teachers 6.8 fte
ISPs 3.6

Hearing Impaired Centre:
Teachers 1.8
ISPs 2.6 fte

(+ child specific LSAs in Centre and mainstream)

ESB Team Manager:
Trevor Withers

Lead Professional Primary 0.8
Lead Professional Secondary 0.8

Teachers 6 fte
ISPs 2.6 fte

Play Therapist 0.8

CLD Team Manager:
Angela Shaw

Assistant Team Manager/ Lead Professional for Speech and Language: Tony Manville

Lead Professionals 2.8 :
1. *Curriculum Access and Achievement*
2. *ICT Access to Learning* 0.8
3. *ASD*

Teachers 13.8 fte
ISPs 3

Early Years Foundation Strand:
Lead Professional 1
EYFS Teachers 2.5 fte
EYFS ISPs 4.2 fte

Additionally Resourced Centres:
Teachers i/c 2
Teachers 1.2
ISPs 2.7 fte

Lead Prof. for Communication Technology and Access to Learning

← Administrative Support Team 2.8 fte →