



Specialist Inclusion Support Service

Policy and Procedures

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CONTENTS

	Page
Introduction	2
Section 1. Emotional, Social and Behavioural Difficulties	
Introduction and Criteria for Involvement	3
Criteria for Ceasing Involvement	3
Referral Process	4
Delivery Model	4
Assessment	5
Evaluation of Impact	5
Section 2. Sensory Difficulties	
Introduction and Criteria for Involvement	7
Criteria for Ceasing Involvement	8
Referral Process	8
Delivery Model	8
Assessment	14
Evaluation of Impact	15
Section 3. Communication and Learning Difficulties	
(including Early Years, Autism, and Speech, Language & Communication)	
Introduction and Criteria for Involvement	16
Criteria for Ceasing Involvement	18
Referral Process	19
Delivery Model	21
Assessment	29
Evaluation of Impact	30
Glossary	31
Appendices	
Procedures for Solihull Child and Family Support Model and Common Assessment Framework	32
Procedures for Admission to Additionally Resourced Centres for Speech, Language and Communication Difficulties	34

Introduction to Solihull Specialist Inclusion Support Service

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.

The Specialist Inclusion Support Service (SISS) offers support for children and young people (0-19 years) with a range of special educational needs (SEN). SISS staff work in all Solihull's maintained schools and nurseries, in homes, in early years settings and in specialist provision based in mainstream schools; it forms part of the Education and Children's Services Directorate's arrangements for supporting pupils with special educational needs.

The SEN Code of Practice (COP) 2001 acknowledges that children have needs that may fall into at least one of four areas, defined as:

- **Communication and Interaction**
- **Cognition and Learning**
- **Behaviour, Social and Emotional Development**
- **Sensory and/or Physical Development**

SISS has over eighty staff comprising qualified teachers with a wide range of experience and specialist qualifications, a number of highly experienced Inclusion Support Practitioners (specialist Teaching and Learning Support Workers), and a team of experienced administrative staff. The Service is organised into three specialist teams who work within the framework of the SEN Code of Practice. The Teams are:

The Communication and Learning Difficulties (CLD) Team: provides support for children and young people across the range of the 'Communication and Interaction' and 'Cognition and Learning' categories of needs. The team supports children with a range of general and specific learning difficulties, and there are specialist strands for the Early Years Foundation Stage, Autism Spectrum Disorders, and Speech, Language and Communication Difficulties. There is also designated provision for primary aged pupils with Speech, Language and Communication Difficulties in Additionally Resourced Centres.

The Emotional, Social and Behavioural Difficulties (ESBD) Team: provides support for children and young people in schools with challenging behaviour, immature social skills and emotional difficulties.

The Sensory Team provides support for children and young people who are hearing impaired, visually impaired or multi-sensory impaired. There is also designated provision for primary and secondary aged hearing-impaired pupils in Hearing Impaired Centres.

Note: Steps are taken to ensure information concerning all aspects of SISS support is available in appropriate and accessible formats. Service users are consulted on a regular basis and responses inform Service practice. All service activities are undertaken within the Service Child Protection Policy guidelines.

Emotional, Social and Behavioural Difficulties (ESBD)

Introduction

The ESBD Team work with pupils who "demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from complex special needs, may require help or counselling for some or all of the following:" through

- Flexible teaching arrangements
- Help with the development of social competence and emotional maturity
- Help in adjusting to school expectations and routines
- Help in acquiring the skills of positive interaction with peers and adults
- Specialised behavioural and cognitive approaches
- Re-channelling or re-focusing to diminish repetitive and self-injurious behaviours
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour
- Provision of a safe and supportive environment

(SEN Code of Practice 7:60)

Criteria for involvement

- Pupils should be of statutory school age, and should be the subject of intervention through School Action or School Action plus (SEN COP)
- Schools will have evidence of a graduated response to the child's needs. Strategies employed to enable pupil progress should be recorded within an Individual Education Plan (IEP), Individual Behaviour Plan (IBP), Pastoral Support Plan (PSP) or Personal Education plan (PEP) in the case of children in public care
- There should be clear evidence that , despite the school's attempts to address the presenting behaviour, the child is still exhibiting social, emotional or behavioural difficulties

Criteria for Ceasing Involvement

Involvement will cease if it is agreed between agencies that;

- The child has met his targets
- There are appropriate strategies in place
- Observations or other assessment indicate that the child is able to access the curriculum without support

Referral Process

Secondary schools

Secondary schools are allocated time using a formula previously agreed by headteachers. This weekly time allocation can be used to support students in a number of ways from staff advice or INSET and working with students either individually or in groups. The nature of the work would normally be agreed at a planning meeting with the relevant school staff. Ideally this would be held at least termly.

Primary schools

All primary schools have a named person for ESD who is the first point of contact for questions or advice regarding ESD support. Primary schools can access support using a referral system but may benefit from guidance on recording or on necessary written evidence prior to a referral. Referrals are accepted from schools and other agencies and are made on the standard SSS referral form. Cases will be discussed with the named person for the school, an initial visit may be made by the ESD team manager or Lead Professional for primary provision, and if appropriate the case will be allocated to a member of the ESD team. Wherever practical, referrals are responded to sequentially. The critical or emergency nature of some referrals may, however necessitate discretion.

Delivery Model

ESD Team members offer a range of support options which may include work with individual pupils on such issues as:

- Improved concentration skills
- Reduced levels of inappropriate behaviour
- Peer relationships
- Raised self esteem
- Anger management
- Play skills
- Relaxation skills
- School transfer and related issues
- Assertiveness

The specific detail of input will be established in negotiation with school staff. ESD Team members attend network and review meetings and case conferences, providing written reports as appropriate. The team also provides support for individual pupils through group activities such as:

- Circle time activities
- Social skills
- Anger management
- Gender specific groups
- Self Esteem activities

To complement the general advisory role that the ESD Team takes as part of its response to individual referrals, there is an opportunity to provide schools with INSET packages and awareness raising exercises. Further information can be obtained from contacting either the named person for the school, from the ESD Team manager or from the ESD Lead Professionals.

Some of the packages are listed below:

- Assertive Discipline
- Circle Time
- NQT training
- Lunchtime Supervisor training
- Solution Focused Thinking in Schools

There may be some students who would benefit from a short period of intensive 1-1 support. This can be provided by Inclusion Support Practitioners who would provide a short period (typically half a term) of direct support for primary age students in mainstream schools. This would be accessed through requests made by caseworkers who would retain overall responsibility for work with the child. Inclusion Support Practitioners may also provide advice or training for child specific LSAs working with ESD children

Assessment

Assessment will be either through direct assessment (observation of the child in a particular setting) or through indirect assessment using a range of tools which may include:

- Information sent with the original referral eg. IEPs, behaviour diaries
- Reports of recent incidents
- Behaviour check lists
- Rating scales/questionnaires e.g. Boxall Profile, Lawseq
- Test data eg. reading/spelling
- School File
- Other agency reports
- Anecdotal evidence/interviews with parties with relevant information eg. Class teacher, Parent/carer, child, other agencies
- Antecedents Behaviour Consequences (ABC) analysis

Evaluation of Impact

- Interventions by teaching staff and input from the Inclusion Support Workers are evaluated using a variety of methods including feedback from schools and students, and individual case studies.
- Evaluation of Group Work using a variety of measures indicates increases in students' self esteem and improved social skills
- All In-Service training delivered throughout the year is evaluated following training. Evaluation of the long term impact of some training delivered is

currently being undertaken via interviews 3 to 6 months after training has taken place with the person responsible for commissioning the training and with those who have been trained.

- Pupil questionnaires in accessible formats are used at review stages of interventions which enable 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.
- An Early Years Behaviour Checklist is being trialled with Foundation Stage pupils.

Sensory Difficulties

Introduction

Within the Sensory Team additionally qualified staff for the Hearing Impaired (HI), Visually Impaired (VI) and Multi-sensory Impaired (MSI) support children and their families from birth to 19 years or to the end of their secondary education. Support takes place in a variety of settings, which may include home, playgroup, nursery, the Meadow Centre, Early Years Assessment Centre or a school within Solihull.

The staff liaise with Eye Clinics, Audiology Services, Low Vision Services, Speech and Language Therapists, parent support groups and a wide range of outside agencies.

Staff are committed to the principles of early identification and inter-disciplinary assessment for children and support for children and their families/carers. The Team aims to ensure that the educational needs of the children are identified and appropriately met, and the principle of working in partnership with parents is upheld.

Criteria for Involvement

Support is provided for children with **Hearing Impairment** who:

- have a medically identified hearing loss in either ear of 26dB or greater
- have a level of auditory functioning which is causing concern and is educationally significant
- transfer from another local authority with an identified need mentioned above

Support is provided for children with **Multi-Sensory Impairment** who:

- in addition to a sensory impairment, (hearing, vision or both), also have additional difficulties
- have a range of difficulties but function as if they have sensory impairment(s)
- have complex needs and developmental delay which are difficult to assess and/or do not follow the normal developmental pattern
- have syndromes/conditions involving head or facial abnormalities, children with extreme prematurity, very low birth weight, at risk of injury, infection e.g. Rubella, meningitis
- transfer from another SISS team
- transfer from another local authority with an identified need

Support is provided for children with **Visual Impairment** who:

- have a significant medically identified visual impairment
- have a level of visual functioning which is causing concern and is educationally significant

Criteria for Ceasing Involvement

Monitoring - Children with **temporary hearing difficulties** will be removed from the monitoring list if a hearing test produces a normal audiogram. Regular teaching involvement for children with **hearing impairments** may cease if

- the child is sufficiently equipped to be able to access the curriculum independently.
- there are appropriate strategies in place in school to manage the pupil's hearing difficulties well
- ongoing observations and assessment indicate that hearing is no longer the *main* cause of difficulty and more appropriate support mechanisms have been identified.

Support from the **Multi-Sensory Impairment** teacher will cease if

- after a period of assessment including inter-agency work, the child has been found not to have any educationally significant sensory impairments
- it can be demonstrated that the child no longer has a significant developmental delay or learning difficulty.

Involvement will cease for children with **Visual Impairments** if, after inter-agency discussion,

- the child is sufficiently equipped to be able to access the curriculum independently
- appropriate strategies are in place to manage the child's visual difficulties
- ongoing observations and assessment indicate that vision is no longer the *main* cause of difficulty and more appropriate support mechanisms have been identified.

Referral Process

Information concerning the referral process is widely available in a variety of formats, including Solihull websites. Parental agreement is required before a referral can be accepted. Professionals are required to complete a SISS referral form (SISS 1 or 2). Help is available for schools, nurseries, parents and professionals in making a referral.

Delivery Model

Hearing Impairment

(i) Level of Support

The level of support offered to an individual child / family will depend upon the severity of the hearing impairment, their level of auditory functioning and

language development. Initial assessment and liaison with family and other professionals will determine the level of support. This will be reviewed at regular intervals. Frequency of support varies according to need.

Annual visits: all children with a known hearing loss, including fluctuating conductive loss, up to Year 8. At Year 8 school and parents are provided with an information leaflet on the child's hearing loss and its implications. At this point annual monitoring will cease unless specifically requested by school, parents or child.

Monitoring visits: for children with a permanent hearing loss, visits may be monthly, half-termly or termly.

Regular visits, including individual or small group teaching: for children whose hearing loss or auditory functioning is adversely affecting (or is likely to affect) their language development and educational progress. Visits may be fortnightly, weekly or more frequently, according to individual need. Regular assessment of auditory functioning and language development, together with professional judgement and inter-agency discussion, will determine individual levels of support.

Support within an Additionally Resourced Centre (HI): children who are unable to access the curriculum and make adequate progress within a mainstream setting, where this is identified within their Statement of SEN.

(ii) Range of support

Pre-school work with families: Families are offered support from the point of diagnosis. Joint diagnostic clinic Teacher of the Deaf (TOD) / Community Paediatrician informs the package of support which is arranged to suit the individual family. Support includes

- The provision of a range of information about understanding their child's deafness and local support available, to broader issues about deafness
- Introduction to other families – such as parent support groups/coffee afternoons/baby signing
- Regular home visits from TOD/Communication support worker
- Accompanying families to hospital appointments and liaising with others working with family
- Referral to Speech and Language Therapist (SALT) and joint home visits TOD/SALT
- Signposting to other relevant agencies e.g. NDCS, BID
- Practical help – eg. with Disability Living Allowance forms, loan of toys
- Working with families to support choices made for language development
- On-going monitoring and support for child's language development
- Supporting families in the management of hearing aids and other technical equipment and advice on listening environments
- Offering support for transition to other settings eg. visiting settings with families, support for statutory assessment
- Working with other settings where the child is based. This could include extended family, friends, childminders, and nurseries.

Nurseries: Appropriate support and advice for nurseries and individual children may take the form of:

- Provision of In-Service training, advice and support for Nursery staff, including suggestions and explanations of strategies for working with children experiencing hearing loss
- Notification and information to nurseries of children known to SISS who are due to start
- Initial listening assessments for other children whose auditory responses are causing concern to the Nursery
- Direct contact with parents where necessary, including provision of letters for parents to take to their Health Visitor or GP
- Provision of information in appropriate and accessible formats on hearing loss, its implications and management
- Transition planning and programme of support to facilitate transfer of children with significant hearing loss into Nursery
- Regular visits by Inclusion Support Practitioners / Teacher of the Deaf to support eligible children for individual / small group activities
- Liaison with other professionals / agencies
- Provision of introductory signing sessions for Nursery staff, where necessary

School age children: Appropriate support and advice for schools and individual children according to need may take the form of:

- Annual hearing assessment for all children with a known hearing loss, up to Year 8
- Provision of photocopiable information and advice booklets
- Interpretation of audiological information and advice on the implications for educational progress
- Assessment of support requirements to meet educational needs arising from hearing impairment
- Contribution to assessments, IEPs and Reviews for children visited regularly, in consultation with teachers and the SENCo
- Tutorial support / in-class teaching / small group work
- Advice and support for staff in planning a differentiated curriculum for the child
- Advice on special provisions for National Curriculum and GCSE assessments
- INSET and awareness raising sessions for staff on the implications for learning of hearing impairment (including talks to classes, on request)
- Teaching and Learning Assistant training courses
- Contribution to audiological assessments, in close liaison with Audiology Services.
- Monitoring of audiological equipment
- Trials with and maintenance of specialist technological equipment
- Consultation regarding the listening environment

- Liaison with families
- Advice to support the child's social and emotional needs and develop their independence skills
- Advice and support on post-16 options for hearing impaired young people
- Transition planning and programme of support to facilitate transfer of children into new schools or college
- Liaison with other professionals / agencies including SALT, Educational Psychologists, Social Services, Connexions

Hearing Impaired Centres: Solihull currently maintains two Centres based in mainstream schools-Peterbrook Primary School and Lyndon School and Humanities College. The Centres aim to enable children with hearing impairment and associated complex needs to access a broad and balanced curriculum within mainstream classes, small group settings or individually as appropriate to need. The Centres offer a range of support which may involve:

- direct teaching
- in class support from an Inclusion Support Practitioner
- sign language support where appropriate
- adaptation of resources
- close liaison with the family

Multi-Sensory Impairment

(i) Level of support

The level of support offered to individual children will depend on the severity of their sensory impairments and their level of functioning. There is an initial assessment period when a child is taken onto the caseload which helps to determine the level of support needed by the child, by parents or carers, and by school staff in the case of school age children. The age of the child will not necessarily be a determining factor.

High level: For pre-school children with the most significant sensory impairments and complex needs who require the Meadow Centre CDS Team.

Medium level: Fortnightly visits, usually for pre-school children.

Ongoing Assessments: Usually monthly visits for children in Early Years Assessment Units or special schools.

Monitoring: Half termly visits to schools and also to early years settings for monitoring, reviews and Team Around the Family meetings

Visual Impairment

(i) Level of support

The level of support offered to an individual child will depend on the severity of the sensory impairment and their level of visual functioning. Initial assessment will determine the level of support.

High level individual support: at least a regular weekly visit for children with significant visual impairments

Regular individual support: weekly or fortnightly to assess vision or develop a skill

Monitoring visits: regular monthly, half termly or termly visits to provide advice or monitor the eye condition.

Annual visits: to provide advice to teaching staff.

(ii) Range of support

VI & MSI Pre-school children and their families: support may take the form of:

- Information on sensory impairment and the service offered is made available in appropriate and accessible formats
- Regular appointments where appropriate and according to the individual educational needs of the child
- An Individual Education Plan (IEP) or contribution to an IEP for children, including individual aims and targets to be set and reviewed regularly with the child's family
- Individual programmes will include ongoing activities with ideas for equipment and toys (and loan of toys where appropriate)
- An inter-disciplinary approach incorporating advice from other professionals
- Planning and reviewing of educational aims and targets with Child Development Service staff, parents and carers where regular attendance at the Meadow Centre is deemed appropriate
- Visits to the home for one-to-one working with the family, observation and assessment
- Inclusion of the family in planning to meet individual needs
- Provision of information about the SEN Code of Practice (including the procedure for statutory assessment), educational provision and the Disability Discrimination Act
- Provision of information about relevant allowances, including help with Disability Living Allowance forms
- Liaison with relevant hospital departments and professionals for example Hearing Assessment Centre, ENT Consultant, Eye Clinic, Consultant Ophthalmologist
- Attendance at Team Around the Family Meetings and contributions to Family Service Plans

School age children with MSI: Support takes the form of on-going assessment and monitoring, plus regular visits for children with the most significant sensory impairments.

- Visits will be made at agreed times for children with significant sensory impairments e.g. children who are registered blind, children with severe hearing loss, hearing aid users who need individual specialist support to help them acquire the necessary skills to access the learning environment and to help them compensate for their sensory difficulties. Visits will be followed up with advice in writing to school staff

- A contribution to an IEP will be provided for children seen regularly. Individual targets will be discussed with teaching staff and other therapists where appropriate, to ensure a coherent inter-disciplinary approach
- Targets will be reviewed regularly both formally and informally with school staff and therapists.
- The MSI teacher will support review meetings where appropriate
- Regular visits may be offered for a limited period to help assess children who are functioning as if they have a sensory impairment
- Advice will be offered to staff about appropriate teaching activities and managing the visual and listening environments
- Written and verbal information will be provided about visual conditions, types of hearing loss, managing hearing aids and low vision aids
- Written reports will be provided for statutory assessment
- Information will be sorted and collated from Eye Clinics, ENT Consultants and clinics and Ophthalmologists
- The MSI teacher will liaise with external agencies

School age children with Visual Impairments: Appropriate advice and support for children and their settings may take the form of:

- Written advice following initial assessment
- Close liaison with families
- Regular visits to support children on an individual or group basis, to provide support within class or to liaise with staff
- Regular support and liaison with the learning support assistant regularly working with the child
- Information about the nature of the child's eye condition and its implications for learning
- Advice to support the child's emotional, social needs and develop their independence skills
- Advice and support for staff in planning a differentiated curriculum for the child
- Advice on appropriate strategies for classroom management
- Preparation of differentiated teaching materials where appropriate including the provision for National Curriculum assessments and external examinations
- Provide a contribution to the child's IEP in consultation with teachers and the SENCo
- Written advice and reports relating to our involvement with the child for review meetings
- Attendance at reviews when appropriate
- Provide whole class awareness raising sessions related to visual impairment
- Provide occasional teaching sessions to enable the class teacher to work with the child with a visual impairment
- Provide In Service Training (INSET) for all school staff about the specific needs of the child with a visual impairment when appropriate

- Aid the transition into school, from school to school and when the young person leaves school by liaising with relevant personnel
- Liaison with a wide range of agencies to support and inform the child, family and school.

Assessment

Hearing Impairment

Children receiving regular visits:

- Assessment for children from 0-4 years is based on the Early Support Developmental Profile for hearing impaired children. This charts progress in Communication; Attention, Listening and Communication; Play skills, Social and Emotional Development and Other Milestones.
- Progress is charted on an Excel graph and discussed with parents during regular visits.
- When children are due to start Nursery, or when their language approaches the 3 year old level (whichever is the sooner) Reynell Language Scales are used to assess language development on an annual basis.
- When language levels approach the 6 year level the ACE assessment is administered annually.
- When language levels exceed the 12 year level progress is monitored via National Curriculum levels and individual school assessments.
- Progress in reading is measured using the Edinburgh Reading Test. This is administered annually as soon as children are able to access Test 1 (reading age 7-9). These continue throughout their school years to Test 4 (reading age 16+).
- A Social Adjustment Score is administered annually (SENS 13) to monitor functional use of hearing and social adjustment/ well-being.
- National Curriculum levels for core subjects are collected and recorded annually.
- A written report is produced for each assessment, which includes advice on the child's needs and appropriate teaching activities.

HI Monitoring Visits / Annual Visits:

- An annual hearing assessment will be carried out for all children with a known hearing loss of 26dB + until Year 8. This may be more frequent, dependent on need, for children visited termly
- Other assessments are available for use as appropriate, including British Picture Vocabulary Score; TROG; STASS; Renfrew Action Picture Test; Snapdragons etc.

Multi-Sensory Impairment

- Assessment for children 0-5 years is based on the Solihull Child and Family Support model. Assessments will also be made as part of the Child

Development Specialist Assessments at the Meadow Centre where appropriate.

- Assessments will be made of children's sensory functioning. Information following assessments will be given to settings or schools as appropriate. This will include advice and suggestions for improving access to learning opportunities.

Visual Impairment

- Assessment for children from 0-5 years is based on the Early Support Development Journal for Visually Impaired Children. Progress may be noted by the parents in conjunction with staff from the team or other agencies
- An assessment of visual functioning will be carried out for all children with a known eye condition or whose functioning and access to the curriculum appears to be restricted by visual difficulties.
- A written report will be produced which will include advice on appropriate teaching activities and/or managing the visual and listening environment.
- Children are given a short annual assessment of their near and distance vision.

Evaluation of Impact

- Planning and review reports are completed for all children receiving regular teaching visits. The review process assesses the impact of intervention and includes information from the pupil, school and parents
- The social adjustment of children with sensory impairments and their families is monitored and additional support offered where appropriate
- Parents and settings complete a questionnaire through an interview when a child transfers to a school setting
- Parents of children who receive regular teaching visits are sent a questionnaire at the end of a transition stage
- Settings are also asked to complete a questionnaire at the end of a transition stage for pupils who receive regular teaching visits
- Pupil feedback is sought prior to reviews on a form suitable to age/ability
- Students are asked to complete a questionnaire about the support they received a year after leaving secondary school
- Pupils, parents and settings are asked to comment on the impact of a mobility programme
- Information gathered informs the development of service practice
- All Inservice Training (INSET) is evaluated and follow up activities carried out as appropriate

Communication and Learning Difficulties (CLD)

Introduction

The Communication and Learning Difficulties Team (CLD) consists of teachers and Inclusion Support Practitioners working with children from birth through all 4 Key Stages. They work with nurseries and mainstream schools to empower them to meet the learning needs of pupils at Early Years/School Action Plus and those with Statements of Special Educational Need.

Within the CLD team are a number of strands;

The Foundation Strand works on a referral basis with parents, nursery staff and Foundation 2 teachers to ensure that pupils access the support they need.

The School Strand works closely with SENCOs to develop inclusion within the school. They offer advice, training, assessment and teaching.

The Autism Strand works with those pupils assessed to be high tariff.

Referrals are taken either from the Meadow Centre or from schools via their named teacher for CLD.

The Speech, Language and Communication Strand takes referrals from schools via the named teacher for CLD. They must meet specific criteria.

Pupils receive support from Inclusion Support Practitioners. There are also two Additionally Resourced Centres (ARCs) at Bishop Wilson and Hatchford Brook schools which cater for pupils with Statements of Special Educational Need for Speech, Language and Communication Difficulties.

Criteria for involvement

Foundation Strand

A child will be taken onto the caseload if he/she has:-

- A medically identifiable syndrome, condition or disability that significantly affects ability to access learning
- Delay of at least six months in cognition and one or more other areas of development.
- Been transferred from another Specialist Inclusion Support Service team.
- Been transferred from another Local Authority and has a special educational need identified by that authority.
- A medical or physical difficulty that significantly impedes access to facilities, curriculum and social experiences, where there is consideration of the need for a statutory assessment.

The decision to allocate a child to a caseload will take into account the age of the child, the date on which the referral was received, and reflect the Priority

Criteria listed below:

Birth – 18 months:

- An identified condition or syndrome where there is known to be an associated learning difficulty.
- Developmental delay associated with premature delivery.

18 – 30 months:

- Developmental delay of 9+ months in two or more of the areas
- Physical difficulties that impact on access to learning
- Significant social and communication difficulties.

30 months – entry into Foundation 2:

- 12+ months delay in two or more developmental areas.
- Severe social and communication difficulties that prevent or significantly hinder access to the curriculum.
- Physical difficulties that prevent or significantly hinder access to the curriculum.

Criteria for Support by an Inclusion Support Practitioner in Nurseries:

The child must meet the above criteria and if, in the opinion of the SISS and after multi-agency discussion, there is considered to be:-

- A physical difficulty that prevents access to the curriculum and learning and socialisation opportunities.
- An inability to access the curriculum and learning and socialisation opportunities due to social, communication and interaction difficulties.

Criteria for Taking Children off the Waiting List onto the Caseload:

There may be a time during the term when all visiting teachers' caseloads are full. In this event children will be placed onto a waiting list and allocated to team members as and when there are vacancies on the caseload list.

School Strand

Criteria for involvement with Pupils with Statements:

Pupils who have a statement for Communication and Interaction or Cognition and Learning Difficulties are automatically referred to the team if CLD are written into a statement for 'Advice and monitoring'. This is a legal document which requires SISS involvement.

Criteria for referral to the CLD school team:

CLD input is part of the graduated response for children with special educational needs. It is additional to and not a substitute for support offered by the school. To be considered for assessment or intervention from the team there should be evidence of appropriate interventions at School Action which have been reviewed. Children should also meet one of the following criteria:

- Receiving intervention from the CLD Foundation Strand at the end of Reception

- Be working below, or likely to be working below Level 1c by the end of KS1
- In KS2, pupils who are likely to be attaining below level 2 by the end of the KS, and in KS3, pupils who are likely to be attaining below level 3 by the end of the KS. There may be a few pupils with specific difficulties who are not achieving the predicted rate of progress despite actions taken by the school

ASD Strand

The ASD strand will provide advice and support for pupils who are in mainstream settings either with a diagnosis of ASD, or awaiting a Meadow Centre assessment and are classed as having significant needs.

Prior to ASD strand involvement the school should have

- Sought advice from the named SISS teacher
- Actively implemented strategies suggested in the Social Communication Difficulties folder
- Referred to the Warwickshire disk for guidance.

Speech, Language & Communication Strand

The SLCD strand will provide advice and support for pupils when:

- They have been identified by Speech and Language Therapy as having a 'High' or 'Very High' level of need
- Their SLCD are affecting educational, social and/or emotional development
- There is evidence of an uneven developmental profile.

Criteria for Ceasing Involvement

Foundation Strand

A child may be taken off the caseload when:-

- using the SISS assessment tool and after an I.E.P. review, the child reaches a developmental level that is age appropriate to his/her chronological age band
- at a review meeting with other professionals and parents/carers, it is decided that SISS involvement is no longer appropriate.
- the child enters an Early Learning Assessment Unit.
- the child is transferred to another SISS team.
- the child is transferred to another Local Authority
- the child moves to Early Years Action after a review.
- parent/carer requests that involvement should cease.
- there is a health and safety issue that necessitates a member of SISS being withdrawn from the case.
- the child has been absent on three consecutive arranged home visits and after the correct procedure has been followed

The procedure for taking a child off the caseload after three consecutive arranged home visits are missed is as follows:-

- A letter is sent or communication is made asking the parent/carer if they require the service to continue.
- If a positive reply is received the service will continue after negotiation and on the understanding that visits will be regular.
- If a negative reply is received the service will be withdrawn and the referrer will be informed.
- If no reply is received the service will be withdrawn and the referrer will be informed.

Note: If it is felt the child's needs are being neglected Child Protection procedures are followed.

School Strand

Involvement with children with a statement of SEN is usually ongoing but may change in nature as a result of the Annual Review process.

Involvement with children at School Action plus ceases through negotiation with the school.

ASD and SLCD Strands

The involvement of the SLCD and ASD strands will cease when a pupil's progress indicates that his/her needs would best be met by a different provision (e.g. from within the school's resources, or by attendance at a special provision). Such a change will be made in accordance with Code of Practice procedures (e.g. following a School Action Plus review meeting or after amendment to the statement of special educational need.)

Referral Process

Foundation Strand

Prior to entry into an Education and Children's Services nursery, referrals to the team are accepted from professionals in all related disciplines. Referrals for children of nursery age who are not educated in a maintained nursery can be made by professionals in related disciplines.

Once a child has entered maintained nursery provision the referral for Foundation Strand support will come from the school, using SISS 1 referral form accompanied by SEN Code of Practice Early Years Action or Action Plus paperwork.

To request an intervention from an Inclusion Support Practitioner Form SISS 8a should be completed. Interventions will be allocated at half-termly meetings dependent on need.

School Team

- Names of children to be referred to the team are discussed at the Termly Planning Meeting. Before an intervention takes place SENCOs should complete a referral form SISS 1, and seek parental permission for SISS involvement and their permission to share information with relevant agencies. (Where parental permission is refused and there may be a case of neglect, Child Protection procedures are followed.)
- If an assessment is required SENCOs must also complete a Request for Advice form A.

ASD Strand

- The named CLD teacher for the school is usually the most appropriate person to be consulted about the pupil. If appropriate, the CLD teacher should make a referral to the Lead Professional for ASD. The set of screening questions attached to the 'Request for ASD Strand Involvement' should be used when discussing pupils with SENCOs, to determine if intervention from the ASD strand is appropriate.
- If appropriate the SENCO should then refer using the standard SISS1 referral form and the 'Request for ASD team Involvement' and obtain Parental consent to ASD Strand input with their child.

Speech, Language & Communication Strand

Pre school children may be referred directly by SALT. Initial visit will be made by Lead Professional Foundation Strand or Lead Professional Speech and Language Strand.

For school age pupils the named CLD teacher is usually the most appropriate person to be consulted about the pupil. The following screening questions should be used when discussing pupils with SENCOs to determine whether to refer to the Lead Professional for SLCD:

- Has a SaLT identified the child as High or Very High Priority using their 'Therapy Outcome Measures'?
- Are the SLCD affecting the pupil's ability to participate in the classroom (e.g. unintelligible speech; problems following instructions)?
- Is the pupil's progress in literacy and/or numeracy causing concern (e.g. intervention at School Action having little impact)?
- Are the SLCD affecting the pupil's social development (e.g. problems co-operating with peers)?
- Are the SLCD affecting the pupil's emotional and/or behavioural development (e.g. signs of distress or frustration)?
- Is there evidence of an uneven developmental profile (e.g. significant discrepancy between verbal and non-verbal skills)

If the answer is 'Yes' to the first question and at least one other the SENCo should then refer using a standard SISS 1 referral form plus the attached 'Request for Speech and Language Support' and obtain Parental consent for SLCN to have input with their child.

Delivery model

Foundation Strand

Following a referral an initial visit will be made to determine the needs of the child in relation to the Foundation Strand criteria for taking onto a visiting teacher's caseload (or onto the waiting list – see above). The Intervention Entitlement is based on the time spent working with the child and the time allocated to caseload intervention for that child. Liaison with other agencies, administrative tasks and Reviews are included in the time allocation.

(i) Level of support

The maximum amount of intervention time that can be offered to the child is set out below. Circumstances may dictate that these entitlements are not always met or necessary. Variations to these entitlements will be negotiated with those involved.

Children from birth – 9 months: Monthly monitoring to home or by telephone

Children from 9 months – 30 months: Fortnightly visits to the home of 1 hour (maximum) duration

Children 30 months – nursery entrance: Fortnightly visits to the home; monthly liaison with setting

Children attending Maintained Nursery Provision:

- If the child is known to the service or is referred during the autumn term, fortnightly visits to the home plus fortnightly visits to the nursery until the end of the autumn term.
- If, after the Early Years Action Plus IEP review, the child is moved to Early Years Action SISS will give one further home and nursery visit after which involvement will cease.
- If a child is referred in the spring term, SISS will make fortnightly visits to home and nursery until the first review. If the child continues at Early Years Action Plus into the spring term, home visits will be once a month and nursery visits will be once a fortnight until the spring term review.
- A child who continues at Early Years Action Plus after the spring term review will receive monthly visits into home and nursery; this will be alternated so that the child is seen once a fortnight.
- If a child is referred in the summer term time allocated will take into account existing caseload priorities
- Support will be offered on a monitoring basis to cover transition into reception up to the end of the FS2. If appropriate the child will then be

referred to the named teacher in the Communication and Learning Difficulties team.

- For children referred during FS2 the named CLD teacher and Foundation Strand staff will liaise to decide who will take the lead, dependent on the needs of the child.

(ii) Range of Support

Children on caseload:

Teachers from the Foundation Strand will endeavour to offer the following range of support to the families of children that are taken onto caseload.:

- Written and verbal information on the service offered and contact information
- Regular appointments depending on support entitlement criteria.
- An understanding and regard to family circumstances and the needs of the child
- Opportunities within the visit to receive and value the family's knowledge of their child
- Time within the visit to teach and assess the child on a one to one basis
- Demonstration of and advice on specific teaching strategies that may be used in the home
- Written IEP targets for children not in nurseries and complimentary home learning targets for children in nurseries, in consultation with families and involved professionals
- Information and support throughout the process of statutory assessment.
- Written and verbal information about the SEN Code of Practice
- Liaison with other agencies to promote a consistent approach to meeting the special educational needs of the child
- Information on childcare provision and educational provision
- Information on relevant allowances
- Loan of and information on specialised resources
- Resources that promote and support equal opportunities

Foundation Strand Inclusion Support Practitioners:

The purpose of Inclusion Support Practitioner involvement is to facilitate effective early intervention for FS pupils with an additional special need. This may involve working with a pupil on an individual basis, in a small group and within the classroom. The intervention will be on a time limited basis with regular reviews and evaluation involving all interested partners.

Inclusion Support Practitioners support is offered in nurseries to:

- Enhance the staffing ratio, releasing permanent members of staff to work with the supported child.
- Work with the child on specific skill areas individually and in groups.
- Work one to one with the child on I.E.P. targets.
- Demonstrate how work on I.E.P. targets can be integrated into the

differentiated curriculum.

- Demonstrate specific teaching and intervention strategies.
- Provide and demonstrate specialised resources from SISS
- Enable the child to access all areas of the nursery environment.
- Promote the child's social inclusion within the nursery.
- Provide timed observations of the child to inform the planning process.
- Liaise with other agencies in conjunction with the SISS teacher.
- Be involved in the planning process for transition from home to nursery.
- Work to agreed guidelines following a consultation meeting between nursery staff, SISS teacher, Teaching and Learning Support Worker and parents/carers.
- Whenever possible, attend IEP reviews.
- Give written information on the child's progress at the end of the session.

Transition Arrangements: Arrangements are made for consultation between Foundation Strand and Nursery Staff during transition of the child with SEN from home teaching to nursery provision

- Parents fill in appropriate sections on the Request for Nursery Place form indicating SISS involvement.
- With parents permission SISS teacher informs school of any child taken onto caseload after January who has requested a place at their nursery.
- In the second half of the summer term planning meetings are arranged and held with parents, Foundation Strand teacher, nursery staff, SENCo, head teacher and where appropriate other professionals
- Date for first nursery visit in autumn term is agreed with school

School Strand

(i) Level of support

Schools receive an annual allocation of time which is determined through a formula based predominantly on prior attainment levels, and includes 3 one hour planning meetings per year

(ii) Range of support

Consultancy: Schools are advised to plan for at least one SENCo support session per term. This might focus on general SEN issues or advice about individual children

Training: Training is generally offered as part of the school's allocation of time. It can take place at staff meetings, twilight sessions or during the school day. Schools will be charged 2 hours for each hour of delivery to allow for preparation time. Schools should fill in a Request for Inset form which collects the information needed for the presenter and submit it well in advance of the agreed date. Training can take a number of forms e.g. workshops, presentations, clinics, and may be delivered by the school's 'named person' or

by another appropriate member of SISS. All training should be evaluated using the INSET Evaluation form (delivered evaluation). Training can also be purchased in addition to a school's allocation of time and details are available from the CLD Team Manager.

At subsequent planning meetings implementation of the training will be reviewed and follow up training discussed. Training for Learning Support Assistants, teachers and parents is available on the following:

- Supporting pupils with SEN (for LSAs)
- Individual pupil focus
- Making the most of additional support in the classroom
- Speech, language and communication difficulties
- Dyslexia friendly classrooms
- Understanding the difficulties of the dyslexic child in maths
- Multi sensory teaching
- Quality IEPs
- Social communication difficulties
- Part 1 - Including a Down's Syndrome pupil in your School
- Part 2 - The Down's Syndrome child in the classroom
- Helping your child at home

Pupil focused work: the CLD team seeks to improve outcomes for pupils with Statements of Special Educational Needs by supporting pupils and the school in a number of ways:

- Being invited to attend annual reviews, particularly Transition reviews
- Clinics' for teachers, SENCos and LSAs to discuss the pupil,
- 'Just for you' training for a group of LSAs and/or teachers
- Observation of pupils
- 1:1 work with pupils
- Advice on the programmes of work to be carried out by Learning Support Assistants, monitoring and evaluating those programmes
- Advice for class/subject teachers, SENCo and LSAs on strategies, programmes, IEP targets
- Assessments
- Written reports and attendance at review meetings/case conferences as required

The focus of CLD interventions with pupils at School Action Plus is practical help and advice for individual pupils and for the staff who teach and support them. The school's 'named' CLD teacher can offer the following:

- Assessment of a pupil's strengths and weaknesses. This may take the form of observation and/or the use of standardised tests
- Advice on targets for IEPs
- Advice on differentiated teaching and learning
- Advice on the use of specialised teaching resources, including ICT,

- demonstrating and/or giving specific training where appropriate
- Advice on the establishment of a secure and purposeful learning environment which promotes pupils' self-esteem and minimises frustration
- Modelling learning and teaching for specific individuals or small groups
- Leading training sessions for teachers, LSA's, parents/carers and others, where appropriate
- Liaison with other agencies as and when necessary
- Individual or small group teaching

Intervention options: Interventions will be tailored to meet the individual needs of the child. Individual support or small group support (generally no more than 4 pupils) is available. Interventions with pupils should be seen as training opportunities for support staff and/or teachers, to develop their skills and the repertoire of programmes they can deliver. Some of the interventions offered by SISS are:

Primary

- Individual support for Literacy or Numeracy skills
- Social communication group for pupils with communication and interaction difficulties, including ASD
- Initial sounds for children with phonological awareness difficulties.
- High frequency words (first 45 words)
- Phonic group - Grapheme/Phoneme awareness
- Early sentence writing - tailored for group
- Developing writing
- Paired reading project
- Developing reading accuracy and comprehension
- Spelling strategies
- Basic Numeracy
- Developing listening and attention skills
- CARL project - An adaptation of the NLS Wave 3 project
- Observation & assessment of pupils (see Section D on Assessment)

Secondary

- Individual support for Literacy or Numeracy skills
- Developing writing
- Paired reading project
- Developing reading accuracy
- Developing comprehension
- Information retrieval & revision strategies
- Spelling strategies

ASD Strand

For pupils with a diagnosis of ASD and a high level of need there are a number of ways in which SISS staff can support the school to improve outcomes:

- Attending annual reviews, particularly Transition reviews.
- Clinics' for teachers, SENCos and LSAs to discuss the pupil,
- 'Just for you' training for groups of LSAs and/or teachers
- Observation of pupils
- 1:1 work with pupils
- Advice on the programmes of work to be carried out by ISPs, monitoring those programmes, and evaluating them
- Advice for class/subject teachers, SENCo and LSAs on strategies, programmes, IEP targets
- Written reports and attendance at review meetings/case conferences as required
- Parental support
- Interagency involvement

For pupils with a high level of need awaiting diagnosis the team offers:

- Strategies and advice for staff
- Advice on targets for IEPs
- Advice on differentiated teaching and learning
- Advice on sensory difficulties
- Advice on the use of specialised teaching resources
- Time-limited ISP support
- Modelling of teaching and learning for specific individuals or small groups
- Training sessions for teachers, LSAs, parents/carers and others where appropriate

Speech, Language & Communication Strand

Where a referral is made which meets the criteria for involvement, the Lead Professional (SLCD) will visit school/nursery to discuss appropriate support. The range of support provided by the SLCD strand may include:-

- Liaison with the Speech and Language Therapist
- Observing and assessing the pupil
- Advice on appropriate targets for inclusion in the Individual Education Plan
- Advice on appropriate teaching strategies and resources
- Modelling the use of specific teaching approaches and resources
- Liaison with parents
- Liaison with other professionals
- Short-term Inclusion Support Practitioner (ISP) intervention (see below)
- Contribution to review meetings
- Written advice and guidance on the pupil's needs
- Appropriate school-based training
- Liaison with other SISS Teams as appropriate
- Advice the SEN Casework Officers of the availability of places within the Additionally Resourced Centres for pupils with SLCD (see below)
- Advice and monitoring in accordance with the terms of statements of special educational need

Inclusion Support Practitioner (ISP) intervention: The purpose of ISP involvement is to facilitate effective early intervention for pupils with specific speech, language and communication difficulties (SLCD), consequently children in the Foundation Stage and Key Stage 1 are generally prioritised. Intervention is on a time-limited basis, initially for one term, with review and evaluation involving all interested partners. Support normally involves:

- A period of direct input which enables the ISP to make a significant contribution to the assessment of an individual pupil's needs
- Modelling relevant teaching approaches and resources.
- An integrated model of working, involving partnership between family, school, Speech and Language Therapist (SaLT) and SISS.
- Working with the pupil on an individual, small group and within class basis.

Additionally Resourced Centres (ARCs) for pupils with SLCD

Solihull maintains two Additionally Resourced Centres (ARCs) for primary aged children with speech, language and communication difficulties which do not arise as a result of general developmental delay or learning difficulty. The Centres are based at Bishop Wilson CE Primary School and Hatchford Brook Junior & Infant School. The ARCs aim to enable pupils to realise their full potential and return to full time mainstream education as soon as possible.

Level and range of support:

Specialist staff address the pupil's educational needs through individual programmes incorporating Speech and Language Therapy, 1:1 and small group teaching plus inclusion in mainstream lessons, with support as appropriate. The teaching and therapy methods employed in the ARCs are designed to build on the children's strengths, such as good visual skills, in order to help them overcome weaknesses, which are likely to include auditory processing, memory and concept development. Staff work collaboratively in the Centres i.e. Speech and Language Therapist, specialist teacher/s, SSAs, mainstream staff, lunchtime supervisors, and regular contact is maintained with pupils' families (e.g. using home/school diaries, parent meetings, telephone conversations). Support includes:

- Opportunities to work and socialise with mainstream peers (who are good models of language)
- A calm and structured class environment using visual schedules and consistent routines & expectations
- Access to a broad and balanced curriculum differentiated appropriately for pupils' needs and abilities
- Individualised programmes (e.g. to develop speech & language skills, vocabulary and concept development, memory strategies) devised in consultation with the Speech and Language Therapist
- Individual &/or small group therapy, &/or advice & monitoring by the Speech and Language Therapist as appropriate
- Programmes to develop fine and gross motor skills

- Opportunities for revision and consolidation of work taught
- Multi sensory teaching approaches using signing, symbols, visual input, colour coding, use of frameworks
- ICT for curriculum access and alternative means of recording learning
- Total Communication environment (multi-sensory learning) which includes use of Makaton signing, symbols and high level of visual input (Hatchford Brook)

Decisions regarding admission to the ARCs are made by a multi-professional panel. While placement of pupils is normally subject to the terms of a statement of SEN, children may be admitted on an assessment basis if intervention at the School Action Plus stage of the SEN Code of Practice indicates significant and specific needs in the area of speech, language and communication.

Criteria for SLCD ARCs

(i) Communication and Interaction

- significant speech and language difficulties indicated in SaLT assessment (e.g. speech/articulation, phonological disorder, dyspraxia, expressive, receptive, social communication, semantic-pragmatic disorder)
- communication difficulties evident in educational setting (e.g. unintelligible to staff/peers, unable to follow instructions without visual support)

(ii) Cognition and Learning

- uneven profile, with cognitive ability in advance of speech & language skills (e.g. symbolic play, drawing or non-verbal reasoning)
- processing difficulties (e.g. auditory sequencing, phonological awareness, memory or attention difficulties)
- slow educational progress (e.g. literacy, numeracy) and/or difficulties accessing aspects of the curriculum

(iii) Behaviour, Emotional & Social Development

- possible emotional and/or behavioural difficulties as a result of communication difficulties (e.g. frustration, anxiety, anger, low self-esteem)
- social difficulties as a result of communication breakdown or poor pragmatic skills (e.g. isolated, passive)

(iv) Sensory and/or physical difficulties

SLCD ARCs – Procedures for Admission: see Appendix 2

Assessment

Purpose of assessment

Assessment fulfils one or more broad purposes: to establish baselines, for diagnosis, to identify strengths/weaknesses/learning styles/behaviour patterns, and to inform planning and decision making. It will generally be located within

the context of the SEN Code of Practice and the range of other evidence or information regarding the child. It should have regard to the Early Years Foundation Stage, Primary & Secondary Strategies, the National Curriculum, and the wider experience of the child at school, setting or home.

Where professionally recognised tests are used as part of the assessment process, these will have high levels of reliability and validity, be relevant to the perceived needs of the child, using the most recent standardisation available and will be used sparingly and in a manner consistent with procedures set out in the manual for the test. It is desirable that test results are reported in standard scores, and/or centiles rather than normative scores e.g. reading ages. Where normative scores have to be used these should be reported in confidence bands whenever possible, not single figure scores which are often not clear to parents.

Reports or advice given to schools may be used in a variety of ways and SISS staff will be mindful of this. Written reports should be justified or substantiated by reference to relevant evidence and should be unambiguous and not open to contentious interpretation if taken out of context. SISS staff will also be mindful of the audience and purpose of written reports e.g. a report written in support of a medical referral will have a different register and style from an advice to a parent. Written advice will where appropriate, make reference to and take account of the views of parents and pupils. SISS written advice should not be used by schools and settings in isolation from school-based or setting-based information or evidence.

Types of assessment intervention

Observation/advice is appropriate where

- a pupil has been referred as a cause for concern and where there is little evidence of relevant intervention from school.
- a school has implemented measures and would value an independent opinion.

The CLD teacher will conduct a brief observation and give initial advice. This may involve direct communication with the child, discussion with the class teacher, SENCo or Teaching assistant and sampling the child's work. A brief report will be given to the school on an Observation/Advice form.

Full assessment: where appropriate action has been taken at School Action (e.g. at least two IEP reviews) a full assessment may be carried out to identify strengths and weaknesses. An assessment report will be written and sent to the school. (see SISS Assessment and Reporting policy). For secondary pupils an observation could be considered for Year 7 pupils after 1 IEP review.

Monitoring progress: following a full assessment, after a minimum of 1 term,

but preferably 2 terms, schools may request a follow up to review a pupil's progress. Evidence should be provided that advice has been implemented, eg. IEPs and reviews, any recent school assessments should be provided, and the class teacher (or SENCo/subject teachers in secondary schools) should be available to discuss strategies used, progress and concerns.

Further strategies may be suggested at this stage and *in some cases and after an appropriate period of time*, some further testing by the CLD teacher may be considered.

Schools are reminded that this is not to be used as a formal report for statutory assessment.

Evaluation of Impact

- Interventions: Short term individual or group interventions are evaluated using an intervention evaluation form. At the conclusion of the intervention written advice will be given and school will complete an intervention evaluation form.
- Individual Education Plans (IEPs) of pupils who have been assessed are monitored to ensure advice has been followed and to assess its effectiveness
- Assessments, interventions and consultancy are reviewed at the Termly planning meeting.
- Progress is assessed of groups of pupils taking part in trials of new Wave 3 materials and in paired reading schemes
- Longitudinal evaluation of training is undertaken in early years settings and in a sample of schools.
- Questionnaires in accessible formats have been developed and trialled for pre and post intervention which triangulate the views of parents, child, teacher and SENCO.
- A longitudinal evaluation of the 4 year Communication for Active Reading and Listening (CARL) project was carried out in the Spring Term 07. The materials and process are to be revised in the light of the study's findings and the recommendations of the Rose review.
- Views of parents of Early Years Pupils are regularly sought via questionnaires in appropriate and accessible formats
- Supervision visits to Nurseries, settings and families supported by the Foundation Strand ensure quality delivery and the early identification of problems

Glossary

ASD	Autism Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Health Services
CLD	Communication and Learning Difficulties
BID	Birmingham Institute for the Deaf
DDA	Disability Discrimination Act
DLA	Disability Living Allowance
EPS	Education Psychology Service
ESBD	Emotional Social and Behavioural Difficulties
EWO	Education Welfare Officer
EYFS	Early Years Foundation Strand
HI	Hearing Impairment
HIC	Hearing Impaired Centre
ISP	Inclusion Support Practitioner
IEP/IBP	Individual Education/Behaviour Plan
INSET	In-Service Training
LSA	Learning Support Assistant
MSI	Multi-Sensory Impairment
NDCS	National Deaf Children's Society
NQT	Newly Qualified Teacher
PCT	Primary Care Trust
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
SIAS	School Improvement Advisory Service
SISS	Specialist Inclusion Support Service
SLCD	Speech, Language and Communication Difficulties
SPLD	Specific Learning Difficulties
TAF	Team Around the Family
TOD	Teacher of the Deaf
VI	Visual Impairment

Procedures for the Solihull Child and Family Model (SCFSM) and Common Assessment Framework (CAF)

The Specialist Inclusion Support Service (SISS) procedures are in line with those laid out in the Solihull One Voice SCFSM and CAF procedures.

Training

As a minimum, all SISS Managers, Teachers and Inclusion Support Practitioners undertake core training at least at Awareness level (half day). The majority of SISS staff will also undertake training at a higher level (full two-day training, Manager training, Lead Professional training). Currently two members of SISS teaching staff also deliver SCFSM/CAF training and others are members of the Skills Bank.

Regular training updates are included in the SISS whole service and team training sessions.

Pre-CAF

All staff are encouraged to complete a Pre-CAF checklist if it is determined that the needs of the child or young person are not being met either by SISS alone or by SISS and other agencies already identified. This includes when the needs of a child or young person change during the period of intervention by one of the SISS teams.

If a member of staff is unsure whether a Pre-CAF or CAF is appropriate they have the opportunity to discuss this during supervision sessions or with the appropriate SISS Lead Professional or Team Manager.

CAF

If the Pre-CAF checklist indicates the need for a full CAF SISS staff are encouraged to complete the assessment with the child or young person and their family. Support is available from other members of SISS if required. The time required to complete the assessment will be included in normal working hours.

Lead Professional/ Key Worker role

If a member of SISS staff is identified as the most appropriate person for the role of Lead Professional or Key Worker for a child or young person and their family the service will support them in allowing the time required for the role to be incorporated in their normal working hours and by providing any other necessary resources e.g. administration support.

Practitioner Support Group and Skills Bank

SISS staff are supported if they choose to become members of either or both groups. This is an individual decision.

Coordinating SCFSM/CAF information

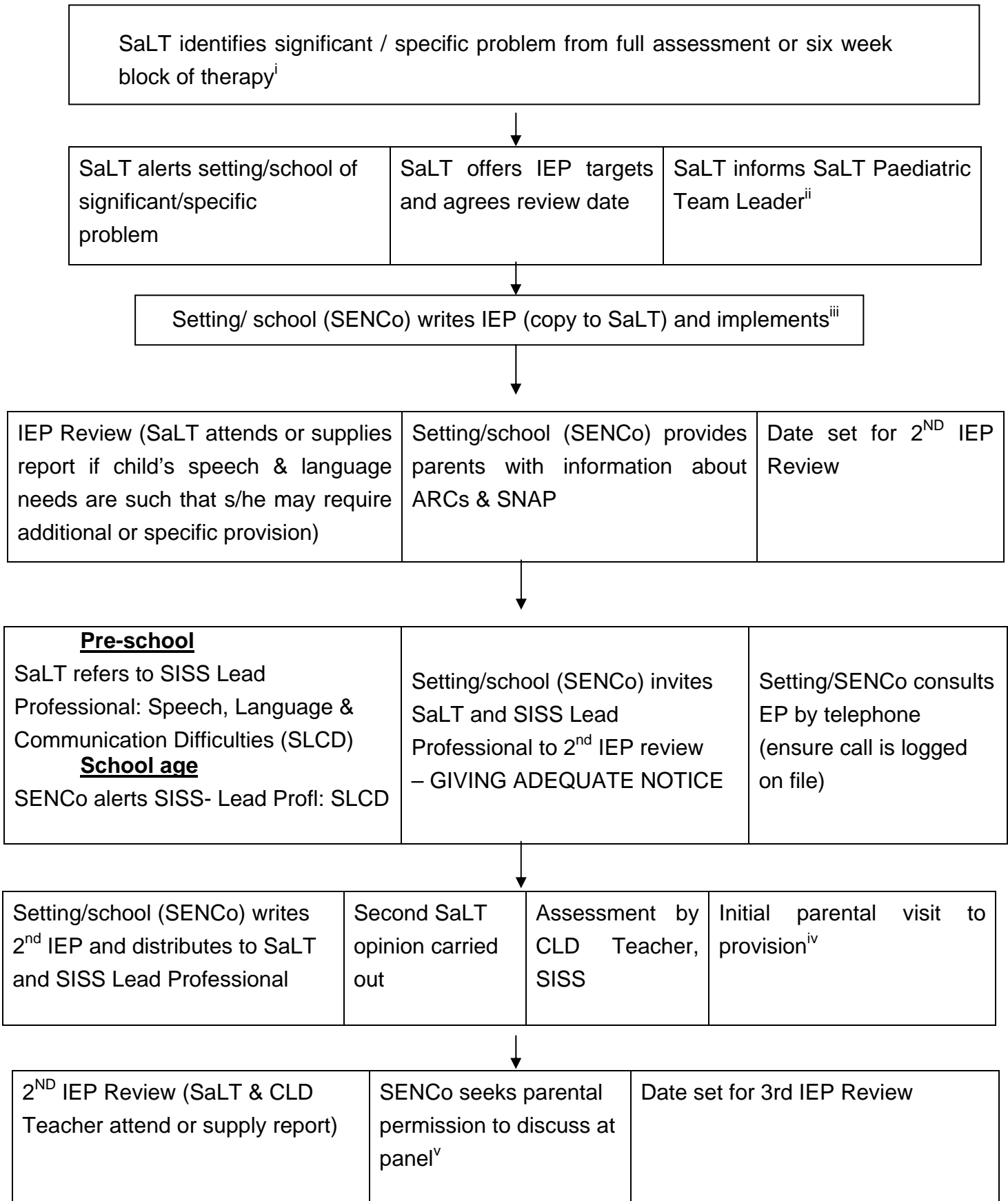
Each SISS Team has an identified 'champion' who will support members of the team in any aspect of SCFSM/CAF and will also record any involvement of team members in Pre-CAF or CAFs. This information will be collated by the

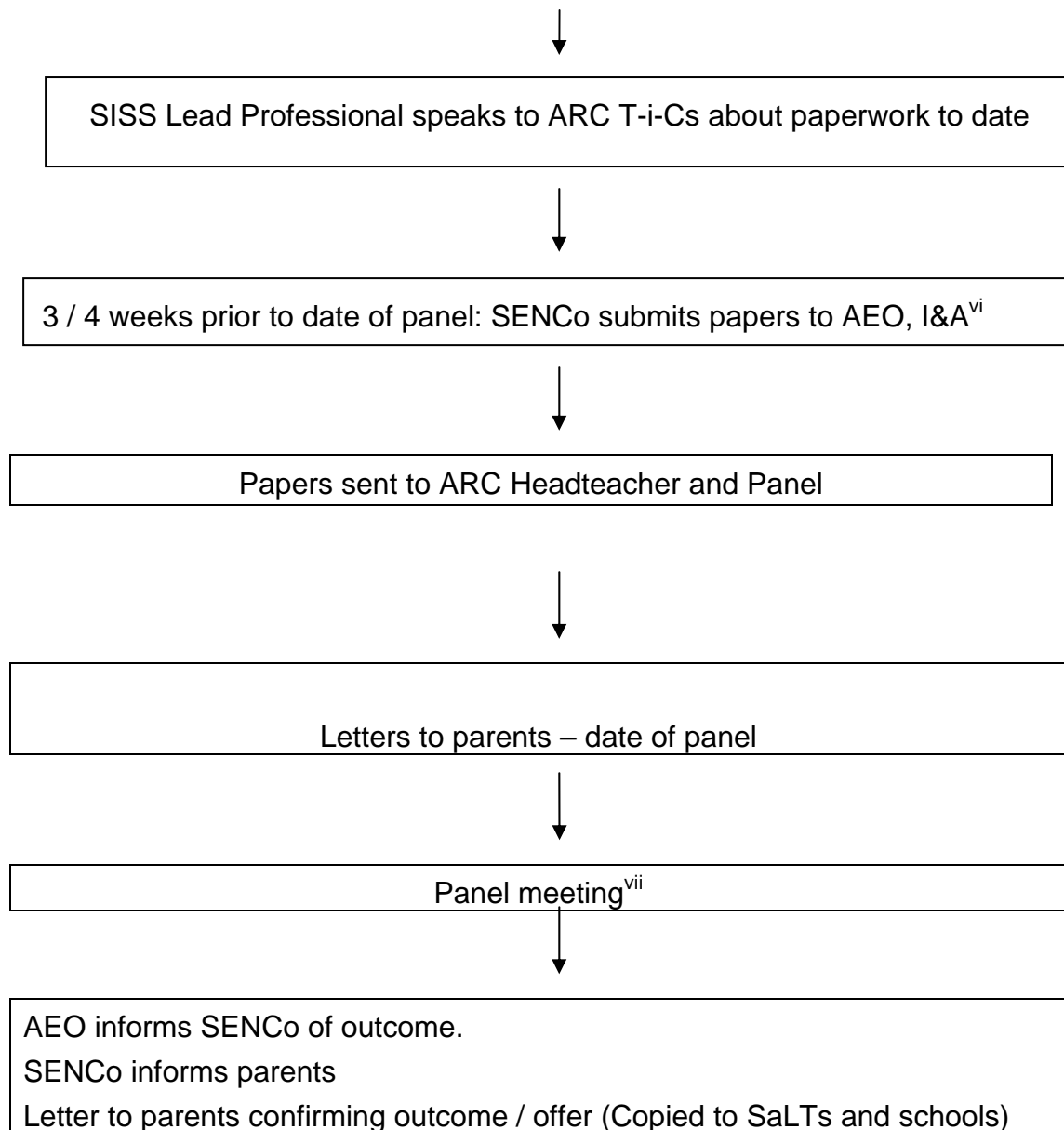
Assistant Service Manager, who will in turn provide detailed information for the corporate monthly returns and any other related purpose.

Managers

All SISS managers have the responsibility to monitor CAF and Pre-CAF activity with staff on their teams on a regular basis through supervision.

SLCD ARCs – Procedures for Admission





ⁱ Some pre-school children will already be supported by the SISS Foundation Strand before a SaLT identifies a significant / specific problem. In such cases the SaLT will liaise with the Foundation Strand Teacher

ⁱⁱ SaLT Paediatric Team Leader meets termly with the SISS Lead Professional to share information about children identified. SISS Lead Professional informs EPS

ⁱⁱⁱ SaLT continues to provide therapy throughout process, as appropriate

^{iv} Termly visits of parents to the ARCs are held – dates for these will be circulated to SaLTs and SENCos

^v Following referral to ARC panel, settings and schools should continue to implement IEPs and reviews in accordance with Code of Practice procedures

^{vi} Papers to be based on 'Request for Statutory Assessment' with covering letter requesting consideration by Speech and Language Panel

^{vii} Panel may recommend an 'Assessment Placement' where it is felt ARC provision would be the most appropriate way to meet the pupil's needs at the EY/School Action Plus stage of the SEN CoP. In such cases a request for Statutory Assessment should be submitted within one a year if a longer-term placement is considered necessary.