



Specialist Inclusion Support Service
Annual Report for the academic year
2020-2021
SEMH Team

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Date: July 2021

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It is a pleasure to present this report outlining the achievements of the team during yet another very difficult year.

The team have managed to meet development objectives highlighted at the start of the year whilst providing an exemplary response to school closures. The development of the Intervention Provision has seen the team work with wider Local authority teams and collaborate with North Solihull Head teachers. The impact of school closures, self-isolation on pupil well-being and restrictions on access to other services such as SOLAR has meant that the team have experienced increasingly complex cases and increased safeguarding concerns. The team are held in high regard throughout the borough by schools, families and other agencies which is well documented in the annual SISS survey.

We are immensely proud of what we have achieved and the way in which we continue to serve our community.

1. Staffing

Role	Full-time equivalent	Number of staff	Vacancies
Team Coordinator	1	1	0
Advisory Teacher	6.5 plus 0.9 to cover buy back	10	0
Inclusion Support Practitioner	4.4	5	0

Key points:

- 4 new members of staff joined the team and have had successful inductions.
- Contracts extended for three teachers to cover buy back (0.7 fte and 1 teacher recruited on a fixed term contract (0.2) to cover spot purchases from January to July))
- Recovery team recruited on 1 year fixed term contract (0.6 teacher, 1.8 ISP)
- 2 teachers have been recruited for 21/22 (0.8 and 0.6) and 3 teachers had extended hours made permanent (total 0.5)

2. Caseload Information

	No. of children with new provisions in 2020/21	No. of open cases as of July 2021	Number with an EHCP	EHCP under assessment/request	Number at SEN Support	No SEN or not on COP	Unknown
SEMH Team	483	639	73	22	356	87	101

Non Traded pathways	No of children on caseload 20/21	Number with EHCP
SEMH HN Team	41	19
SEMH START TEAM work	29	29
SEMH LAC	10	0
Recovery	49	5 + 5 under assess.

Break Down of gender- Provisions 2020/21

	Boys	Girls
Foundation Stage	44	8
KS1	102	39
KS2	183	105
KS3	52	17
KS4	31	12

Provisions during 2020/21

Provision	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Total
SEMH High Need lead		1	3			1	1	2	1			9
Assessment Report	7	2	4	3	5		3	4	1			29
Direct Work With Pupil	22	12	18	9	8	7	18	7	8	9	6	124

Group Intervention	2		3	4			2	4	5	10	1	31
Monitoring and Advice	48	21	19	12	17	10	13	17	8	10	6	181
Observation and Advice	22	14	9	5	3	3	9	6	13	8	2	94
Observation and Consultation	10	6	5	1	1	1	5	5	1	2		37
Parent/Carer Support										1		1
Recovery Support	1	4	19	3	5	3	4	4	6	2		51
Staff Guidance and Support	4		1					1	1			7
SEMH START	2	5	6	3	1	3	2	1	2	3	1	29
Total	118	65	87	40	40	28	57	51	46	45	16	593

3. Key developments and achievements for 2020-2021

- **Induct one new teacher and three new inclusion support practitioners in to the team**
This has been challenging due to restrictions on face to face meetings, however, feedback from schools around the work of new staff is outstanding- (see school/parent feedback). Two schools have purchased support for 21/22 having been pleased with the support offered by ES during her first 2 terms of working in the team.
- **To maintain wellbeing of the team**
A peer supervision model has been implemented this year to support team members with challenging cases. This has been reviewed (see appendix E) and will be continued next year.
- **To deliver and evaluate COVID recovery funded work**
Feedback from schools and parents is outstanding, outcomes for pupils are good. See evaluation in appendix
- **To develop new ways of working in light of COVID**
Remote sessions were offered to pupils via teams and telephone appointments. Consultation and Training moved quickly on line. The feedback from schools is positive and the team were able to adapt quickly to continue the high level of service.
- **To work with other teams and services to further develop commissioned work**
This year the team has worked closely with the Virtual School. As a result of the impact of Covid on transition arrangements for yr6/7, the virtual school asked the SEMH Team to complete a 'transition' check-in with all year 7 children who are looked after. The SEMH team has contributed to the development and delivery of the trauma and attachment project. During a period of significant change for the START Team, the SEMH team has continued to support pupils with EHCP plans who are either not attending placements, placement in jeopardy or needing transition support. (See evaluation of these pathways in the appendices.)
The team have also collaborated with Occupational Therapy services regarding sensory difficulties and have contributed to the Hummingbird Project, bereavement offer from Marie Curie.
- **To evaluate and refine the SEMH High Needs pathway**
16 cases have been evaluated in detail using TME's and SDQ's showing positive outcomes for those pupils. A clear identification of responsibilities and accountability has been agreed between SISS and CEPS. Further evaluation of processes and a more extensive evaluation of cases is needed.
- **To continue to support Solihull Approach parenting Team**
A member of the team is now a 'Solihull Approach' ambassador and distributes information to the wider service.
- **To contribute to wider LA initiatives**

The team has attended the Health and Wellbeing board, vulnerable children's group, contributed to Mental Health lead network meetings and other collaborative meetings for e.g. SOLAR external agency support meetings. The team have met with SOLAR schools mental health practitioners where possible.

- **To continue to develop the Nurture Group approach and use of Boxall profiles**
Training has been developed and delivered about nurture groups and use of the Boxall profile to 8 schools.
- **To support the establishment of SISS SEMH Primary Intervention Provision**
The Intervention provision is due to open in October 2021, processes has been developed, staff recruited, building work advised. Consultation and support from North Solihull head teachers has been on going.
- **To explore ways to support LSA/Key adults in schools,**
Training around the role of the key adult has been developed and delivered in schools. Exploring the possibility setting up a virtual support network has been put on hold this year.
- **To continue the work started with Marie Curie during school closures and be part of the Humming Bird project, developing our tier 1 bereavement support training to cascade to schools**
The team have received bereavement training from Marie Curie and begun to revise their training and advice for schools as a result of this.
- **Guidance around supporting pupils who are on a managed move**
Guidance for the SEMH Team has been developed and provides a clear programme and structure of support. This is to be shared and consulted on more widely as part of the graduated approach.
- **To extend the use of Solihull Approach Reflective supervision/solutions circles in schools and team meetings and develop a peer coaching/solutions circles model for providing 1:1 support for school staff and share this with the ASD team**
A model for peer supervision has been developed, implemented and reviewed. The team have had training in managing solution circles to support school staff groups in schools with challenging or 'stuck' cases. (See appendix E)
- **To keep up to date with new approaches and further develop understanding around a broad range of SEMH issues, including ADHD, social stories, bereavement, drug and alcohol misuse, positive psychology, support resistant cases**
Advice and guidance around ADHD has been developed and training updated. Training has been developed in the writing of and use of social stories. This has been disseminated through team meetings.
- **To develop improved ways of evaluating the impact of the SEMH Team in the areas of intervention, training and including pupil and parent voice**
Time measured evaluations have been used for direct work carried out by the team. On review these have provided good evidence towards the impact of our direct work with

pupils. A parent survey has been developed and is included in the team workflow. Further work on pupil voice is needed.

- **To provide information and support for schools around sensory differences in collaboration with Occupational Therapists and ASD Team.**

A sensory booklet was developed with OT and disseminated to schools through the SENCo network. Further collaboration with Occupational Therapists is planned for next year.

- **To work with the BSU to embed the SEMH workflow to facilitate improved record keeping, better communication with parents and less onerous evaluative processes**

The use of synergy is well embedded in the team and it provides an accurate report on provisions. Working with IT support, a range of reports have been developed. The workflow however, whilst developed needs further work to embed into BSU and team processes.

- **Support for SEMH ARPs**

There have been 3 monitoring visits for Cedars ARP at Yew Tree TG this year. Two carried out by Jane Shaw and one by Paula Thompson/Claire McNeil. Jane Shaw has attended The Elms referral panels and given regular advice to the teacher in charge.

4. Traded services

Number of schools purchasing SEMH team support in for 2020/21 through an annual Service Level Agreement (SLA).

Team	Primary	Secondary	Independent	Total schools	Alternative Provision	Total
	49	8	1	58 (80%)	3	61

Key points:

- Buyback remains largely consistent now over 4 years, despite financial constraints on schools.
- Currently supporting **80%** of schools in Solihull through traded services.
- Gained 3 schools who purchased support mid-year and one who received recovery support and then went on to sign a SLA for 2021/22.

5. Training

Training this year was delivered online and as a result courses had to be adapted for this platform. In total we delivered over 40 courses. Our training continues to be a strength of the team.

Date	Venue	Topic	numbers	teacher
16.03.21	Unity (virtual)	Nurture	15	JS / CK
23.03.21	Unity (virtual)	Boxall profile online	15	JS / CK
26.04.21	Fordbridge/ OLC/ Castlewood	Supporting pupils in crisis with PACE	11	CK
07.06.21	Marston Green Junior	Zones of Regulation	whole school staff	CK
24.6.21	Kingshurst Junior school	Boxall online	4	JS
3.9.21	Summerfield Education Centre	Recovery/ relational approaches	30	JS
10.5.21	Castle Bromwich Junior School	Boxall online	Whole staff (30?)	JS
20.4.21	Unity Collaborative	Zones of regulation – SLT	15	JS
5.3.21	Monkspath Primary school	Anxiety reduction in school	10	JS
8.6.21	Smiths wood/Fairfax MAT	YMHFA	16	JS
28.5.21	Alderbrook Secondary school	YMHFA	16	JS
26.4.21	OLOW	An Intro to RBP	5	AF
06.05.21	Greswolds Primary school	An Intro to PACE	4	AF
02 & 09.2.21	Lady Katherine Leveson Primary school	Emotion Coaching	2	AF
08.07/21	Fordbridge Primary school	Supporting children with PACE	5	AF
12.07.21	Widney Junior School	Supporting children with PACE	6	AF
24.5.21	Damson Wood Primary school	Supporting children with PACE	12	LA
12.5.21	Greswold Primary school	Bereavement	30	LA
26.11.21	Our Lady of the Wayside Primary school	Zones of regulation	6	LA
2.9.20	Meriden Primary School	Zones of Regulation	20	HW
22.9.20	Oak Cottage Primary	Protective Behaviours	2 – SENCO and SEN TA/Asst SENCO	HW

3.11.20	Secondary SENCO network	Sensory Processing Difficulties and Differences	Online SENCO network	HW
11.11.20	Primary SENCO network	Sensory Processing Differences and Difficulties	Online SENCO network.	HW
19.11.21	Brochure Training	Key Adult	10 from various schools.	HW
4.1.21	Olton Primary School	Attachment/ Trauma and PACE based practice.	30	HW
4.1.21	Burman Infant School	Key Adult Training	6	HW
4.2.21	Bentley Heath Primary School	Recovery/PACE/Staff Wellbeing	Whole staff	HW
24.2.21	Designated Teachers – Virtual School	Trauma Informed Practise	Approx. 20 DTs and members of virtual school	HW and KM(CEPS)
21.4.21 and 28.1.21	Valley Primary School	Key Adult Training – delivered in 2 parts.	1	HW
6.5.21	Langley Primary School	Attachment /Trauma / PACE	Whole School	HW
11.5.21	Valley Primary School	Protective Behaviours	1(Asst SENCO/Family Support Worker)	HW
24.6.21	Dorridge Primary School	Protective Behaviours	1 – Assistant SENCO)	HW
13/01/21	Sharman’s Cross Primary school	ADHD training	25	JM
14.01.21	Shirley Heath Primary school	Lunch time supervisor training	10	JM
22.02.21	Shirley Heath Primary school	NQT Training	3	JM
1.03.21	Balsall Common Primary school	Anxiety workshop parents	6	JM
3.03.21	Balsall Common Primary School	Anxiety workshop parents	6	JM
10.03.21	Balsall Common Primary School	Anxiety workshop parents	6	JM
3.03.21	Yorkswood Primary school	Anxiety workshop Parents	3	JM
20.4.21	Unity Collaborative	Zones of Regulation for support staff	15	JM
7.07.21	SLCD ARC	Zones of regulation	6	JM

18.5.21	Central Brochure Training	Solution Focussed Approaches	5	NS
23/03/2021	Haslucks Green (Remote)	Anxiety in the classroom	12	BF
14/07/2021	St Anthony's	Zones of Regulation	25	BF

All courses have been delivered on line via TEAMS this year. Below is a sample of the feedback received. This year, while the feedback we have received has been as good as previous years, despite the move online, we have not received the usual volume of evaluation forms. However, we have yet to receive poor feedback about any of our courses.

Really enjoyed the training, felt I learnt a lot. Helen was lovely and made the training fun and easy to take in.

I found the personal examples that Nicola used, were very helpful in understanding the theory.

I really enjoyed the course this morning and Nicky gave us lots of information and strategies we could use with our students.

Great session, loads of information to take away.

Although, I frequently deliver the Zones of Regulation programme to pupils in a KS2 School, I found the training very beneficial. Jane and Sally clearly explained the content and delivery of the chapters. The additional examples they shared were useful too.

Resources are gratefully received and will be useful for our pupils.

I would just like to thank Jane and Sally for delivering the programme. They are always supportive, helpful and resourceful when asked for advice. Their support is always appreciated.

6. Evaluation of 2020-21

PART ONE TRADED SERVICE – FEEDBACK FROM SCHOOLS AND FAMILIES

Key points from feedback from the annual survey;

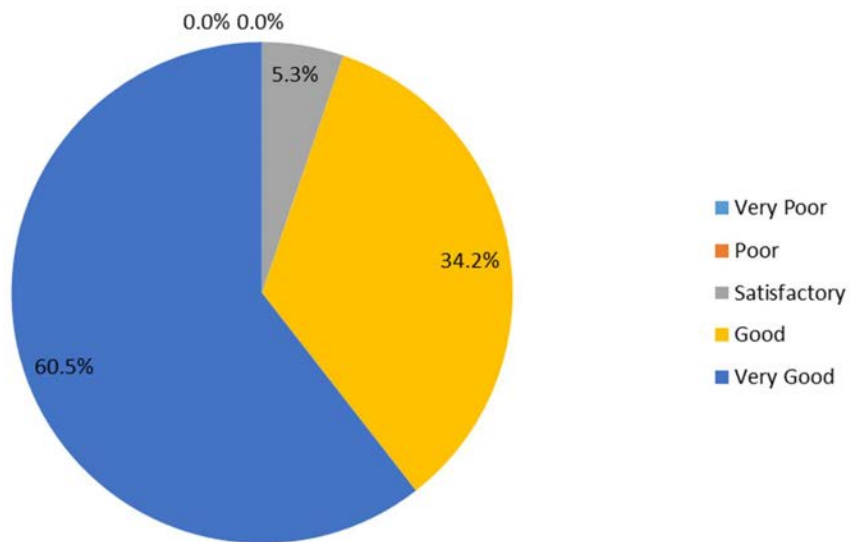
95% of schools rated the service from the team as good or very good with the remaining 5 % satisfactory

87% of schools felt that the support the team gave to the school supporting inclusion was either good or very good, and 13 % satisfactory

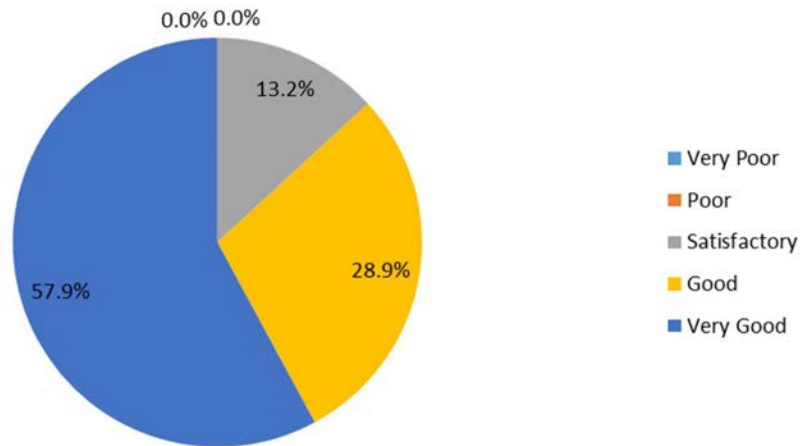
82% of schools felt that the extent to which the SEMH team improved outcomes for pupils was good or very good the remaining 18% satisfactory

86% of parents and carers felt that the support they received from the SEMH Team was good or very good.

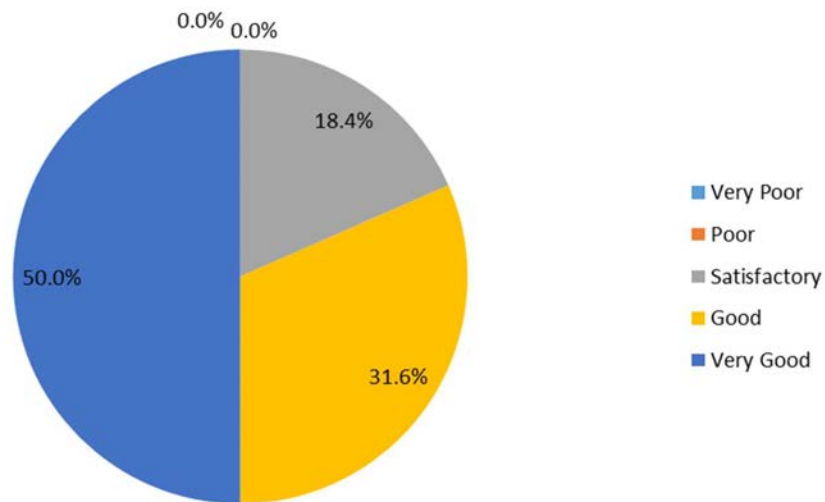
How would you rate the service you've received from the SEMH Team this academic year?



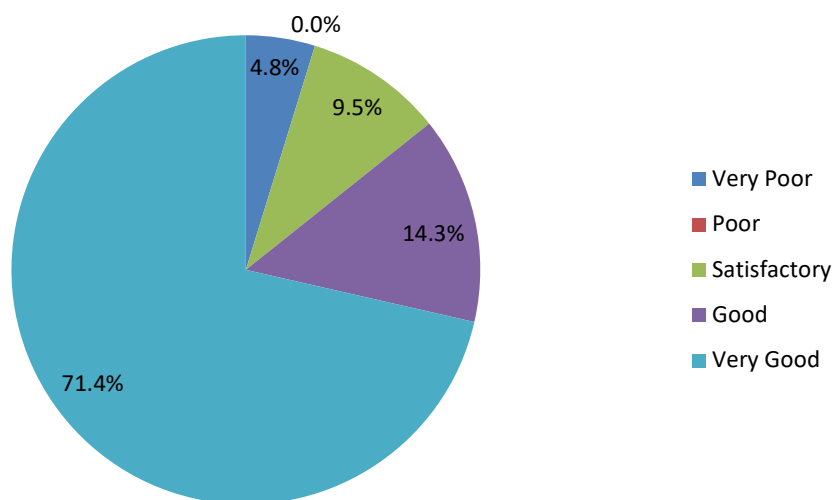
To what extent has the support you've received from the SEMH Team supported your setting with the inclusion of children or young people with SEMH?



To what extent has the support you've received from the SEMH Team improved outcomes for children and young people with SEMH?



Parent carer response: How highly would you rate the quality of the support that you have received?



When schools were asked what support they valued from the SEMH team the following responses were supplied;

- Supporting referrals onto further external agencies
- "Very prompt action and support
- Flexibility
- Thorough reports with realistic recommendations"
- Quick clear advice. Excellent communication and flexible.
- The practical guidance received.
- We have accessed High Needs support for one child which has been invaluable. The support given to parents was especially great. Claire Kennedy is our SEMH teacher and she always goes over and above to help and support us and the children/families she works with.
- "Assessment based interventions to add further evidence to referrals has been useful.
- Specialist support through direct group work has been beneficial for some of the children that have received the direct intervention.
- Advice to our child and family support worker has been valuable in up-skilling and building knowledge of delivering relationship based play interventions. "
- "Good communication and professional support from named teacher.
- Clear, timely reports
- Advocate for asking for further support on behalf of school"

- Valued the relationship built with children who needed that trained person to support
- Support for a pupil refusing school. Support with a Young Carer. Advice and support for several other children with SEMH needs. Advice for staff on how to support children with particular needs. Bereavement training. Group support for Y6 children to help with transition.
- Teacher advice, direct work with children. Support for SENDCO around highly challenging situations. I feel that our support from the SEMH Team is flexible and this is hugely appreciated because things in school can change quite quickly. I also feel that SEMH support is able to help our whole school community.
- The support from the SEMH team has been invaluable for students, parents and staff. Through TAC meetings, producing staff guidance, holding staff meetings to work through ideas, the SEMH team have gone the extra mile in supporting students to manage any SEMH difficulties.
- Flexibility, attendance at meetings, support with transition, phone calls to parents, advice for schools, support with external referrals both during and post lockdown, post Covid recovery CPD for staff
- Post Covid SEMH support has been very valuable. For a lot of our children, SEMH needs display at home rather than at school and Lesley has been able to offer support to both the child in school and the parent. Although this has not necessarily had impact in school, it has had a big impact for families at home.
- Whole school training.
- Rob is fantastic with the children he has supported them to cope with their worries and concerns and has made a huge impact on some of our children. He has given advice to staff and strategies for them to use.
- The anxiety group with specific children in years 5 and 6. The flexibility. The speed with which we were able to address teacher / parent concerns has been great this year.
- flexibility - responsiveness - adaptability - communication -
- Our specialist teacher has had a big impact supporting parents (of pupils) who have displayed challenging behaviours at home. This, along with support in school, has given the children a comprehensive package of support.
- Time given to sit and discuss children, next steps and classroom advice. Observations are useful, the work done with the children by our main contact has helped pinpoint where we can support them more in school and areas of need or difficulty.
- Series of sessions to support children with emotional regulation in 1 - 1 or small groups.
- "Different ideas and approaches that they use or suggest us to use.
- Time to talk through challenges and how to approach these in school daily.
- Opportunity for children to have support "
- We would be lost without the support of Claire Kennedy. Her professionalism makes difficult conversations with parents manageable, she provides realistic recommendations and has a superb insight into the pupils she works with. She is always available on the phone or email for ad hoc advice and parents often comment on how her reports pick up on the real 'essence' of their children.
- "Regular visits

- Relevant recommendations for children
- Attendance at meetings for children
- Keeping in touch and offering advice during lockdown"
- Advice for staff and how to navigate next steps for very high profile children
- Lots of advice and classroom strategies. Support with parents through written observation feedback and recommendations. Helen Worrall was always on hand to email for guidance which was really supportive to me as a new SENCo.
- "Direct, weekly intervention with targeted children
- Informal advice and support via email/phone
- Meetings with parents
- Observations in the classroom"
- Small group support for anxiety in years 5 and 6. Very timely observations and reports on pupils that enable us to access further services.
- I have valued the opportunity for the SEMH team to come in and observe and monitor children, as well as support staff to put recommendations into place.
- Rob Wood and Simone Todd have been fantastic support for our pupils, always available and proactive
- Simone Todd has been excellent in her support for our most vulnerable students. She has gone above and beyond in regards to working with students, providing advice and strategies for them and staff which we have been able to disseminate effectively. Simone has been flexible and worked around some of the challenges we have faced, her work is much appreciated
- "We have valued the consistent support from Rob and Jayne. We feel that they are an extension of our team around the students that we are supporting. They have fostered positive relationships with parents/carers and this has strengthened the triangulation of support for students. The work they have done through 1:1 support, liaising with staff in school, contacting parents, writing reports, providing advice to key staff and their input to meetings has been excellent - we couldn't have asked for more.
- We look forward to continued, collaborative working in the future."
- Some of the reports that I have received.
- "Staff training on Zones of Regulation
- Report used to gain funding for Key Adult for LAC
- Ask for advice/strategies after school's reopened from Lockdown
- Attachment needs focus

When asked what could be improved the schools gave the following responses;

- Training video for staff to access - and to look at again to refresh their memory
- A comprehensive list of what staff CPD is available as this is something that we know is on offer but would be good to know what? If that makes sense!
- Please can we keep named teacher.
- Whilst a huge challenge, ensure staff absence is covered where possible.

- More communication about hours remaining. Wasn't told until summer 2 that we wouldn't have the hours needed for transition
- The support this year has been outstanding and I can't think how it could be improved, unless we had a bigger pot of money to buy more hours!
- Reports sent in a more timely fashion.
- The SEMH team are fantastic! They need to be cloned as I know how busy they all are and we really appreciate the work that they do.
- Wish we could afford more - can't be faulted
- I really hope I can keep the same named teacher and we have developed a good way of working that has been very effective this year.
- Be cheaper! We would love more hours but simply cannot afford them.
- I am very happy with the service provided.
- Only a minor suggestion- page numbers on reports!
- No suggestions
- More work as a family (when appropriate to the needs of the child)
- More of it!
- Reports need to be produced more quickly, as a school we often have to chase these. The advice given is often the same for all of the children seen, it doesn't seem particularly personalised to meet the child's needs. Conversations that have been had with parents, can at times contradict what we see in schools and this can be a little challenging at times. Therefore, more communication needs to be had with school before speaking with parents.
- I feel the other services such as SEMH High Needs Team and START need to place higher value on the opinions of Simone who has worked with the students in school, knows them well and they would benefit from her input.
- No - very happy with support.
- "A running record of hours that have been used and EXACTLY what has been done within each session at school.
- More detailed reports that are unique to that individual child.
- A teacher who has experience with the age range of our children.
- Arriving at school a few minutes before they are due to do an observation/ work with children."

When parents/carers were asked what support they valued from the SEMH team the following responses were supplied;

- Good communication and take on board parents view
- Rob Wood has worked with my daughter. We have seen a visible improvement in her confidence. Rob has kept in contact via phone most weeks to update me or get an update.
- The support my daughter received after struggling with her emotions after a traumatic event was brilliant. She has been coping so much better. I feel mental health support is vital for children and i was very grateful for the support made available
- The service has really helped my son and given him someone he can talk too

- My son has had the support, but I am unaware of what type of support or his needs.
- Rob was a god send, he developed a fantastic relationship with Oliver and was an invaluable support to him
- Assessment and reports. Parental support. Key role in EHCP for my child's safety and happiness.
- I think this is the team that helped my son. It was the post covid support team that saw him. Jayne was absolutely brilliant with my son. She totally got him and understood him which was priceless for my son. She made up an excellent pupil profile that helped me with him too. Just wished all the teachers would follow it
- Helped him to feel confident in school gave him the tools to understand why he needs to be in school
- "Helen Worrall, Sally Moorman and Sharon Abbotts have been an invaluable source of support and we feel that they gone above and beyond their roles to support us and our child. From the outset, Helen understood the challenges our son faces and the impact on our family, especially those not visible to school, and had really helpful and practical advice. I felt that when she met him she saw past his label of being the naughty child. She was patient and generous with her time with us at a time which was very challenging for our family.
- Sharon has been supporting our son in school and has made such a difference. He tells us regularly how kind she is and talks about her often, and looks forward to seeing her. We have noticed a change in him as a result of him having her support and he is always excited when it is a ""Sharon day"". He will miss her greatly. We are so grateful to you all.
- I have really valued the help of Rob Wood who helped my child so much through difficult days and taught him great strategies to grow and learn to be more resilient. I really appreciate the communication that Rob gave me also as a parent. Great work thank you.

When parents and carers were asked what could be improved, the following responses were given;

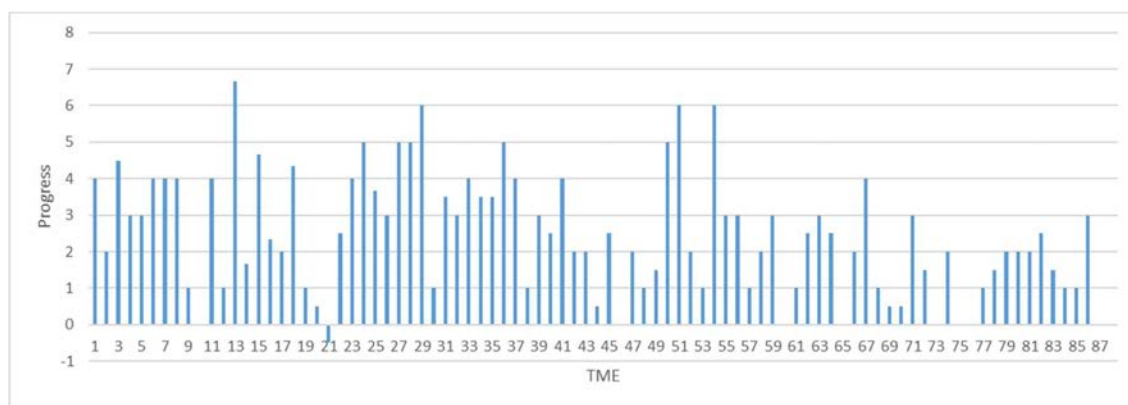
- Being kept in the loop
- No
- This is not a criticism of Rob but the school spent years minimising the issues our son was having and he only got support after having a full blown crisis which maybe could have been avoided if intervention had been provided earlier
- "I am happy with the support Belinda Farmer has offered and delivered to both of my sons. Very kind and helpful lady.
- No
- No
- I only wish all schools had this provision and that we could have you all the time!
- Not that I am aware

PART TWO TRADED SERVICE – IMPACT OF DIRECT WORK

We planned to focus our traded service evaluation on impact of direct work with pupils as we felt that, while the impact of direct work is hard to quantify, we needed at times to support some schools to be more thoughtful in their referrals and for the planning of our work to be more focussed and time measured. To this end we built on the scaling approach we had been using to incorporate a Time Measured Evaluation approach to measuring impact.

The TME uses a simple scaling 1-10 of where the child is 'now' in relation to an agreed target and a best hope of where the child and team around the child hope to 'get to' after an agreed period of time (expected target). Progress is measured in steps on the scale. Two to three targets are usually set for a pupil.

TME Progress (average from all targets set on TME)



Of the TME targets set:

123/143 (86%) made 1+ steps progress

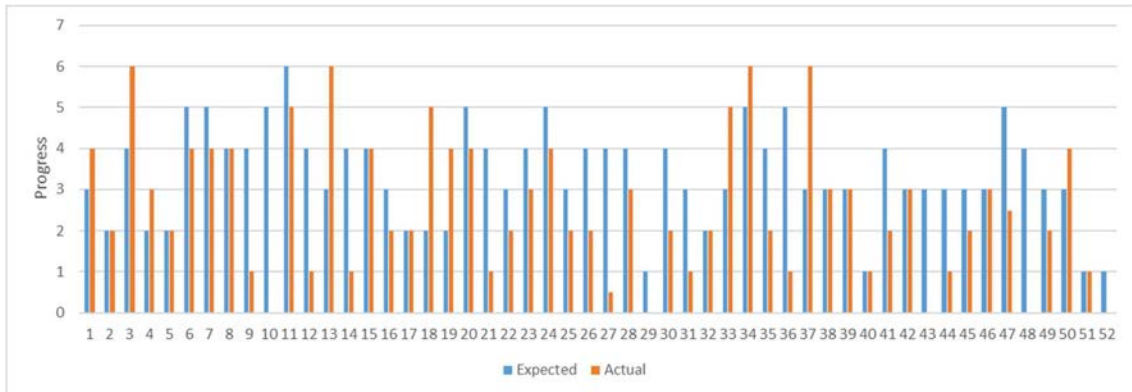
94/143 (66%) made 2+ steps progress

50/143 (35%) made 3+ steps progress

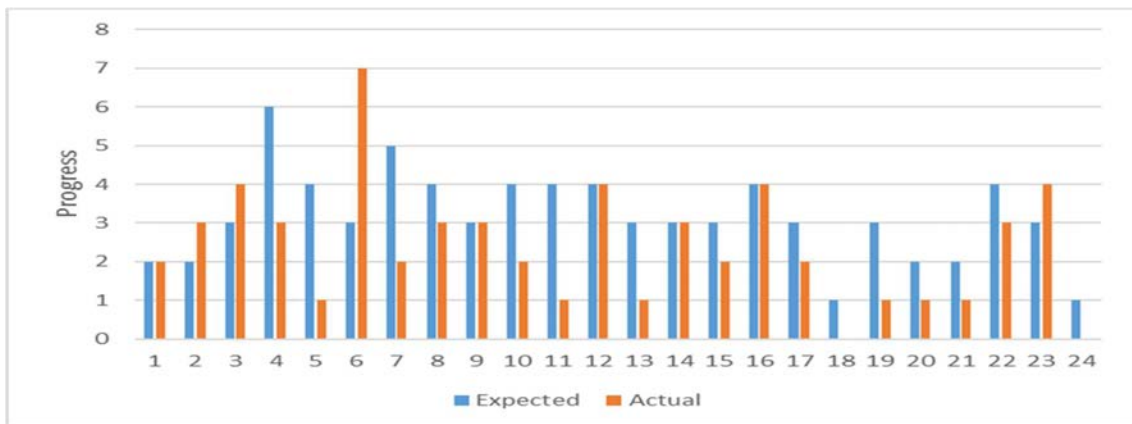
40/143 (28%) made 4+ steps progress

20/143 (14%) made 5+ steps progress

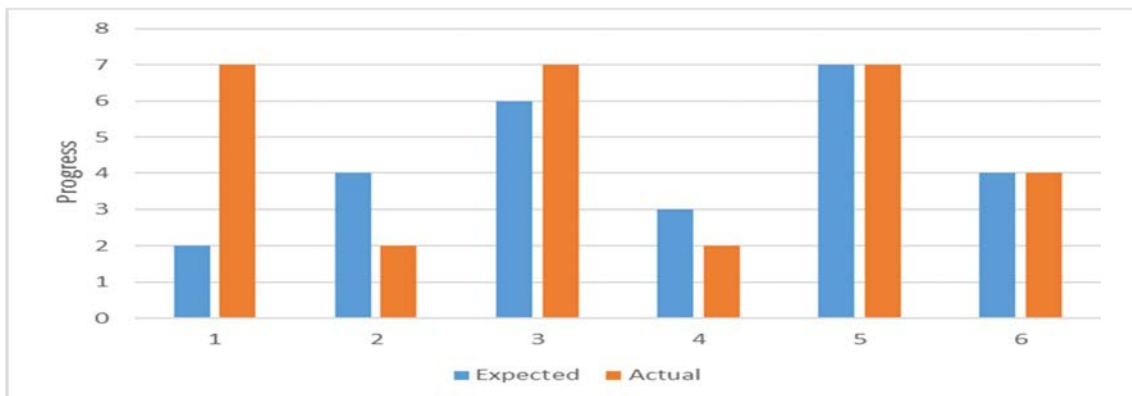
TME Target 1 Progress Scores (Expected vs Actual)



TME Target 2 Progress Scores (Expected vs Actual)



TME Target 3 Progress Scores (Expected vs Actual)



Difference between expected and actual progress

Distance from target	Number of targets
-5	1
-4	2
-3	9
-2	11
-1	24
0 (Hit target)	19
+1	8
+2	3
+3	3
+4	1
+5	1

Targets broadly related to the following themes

- Self-regulation/managing emotions other than anxiety (35%)
- Self-esteem/self-confidence (20%)
- Social - relationships/managing distractions etc. (19%)
- Anxiety (14%)
- Emotional wellbeing/resilience (10%)
- Emotional literacy (2%)

The use of TME's will continue to be developed in the team. In particular working with schools to set high but realistic 'expected outcomes' and using descriptions to clarify what improved outcomes looks like.

PART THREE EVALUATION OF THE SEMH RECOVERY PATHWAY (SEE APPENDIX A)

The information below provides a brief overview of the referrals received this year to the SEMH Recovery Pathway, supporting children and young people who have been adversely affected by the impact of Covid -19. The aim of the project was to provide short term, targeted interventions to support individual pupils, schools and families. All information is correct as of 7/7/21.

Overall, we received 66 referrals and agreed to accept 42. All referrals should have been discussed with schools via the named SEMH teacher but this was not always the case. Where a named teacher had not been consulted, we asked for a discussion to take place. Once this had happened, some of the referrals were then signposted to a more appropriate pathway, such as the ASD AIM pathway or the EBSN pathway which was available to schools

from January 2021. Some schools do not have a named teacher as they currently do not buy into the SEMH service. A conversation was then held between school and the Recovery team with similar outcomes to above. Other referrals were withdrawn because schools were not receiving visitors and therefore could not access the support or because parents did not want to pursue further.

Initially meetings took place in the order that the referrals came in but as more referrals came in and were more complex, the team would often have to gather more information before deciding the best way to proceed and arranging the TAC meetings if appropriate. On some occasions, the TAC meetings have had to take into account the availability of other professionals who were also involved (ASD team, EP, Solar). However, in general, referrals were dealt with in the order in which they were received.

The number of cases allocated to each ISP is dependent on number of hours they work and their caseload from other pathways such as HN or START. Some have slightly higher case numbers because they are working with a number of cases within the same school. This reduces the amount of travelling required and also helps an ISP develop a relationship with the school. In addition, a high proportion of time has been spent attending TAC meetings with the lead teacher for Recovery as many cases come to a close. The ISPs know the pupils well and make a valued contribution to meetings.

No. of cases accepted: 42

Primary/secondary:	Referred		Accepted	
	Boys	Girls	Boys	Girls
Primary	31	8	24	5
Secondary	17	10	7	6

No. of different schools referring: 35 = 28 accepted; 7 not accepted

ETHNICITY

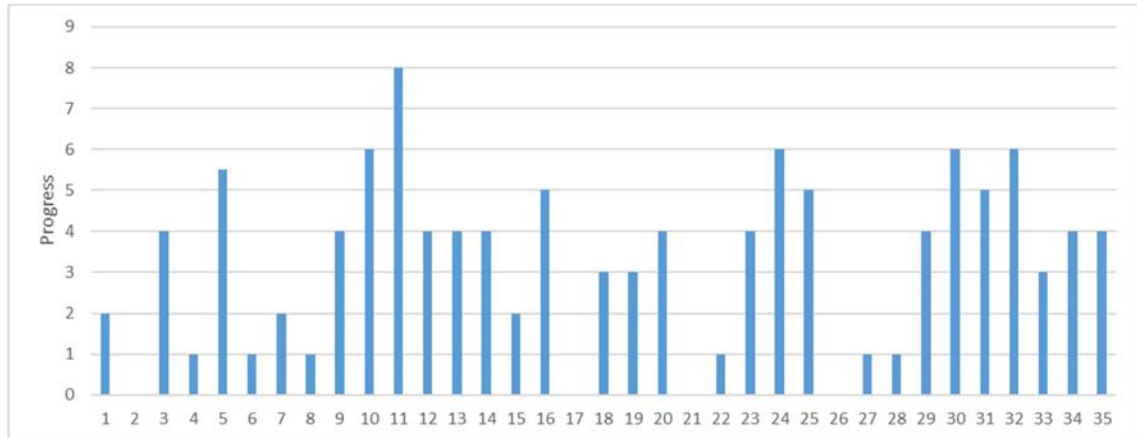
White British	37/42 (90%)
Any other white background	1/42 (2%)
Black Caribbean	1/42 (2%)
White and Asian	1/42 (2%)
Traveller of Irish Heritage	1/42 (2%)
Any other mixed background	1/42 (2%)

Analysis of TME Data

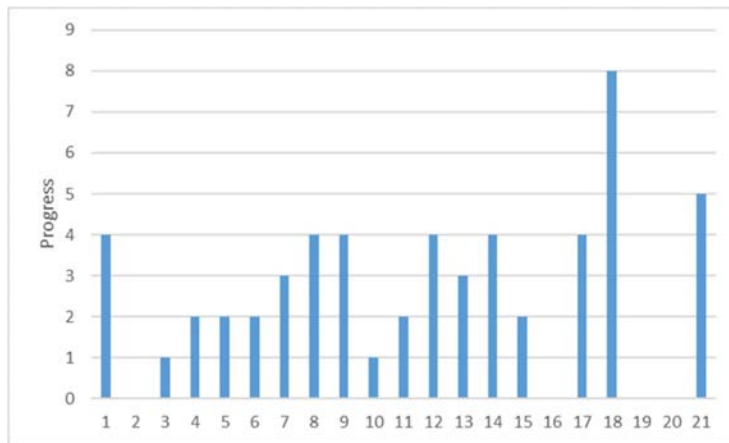
There were an average of 2 targets set per child

Average progress = 3 steps

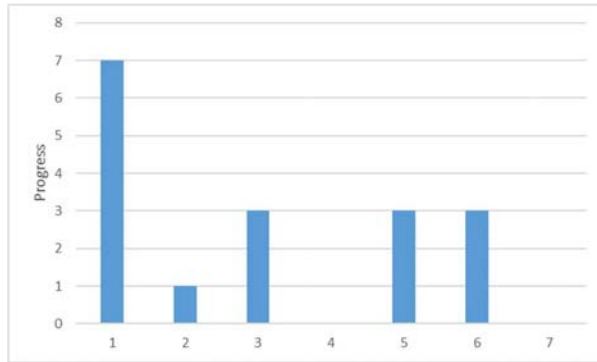
TME Progress from starting point (Target 1):



TME Progress from starting point (Target 2):



TME Progress from starting point (Target 3):



Steps of progress

57/67 TME targets set progressed by at least one step (85%)

50/67 2 or more (75%)

30/67 4 or more (45%)

14/67 5 or more (22%)

Where progress was 0, complex difficulties were identified and children were signposted on to other specialist intervention e.g. ASD Team, EBSN or change of placement via their EHCP.

Outcomes

24/35 (69%) Good progress – no further involvement or passed to SEMH Advisory Teacher for monitoring.

1/35 (3%) Other agencies through the school involved.

3/35 (9%) Transferred to ASD AIM or Advisory Teacher

2/35 (6%) Transferred to EBSN

1/35 (3%) Transferred to SEMH High Needs

4/35 (11%) Request for or actual change of placement

Evaluations

Schools and parents were asked to give feedback on the work of the recovery team; responsiveness, communication, team around the child meetings, target setting and progress

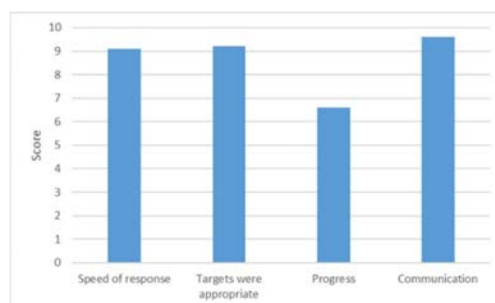
School (14/35 returned)

Speed of response – 9.1/10

Targets were appropriate – 9.2/10

Progress – 6.6/10

Communication – 9.6/10

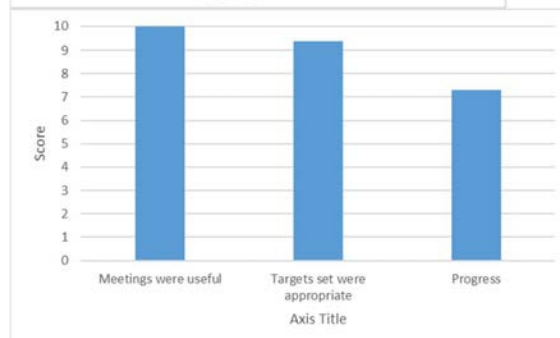


Parents (9/35 returned)

Meetings were useful: 10/10

Targets set were appropriate: 9.4/10

Progress: 7.3/10



Notes: Where progress was 0, complex difficulties were identified and children were signposted on to other specialist intervention e.g. ASD Team, EBSN or change of placement via their EHCP. This was reflected in the evaluation comments.

Example: *N is a very complex little boy who needs ongoing investigation into his needs and difficulties. The work completed by the team supported our understanding of how to support his needs going forward, but it was concluded at the final meeting that N needs a more specialist approach and provision, and ongoing involvement from medical professionals.*

We received very good advice for moving forward with N, which we will put into place whilst waiting for specialist provision.

PART FOUR

WORK COMMISSIONED BY THE VIRTUAL SCHOOL (SEE APPENDIX B)

Background.

The Virtual School purchased a total of 180 SEMH hours to be delivered between September 2020 and July 2021. The focus of support was three-fold.

Firstly, the emphasis in the Autumn term was to follow up year 6 to 7 transitions amongst all LAC children. This was conducted by contacting the Designated Teacher for the 29 pupils concerned, requesting completion of an individual questionnaire about their progress and also a separate Pupil Voice Questionnaire. If concerns were raised, then a follow-up meeting would be offered, for information-gathering purposes and to plan possible future support.

Total number of Year 6-7 pupils-29.			
No of schools	19	Replied, requesting support	3
Replied by half term	13- 'no concerns'.	Type of support	Advice and signposting.
Replied after half term	3- 'no concerns'	Highest number of pupils in one school	5
Did not reply after 3 attempts	10. This information shared with Virtual School Head teacher.		

The second focus was to offer SEMH advice, support and intervention for any pupil who is looked after, if requested by Virtual School Teachers, Designated Teachers in schools, or Social Workers.

The third focus was led by Helen Worrall (SEMH Teacher) who took part in a working group also including members of CEPS to create a training package focussed upon Trauma Informed knowledge and practice as part of the wider Trauma Informed Schools programme. This consisted of attending regular meetings, researching and presenting information to the group. Helen also delivered the initial 3 hours Trauma Informed training package – entitled 'Belonging' – to a group of Designated Teachers from across Solihull.

Autumn term- Transition Support.

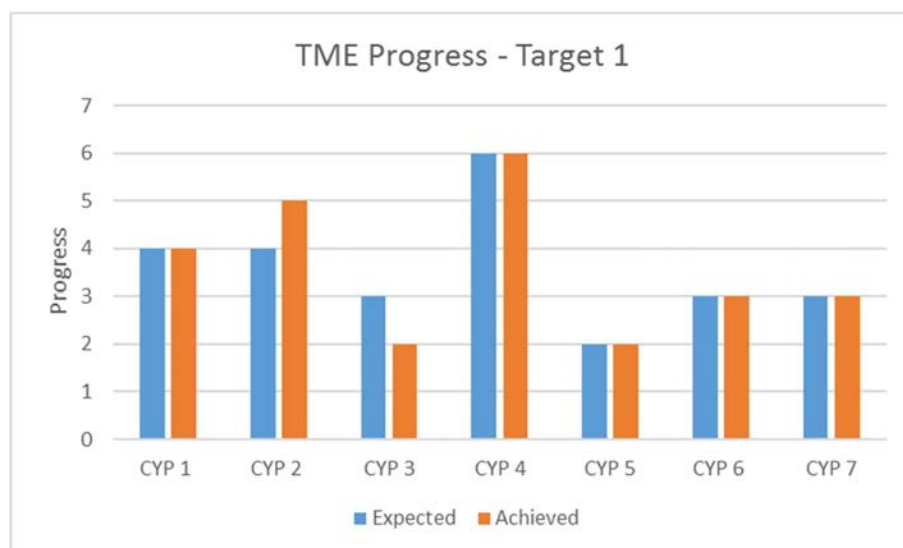
Each school / setting was made aware that support could be accessed for these pupils at any point if required and a follow-up questionnaire will be sent to all schools during the Summer Term.

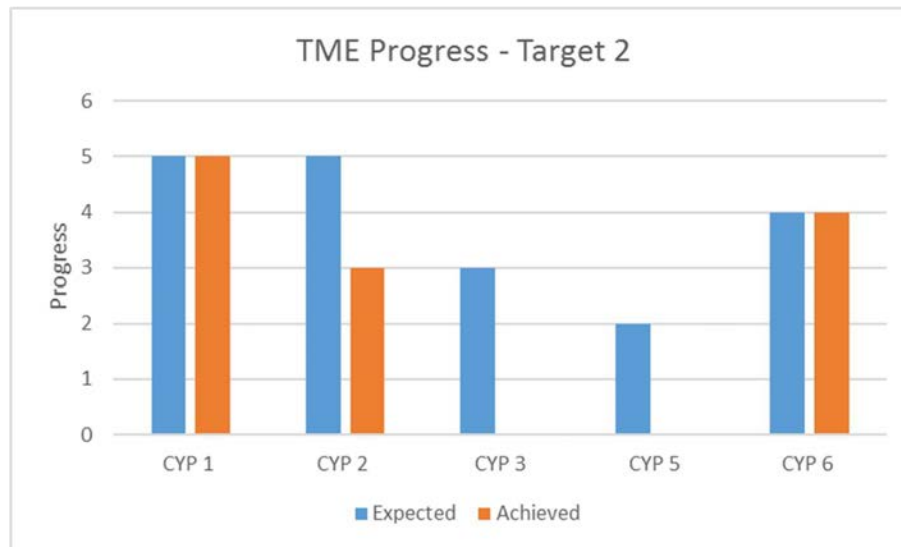
Referral Information.

Total number of Referrals for Primary Support – 4			
Rec	1(male)	Yr.4	
Yr. 1	2(male)	Yr.5	
Yr.2		Yr.6	1 (female)
Yr.3			

Total number of Secondary referrals – 6 and one ongoing from last year.			
Yr.7	1 (male)	Yr.11	
Yr.8	2 (one male and one female)		
Yr.9	1 (male)		
Yr.10	1 (male)		

Autumn term 2020	Spring Term 2021	Summer Term 2021
Information gathering, including Pupil Voice, advice, signposting.	Discussion and advice for staff and Carers, signposting, direct assessment and advice, delivery of training (Relationship-based Play) to staff in school, classroom strategies, direct sessions.	Discussion and advice in PEP and Review meetings, direct assessment and advice for pupils and behaviour management in schools, (written and verbal), advice for Virtual School Teachers regarding Part-time timetables and re-integration planning, direct sessions with pupils.





Average progress (overall): + 3 steps

Of the TME targets set:

10/12 (83%) made 1+ steps progress

10/12 (83%) made 2+ steps progress

8/12 (67%) made 3+ steps progress

6/12 (50%) made 4+ steps progress

4/12 (33%) made 5+ steps progress

Summary

- Pupils who are looked after who had access to SISS SEMH support made good progress against specific targets set for the intervention.
- Monitoring transition into secondary provision proved a valuable exercise, as, even though most pupils were perceived to have no issues, the process highlighted their presence in school, focused staff attention on their transition and enabled them to share their own thoughts, hopes and feelings about secondary school.
- It also highlighted schools who had a high proportion of Year 7 pupils who are looked after and who required additional support, not only in the Autumn term but going forward.
- Contact with Designated Teachers in schools about transition also facilitated the development of better relationships and greater awareness of the SEMH Virtual School Work which is available generally.
- Communication and regular meetings between the SEMH Teacher, the Head of the Virtual School and several Virtual school teachers was successful this year. This was also the case with the Social Workers of those referred for support. There is an increasing awareness about the service.

- Referrals have been received from School Staff, and Social Workers, as well as Virtual School Teachers. There has been a greater dissemination of information about what is on offer and how it can be accessed.
- As a result of one referral for an individual child, it was decided that the most effective response for him would be for the SEMH teacher to deliver Relationship-Based Play training for a small group of staff in the school, who could deliver this as an intervention for him. This will also benefit other pupils in the setting.

Areas for Development.

- The number of SEMH LAC hours for academic year 2021-2022 has been increased. This will enable the SEMH Teacher to not only continue with the Transition Monitoring Project, but also to accept more referrals and to deliver more training where required. It has become apparent that as awareness and experience of the service increases, there has been a greater demand for support.
- Due to limited capacity, it was not possible to follow-up all Year 7 LAC pupils at the end of their first year of secondary school. Instead, it is planned that a short follow-up questionnaire will be sent to relevant schools in the Autumn term 2021.
- In many cases, advice for schools has included delivery of 1-1 interventions for pupils, for example, regarding emotional dysregulation, opportunities to explore difficult feelings and experiences and friendship issues. Schools' capacity and knowledge to deliver this type of intervention is frequently limited and it is often felt that the SEMH teacher is the most appropriate person to do so. This is not only due to specialist knowledge and skills but also because it is more accessible and successful for the pupil to work with an external adult, who they see in school solely for that type of work, in other words, not several times each day. This enables the young person to feel safe, and to focus upon sessions, knowing that they will not be reminded frequently of difficult issues which may be explored. In order for there to be sufficient capacity to deliver such interventions within the service, it may be helpful for an Inclusion Support Practitioner (ISP) to be used.
- The SEMH Teacher will be joining the Attachment and Trauma Project, being led by the Virtual School, from July 2021. This is a pilot project, involving a Secondary and Primary School in the borough, and including the delivery of whole school Trauma aware/ Attachment training and auditing, with CEPS.

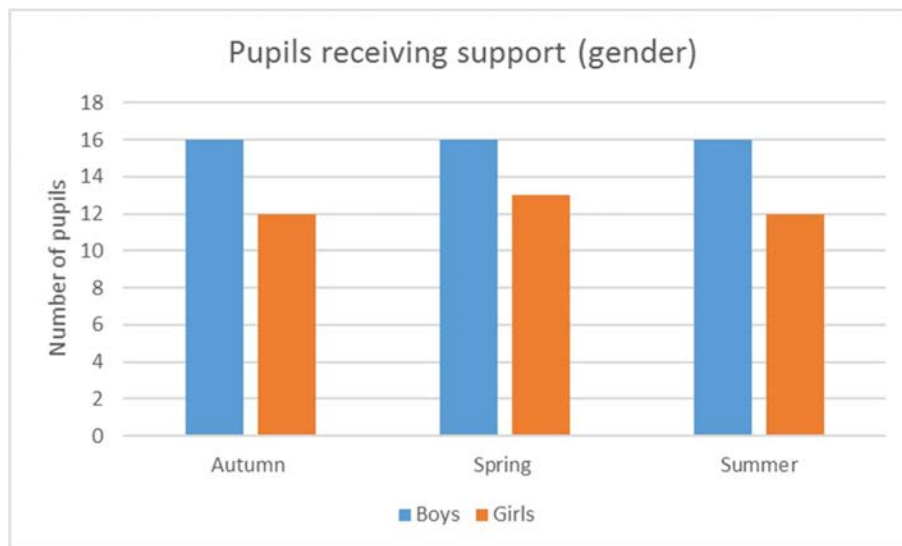
PART FIVE

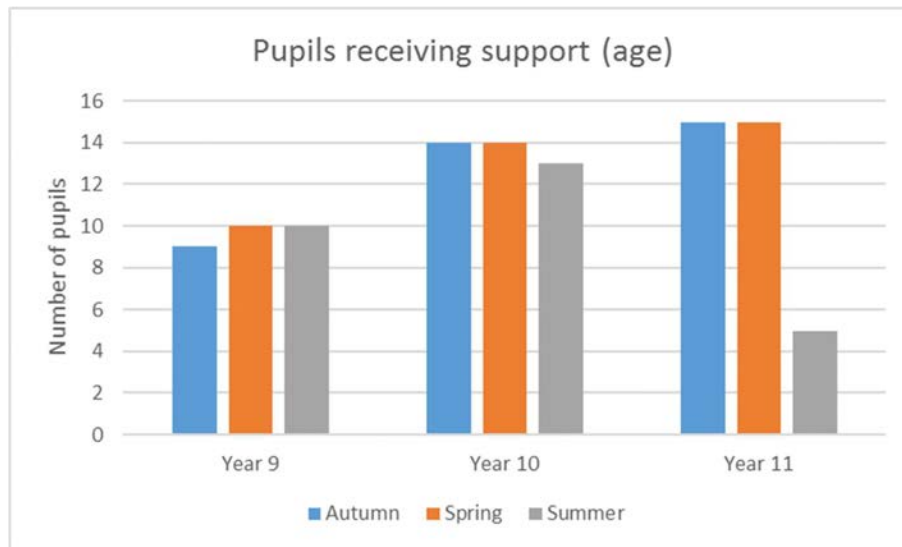
COMISSIONED WORK AT SOLIHULL ACADEMY (SEE APPENDIX C)

Solihull Academy purchased a total of 485 hours of support from the Social, Emotional and Mental Health Team, to be delivered between September 2020 and July 2021.

The hours were allocated to three Advisory Teachers, who worked simultaneously throughout the academic year, each spending between 3 hours and 7 hours a week in the setting.

Numbers, Gender and Years of Pupils Receiving Support			
Term	Number of Pupils	Boys :Girls	Years 9, 10, 11.
Autumn	28	16:12	9 x Year 9 pupils. 14 x Year 10 pupils. 5 x year 11 pupils.
Spring	29	16:13	10 x Year 9 pupils. 14 x Year 10 pupils. 5 x Year 11 pupils.
Summer	28	16:12	10 x Year 9 pupils. 13 x Year 10 pupils. 5 x Year 11 pupils.





Reasons for Referrals and Types of Intervention and Support.

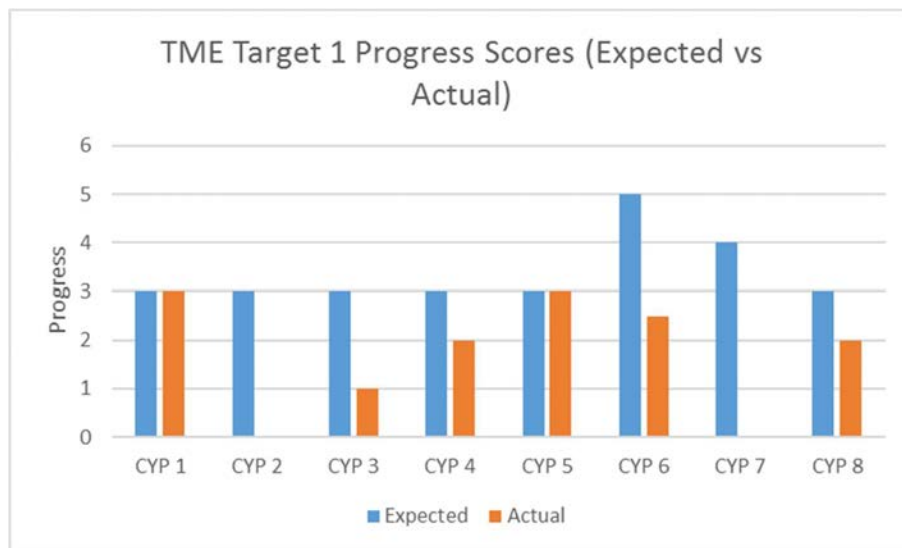
Pupils were referred to the Advisory Teachers following discussion with Gavin Cornell (Inclusion manager), Kat Dockery (Vice principal/SENCo) and Heads of Year. Reasons included:

- Individual support and intervention for emotional regulation, for example, pupils who found it difficult to manage their feelings, experiencing anxiety and /or anger outbursts.
- ‘Check-in’ sessions, allowing individual pupils consistent and regular time away from lessons, during which they met with the SEMH Teacher. This time facilitated opportunities for pupils to express and explore current or recent issues, experience a relaxed and non-challenging situation, and to engage with mindfulness and relaxation activities.
- Mental health support for pupils experiencing depression, anxiety, substance abuse and other emotional difficulties, such as self-harm. This was often in addition to support from CAMHs.
- Assessment in areas such as social and communication difficulties, poor concentration levels, difficulties in managing motor activity, and in relation to anxiety and depression difficulties. Assessment was also conducted to support EHCP referrals. Advice and recommendations were produced and disseminated amongst staff following assessment, sometimes including signposting to and liaison with other agencies.
- Attendance at multi-agency meetings, for example, YOS, MACE, Children’s Services, when required.
- Interventions included Solution Focussed Approaches, Cognitive-Behavioural work, and activities drawing upon the concept of Personal Construct Theory, training about relaxation and visualisation techniques, Mindfulness activities, careers support, DBT approaches and positive psychology.

Over the past academic year Target Monitoring and Evaluation tools (TME) have been increasingly used to record and measure impact. Upon referral, targets are agreed with school staff where possible and reviewed at the end of the intervention. Outcomes are recorded below (it should be noted that not all pupils had TMEs this year).

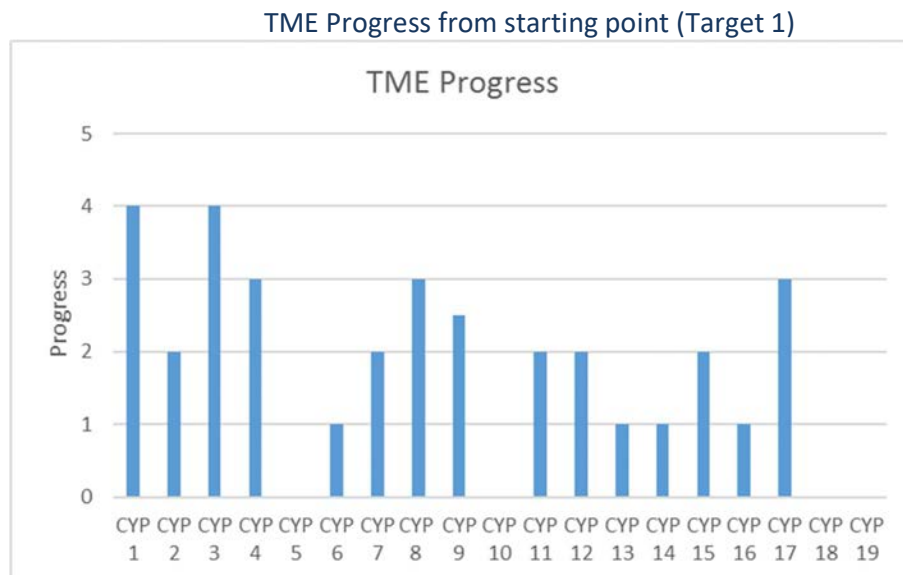
TME Outcomes		Range	Progress %
How many pupils achieved target	14	+1-4 points	49%
How many pupils did not make any progress or deteriorated	5	No pupils' scores deteriorated.	17%
Pupils who made some progress but didn't reach the target set	10	+1-3 points.	34%
	Total- 29		

Analysis 1 - This measure is around expectations of achievement; what the team thought they could change and the measured outcome (NB all but one TME had only one target):

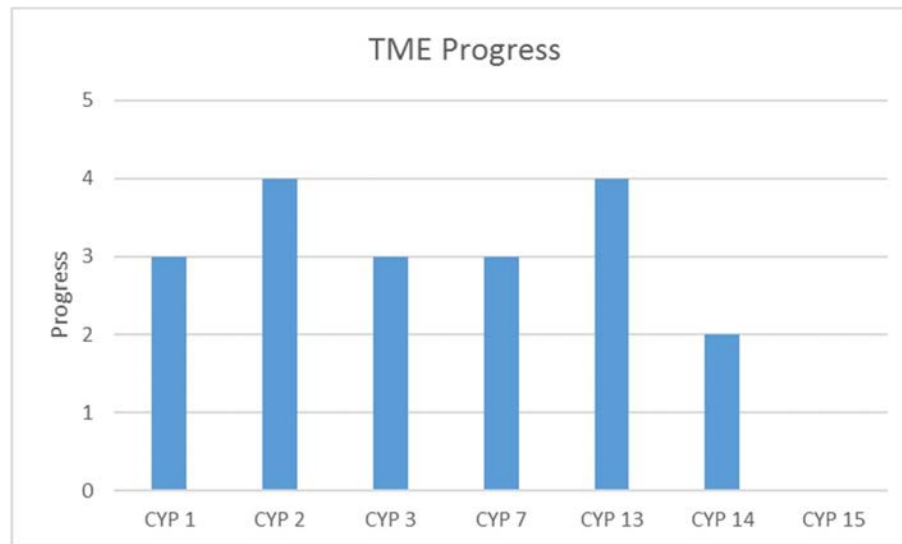




Analysis 2 - This measure is the amount of steps progress from the initial starting point (all TMEs reviewed):



TME Progress from starting point (Target 2)



Of the TME targets set:

21/26 (81%) made 1+ steps progress

17/26 (65%) made 2+ steps progress

10/26 (38%) made 3+ steps progress

4/26 (15%) made 4+ steps progress

Average progress = 2.1 steps

Feedback from pupils included;

'It gives me the option to talk to a man who isn't a Teacher... to talk things through about school and things outside school and to think of ways to manage them'.

'I feel that talking about how I am feeling has really helped'.

'It's nice to have some space to talk...away from lessons, where it's quiet and I can just chill'.

'It's helped to talk about my worries and friends at school'.

Positive Outcomes and What is Going Well.

- High levels of engagement from pupils; most pupils who are referred continue with the intervention.
- ST/NS/RW are also based at many secondary schools in the borough and can support transition and provide continuity.
- Good relationships between SEMH team and Solihull Academy staff/pupils. Staff are very positive about our work with pupils.
- SEMH staff are flexible and react sensitively to pupils' emotional needs on the day and adjust session work in response to this, for example when a pupil has been involved in an altercation prior to the session or we are asked by staff to respond to

a pupil who is currently experiencing some sort of crisis (e.g. relationship issues or an unexpected decline in mental health). For many pupils it is helpful to build a relationship with external SEMH staff as this facilitates a different and objective perspective on issues and increases the opportunity for honest and frank discussions about their feelings and experiences in and out of school.

- Due to Covid related school closures the SEMH team have been requested to make more telephone contact with parents. As a result it has been possible to embed some consistency between approaches at home and in school and facilitate better communication.
- SEMH staff were given access to a fob which made it easier to collect/return pupils and relieved pressure on staff who would normally do this. It also raises the profile of the SEMH team and familiarises pupils with members of the team. This can help future engagement and relationships.
- Each SEMH teacher has caseload above capacity to factor in irregular attendance by some pupils.

Areas for Development

- The spring term lockdown delayed planned work with some pupils. This has meant that cases which might have been closed have remained open impacting capacity.
- It has been difficult for the team to complete all of the allocated hours due to lockdown and pupils self-isolating. This disruption has been evident throughout the school year.
- On occasions there has been a lack of information prior to referral and at times this has resulted in SEMH staff not being fully aware of all of the issues before working with a pupil.
- It is sometimes unclear which SEMH teacher the referral is for which can delay the commencement of support. It would be helpful if Solihull Academy staff were able to name the specific teacher on referral. If the SEMH teacher could be clearly identified by the SMBC SEND admin staff, this would be helpful.
- A new SENCO will be in post in September and it is important that the team and SENCO review referral processes and are able to meet with the SENCO on a termly basis for planning and review for example ASD referrals, EHCP reports, etc.
- Solihull Academy have suggested that a written termly progress report would be helpful for each pupil. This may contain the number of sessions, the intervention delivered and a brief outline of outcomes. However it is suggested that TMEs are a useful tool to measure impact and review future interventions in conjunction with school staff. Therefore in the autumn term TMEs should be identified and agreed upon for every pupil who is working with the SEMH team. It would appear that Heads of Year are best placed to do this. These should be reviewed termly or at the end of the intervention.
- On occasions there are difficulties with communication and information sharing between school and SEMH staff. The dynamic nature of the school means that sometimes it is difficult to meet with staff who are responding to pupils' needs/difficulties. Email communication has been essential in managing this.

However face to face check-ins with staff remain the preferred option when possible.

- Inconsistent attendance by some pupils is a barrier to making progress in the SEMH intervention. Telephone contact with parents is a good way to build positive communication.

Overall the academic year 2020/21 has been a challenge in many ways and it is believed that the ramifications will continue to impact the social, emotional and mental health of pupils who attend Solihull Academy into the next academic year. With this in mind, it will be essential to maintain the flexible, responsive and relationship-based approach which has been established and to continue to review the impact of support regularly.

PART SIX

START COMMISSIONED WORK (SEE APPENDIX D)

Context

The provision of Specialist SEMH support for pupils with, or awaiting completion of, an Education and Health Care Plan, was commissioned by the START Team from September 2019. This is the second cycle of support.

SEMH Teachers (0.4 FTE) and one full time ISP, have been allocated to provide appropriate support. Despite lockdown in January 2021, support has continued where appropriate, both for pupils attending school and for those being educated at home.

A START team process for SISS SEMH referral has been established.

During this time, the following work was delivered:

- 33 pupils have been referred for SEMH support, 20 primary aged pupils and 13 secondary aged students.
- Of these 33 pupils, 2 primary and 1 secondary aged pupils still have no placement identified. Reasons given were either due to the school feeling unable to meet the needs of the child or the child's underlying barriers to learning making it too difficult for them to access an educational establishment.
- 4 pupils required no further action following consultation between START, school and SEMH team members.
- 18 pupils have received ISP support; 5 of these are currently receiving transition support into the next phase of education, 3 have received on-going transition support from September 2020, 2 are receiving support for a school move. Other support has included 2 pupils accessing direct self-esteem work, direct support to parents of 3 pupils and working with 8 schools and pupils to improve access and management of EHCP targets.

- 9 observation and consultation reports have been written by teachers to support Annual Reviews and/or advice regarding the appropriateness of placement. This has helped to inform allocation of specialist placements for 6 pupils and enhanced funding to support current educational placements for 2 pupils.

What we did

- Liaised with the Plan coordinator or school who suggested the referral.
- Held a meeting with the school, or family, or both, to establish the nature of the work.
- Given advice to schools on strategies and reasonable adjustments to enable them to meet the needs of pupils, including upskilling of key adult/T.A supporting the child.
- Advice and support to parents.
- Direct 1:1 work with pupils in school, home and sometimes in the community.
- Written reports to inform next steps.
- Completed Target, Monitoring and Evaluation sheets as appropriate.
- Completed Summary of Intervention sheets for direct work.

Impact

From data received following evaluation of target outcomes, there is measurable impact across a range of areas;

- 2 schools have reported increased attendance.
- 3 pupils and their teachers have reported an improvement in engagement in the curriculum.
- 6 pupils have demonstrated an improvement in their ability to regulate emotions more positively.
- 5 pupils and their teachers feel more able to manage behaviour more positively.

Attached are a selection of 'Target Monitoring and Evaluation' sheets for pupils where the work is now closed. These show the type of work covered, how parents and pupils feel about the work and to what extent the intended targets for the work were met.

Feedback indicates that interventions by the SEMH team have been positively received by schools, parents and the children themselves. Parents, particularly those with children who are finding their current educational situation difficult, have welcomed the service as one that is able to offer impartial support and practical advice, and which aims to solve/resolve problems that they and their families are experiencing.

"Mum reports that XXXX is much more motivated and his self-esteem is improving."

“XXXX says that the kind teachers give him time and space and help him calm when things are tricky. The one to one work with Mrs XXXX is good because I’m learning strategies to remain calm”

“XXXX has worked hard to discuss his thoughts and feelings about the causes and consequences of his behaviours”

“XXXX reports that he has some friends and feels less vulnerable when trying to negotiate difficulties in friendships”

School staff, particularly class teachers and classroom support staff, have benefitted significantly from the provision of practical resources and advice offered by the SEMH team. This, in turn, has enabled EHCP provision to be better tailored to the individual, thereby improving access and motivation for the child. Direct work with children has given them a voice to explain what they need in order to have their needs met and developed skills to enhance their interpersonal relationships.

“School report that staff are more aware and understanding of XXXX’s complex needs and hence some of the communication expressed through his behaviours. Because of this, staff are more attuned to his needs.”

“The work completed with XXXX has had a significant and positive impact”

“XXXX is showing that he has a much improved understanding of his feelings and difficulties. He says he is much happier and settled in school and is coping well in lessons”

Observations/Ways forward

Following another disrupted year, the impact of the ISP work, guided by SEMH teachers has, once again, been outstanding. We have been able to give timely advice and support to settings, families and the START team. Hopefully, there will be more opportunities to meet and discuss cases directly with members of the START team and gain a better understanding of their new working methods

For consideration;

- Greater use of TAC meetings as a planning opportunity for the SEMH work- SEMH teacher and ISP to be invited by the school.
- School or Plan Co to complete referral providing clarity about the case and purpose of the work prior to referral.

- Improved communication and feedback between START team and SEMH team needed after completion of the work.
- Parental questionnaire to be developed to be included on annual SISS team survey.
- Need to consider funding for social desensitisation activities e.g., Trips out, petrol, and other additional resource/costs associated with this.

In summary

This work was initially commissioned to increase cost savings and accountability /ownership of commissioned work undertaken by external agencies such as Dare to Dream.

At a time when the START team was experiencing significant change, the SEMH Team has been able to support the START team with challenging and at times longstanding 'stuck' cases, cases where a placement has been in jeopardy, or where a mainstream school has said they can't meet need. As a direct result of the support offered by the SEMH team, 3 pupils are now accessing an educational placement, 5 pupils are accessing a more appropriate provision and 7 pupils are no longer at risk of their mainstream placement breaking down.

Expansion of this work with increased teacher time and a further ISP input would allow greater capacity to support schools to maintain placements, and support families in returning children out of education back into a setting. An analysis of actual cost savings would, I am confident, highlight the strengths of this work.

6. Priorities for 2021/2022

- a) To maintain wellbeing of the team.
- b) To induct new staff and all staff consistently follow team processes.
- c) To work with other teams and services to further develop commissioned work e.g. START team, Virtual School, CEPS.
- d) To further develop links with SOLAR Schools Mental Health practitioners to develop a clear understanding of how their role works alongside advisory SEMH work in schools.
- e) To continue to develop the Nurture Group approach and use of Boxall profiles by offering training to schools and supporting the establishment of nurture groups.
- f) To support the opening of SEMH Intervention Provision.
- g) To develop guidance for schools around supporting pupils who are on a managed move.
- h) To encourage/develop the use of solutions circles in school.
- i) To embed the use of TME approach in direct work and develop the consistency of target setting.
- j) To develop close links with the new Inclusion Service.

- k) To continue to explore viable ways of increasing levels of supervision for the team.
- l) To continue to refine and develop the high needs pathway in collaboration with CEPS.
- m) To contribute to the new inclusion strategy and banding documents.
- n) To continue to support SEMH additional resourced provisions in the Local Authority.

7. Appendix

A. Recovery Pathway review

B. Virtual School commissioned work review

C. Solihull Academy commissioned work review

D. Start Team commissioned work review

E. Peer supervision evaluation