



# **Specialist Inclusion Support Service**

## **Annual Report for the academic year 2021 - 2022**

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**Date:** September 2022

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**76% (42 Out of 55 parent/carers)** who responded to the SISS survey this year rated the support from SISS teams at the **highest level of 5 'very good'**

**64% of schools** rated the quality of support from SISS at the **highest level of 5 'very good'** -rising to **79% and 78%** for the CLD and Autism Teams respectively (*Survey 2022*)

## 1. Evaluation of Service Delivery and impact - based on SISS Survey results summer term 2022

Number and type of survey responses:

Parent responses: 45	SENCo/ teacher responses :40	Head Teacher responses: 2
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Feedback from 42 school respondents for 2021 – 22: Grading: 5 (very good) - 1 (very poor) with 3 being satisfactory.

Scores are rounded and so may not add up to 100%

	Quality of service received					Supported inclusion					Improved outcomes				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>CLD Team</b> 28 responses				21%	79%				32%	68%			3%	54%	43%
<b>SLCD outreach/ ARCs</b> 21 responses			33%	33%	33%		5%	24%	48%	24%		9%	24%	38%	29%
<b>SEMH Team</b> 32 responses			3%	28%	69%			3%	34%	63%			3%	50%	47%
<b>SPI Team</b> 28 responses			4%	46%	50%			4%	46%	50%			7%	50%	43%
<b>Autism Team</b> 36 responses			11%	11%	78%			11%	17%	71%			11%	26%	63%

- Feedback is similar or higher for most teams this year. **The Autism Team however has had significantly higher feedback in all areas** than in 2021/20, with **more than a 20/30% increase in schools rating the team at 5- very good.** (This is the first year the allocation model has been fully implemented and would indicate that this has been successful in better meeting the needs of most schools/ children.)
- SLCD Team feedback is not as strong as in previous years and possibly reflects the staffing gaps within the team throughout the year, in addition to changes to the model in the second half of the year, which will need embedding and reviewing as it is fully implemented.

**Sample quotes from school staff about what they value most from the SISS teams:**

Autism Team	Sensory and Physical Impairment (SPI) Team
<ul style="list-style-type: none"> <li>➤ The flexibility and availability from both SISS teachers we access they have been incredible. The information and advice they have provided staff, students and families has been fantastic.</li> <li>➤ Training provided was excellent. Observations and ISP support has worked well.</li> <li>➤ Excellent INSET delivered. Positive impact for all teaching staff.</li> <li>➤ The very quick response when I have made requests for support.</li> <li>➤ Access to Autism Lead sessions.</li> <li>➤ Carrying out joint observations, joint parent meetings and advice and support.</li> <li>➤ The support staff have offered student at The Elms has been invaluable. They have helped the young person understand their diagnosis and offered support to staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Our specialist teacher has provided us with a lot of support in relation to our physical environment. Her support with the PDNET standards has also been very helpful.</li> <li>➤ Holistic approach to supporting our children and going that extra step to ensure provision is in place for them.</li> <li>➤ Sharing good practice. Walk through of environments and suggestions for classrooms</li> <li>➤ Honest challenge. Advice as a new SENCO.</li> <li>➤ Child with a hearing impairment (HI) has made progress, staff have received timely training and support.</li> <li>➤ Issues with equipment have been sorted quickly. Visually Impaired Team- initial visits supportive for both children. Physical Disabilities Team- referral accepted quickly and timely report was written and communicated with school.</li> </ul>

<b>Communication and Learning Difficulties (CLD) Team including Speech, Language &amp; Communication Disorder (SLCD) additionally resourced provision and outreach</b>	<b>Social Emotional and Mental Health (SEMH) Team – including High Needs Team and REFRESH Intervention Provision</b>
<ul style="list-style-type: none"> <li>➤ Has been amazing! Reports are incredibly thorough and useful and have helped greatly with placements for children as well as dyslexia diagnoses and gaining insight into learning needs.</li> <li>➤ Being so responsive via email when I have a question. The support and advice has been great.</li> <li>➤ Valuable feedback and advice, which can be used to inform planning and teaching. Opportunity to share ideas and discuss concerns. Support and advice for parents.</li> <li>➤ The advice and suggestions from assessments - these have provided ways forward.</li> <li>➤ Very quick support and quick reports...flexibility is great.</li> <li>➤ ISP worker has been fantastic. Good communication and lots of practical ideas shared.</li> <li>➤ Expert support for some of our pupils with really extreme speech and language disorders. Support to staff so that they can continue the work in between SLCD sessions and once the specialist teacher has completed the block.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Information provided following intervention has been great to support students and staff.</li> <li>➤ Invaluable support provided. Supporting 1:1, small group work and assessments. Providing advice for the development of nurture facilities and attended complex TAC meetings.</li> <li>➤ Superb in supporting our pupil into the Refresh facility and attending and supporting these TAC meetings to ensure the placement runs smoothly.</li> <li>➤ The support we receive from the team is invaluable to our school. The teacher has worked with a number of high needs pupils and the advice and guidance to pastoral and class teachers has made such a difference to the support pupils receive. They are calm and patient and pupils always look forward to the sessions. I also appreciate the advice and support that I have received.</li> <li>➤ The SEMH High Needs Team have been invaluable to us this year. The SEMH support leading up to the High Needs Referral was also useful to get an external viewpoint.</li> </ul>

### **Feedback from schools about how support could be improved**

The majority of feedback from the 42 schools respondents was very positive with any requests made for change being largely for more staff and hours, the majority stated they did not wish for any change to the support provided. This year a number of SENCos stated that they planned to revise how they use the support from staff and intended to plan earlier, using their support more strategically. Most of the points raised last year, which were actioned, have not been raised again e.g. numbering reports; sending reports to parents.

### **Feedback to clarify some of the points raised:**

**1. Two respondents requested that support is made freely available to small schools and one respondent requested that cost is reduced.**

❖ Traded service charges are linked to a costed model, with charges having been discussed and agreed with SSSAB.

**2. Two respondents requested either that staff deliver longer sessions or support be spread over more days.**

❖ The earlier schools book in a planning meeting with their Named Teacher, the easier it is for staff to plan sessions to meet the needs of all their schools and families. Staff are required to be flexible; many part-time staff will switch their days off to support their schools, however it is not always possible to do this, without negatively impacting on another school. Please do discuss any concerns with your named teacher, or Team Coordinator.

**3. One respondent mentioned a gap in external provision for reception aged children when Early Years support ended, they referred to using their CLD hours because the person was an early year's specialist, but felt this was a possible gap.**

❖ When support from the Early Years Team ends during reception, support is available from the traded SISS CLD and/or SEMH Team and/or the Community Education Psychology Service. Where children in reception have a medical diagnosis of need e.g. autism, a speech, language, communication disorder, a sensory or physical impairment, support is available through the relevant SISS teams. All staff working in primary schools are trained in supporting KS1 pupils and this training is part of ongoing staff CPD. Where specific specialist knowledge is required staff can swap hours, so please discuss with the Named Teacher or the Team Coordinator. This is the same for schools requesting dyslexia assessments.

**4. One respondent mentioned a gap in support from the sensory and physical impairment team for children with a diagnosis of Down syndrome.**

❖ Health and education have agreed a pathway for children with Down Syndrome, children are seen by the SPI Team dependent on their sensory needs, however support for learning, language and/or SEMH needs, would currently be provided through the relevant SISS teams or CEPS.

**5. Three respondents requested that the paperwork for High Needs Requests for the Autism Team is revised due to being too onerous, one respondent requested this for the High Needs SEMH and one for the SLCD Team.**

❖ Due to the large numbers of children with SEND, in order to best target specialist resources to the children with highest need, information is required when requesting High Needs Support which evidences the impact of the school's Graduated Approach- information can be provided on school forms checking and attaching the SISS one page checklist. Please direct any ideas to streamline this process further to Team Coordinators.

**6. ACTION: SISS teams who provide High Needs support will produce anonymised exemplar 'Request for Support' forms.**

**7. One person mentioned that the level of intervention required from schools prior to an SLCD High Needs request was too high.**

❖ If schools can discuss any concerns with the Team coordinator for SLCD Outreach so that the issues can be looked into and resolved. Children, schools and families receive immediate support from the SLCD Team following diagnosis of a SLCD by the Speech and Language Therapy team. Subsequent support can be requested once that advice has been implemented and reviewed if progress is a concern. This is also the case for children with an EHCP.

**8. SLCD outreach - although some settings have welcomed the new virtual consultation following diagnosis and referral, a couple of survey comments indicated that some SENCOs would prefer a face to face TAC before interventions and felt that there was too much of a delay getting ISP support.**

❖ We want to embed this process and review it in the summer term of 2023 to capture feedback from all schools and families who have received SLCD outreach support, we will use this to revise processes in 2023-34. There has been a lot of positive feedback about the initial support received, however there has been a gap in ISP support due to a member of staff leaving the service and recruitment being unsuccessful.

**9. Availability of training – one person requesting training for TAs and another on assessment tools to monitor interventions.**

❖ This training is available to all schools – please check the SISS training brochure and the Service Level Agreement booklet for details. Schools can also purchase bespoke training, if you have specific requirements please contact the SISS Business Support unit at [sisstraining@solihull.gov.uk](mailto:sisstraining@solihull.gov.uk)

**10. One person commented on capacity in one team to make up traded hours if a member of staff is absent**

❖ Hours not delivered due to staff sickness should be made up within the academic year, if this does not happen please speak to the Named Teacher, or a Team Coordinator. Only at the end of an academic year is making up hours due to absence challenging, however if it is traded service hours, they can be carried over to the next academic year, or your school will be reimbursed the hours not delivered.

**11. Two respondents requested support for children on the autism pathway**

- ❖ Due to the large numbers of children on the waiting list for an autism diagnosis, schools can, if they have involved their AET Lead and an external specialist, use their autism team hours to access support for children who are on the SAS assessment waiting list.

**12. One respondent requested that the SEMH team and autism team worked together more closely and requested clarity regarding which team to contact.**

- ❖ Where additional needs are identified in relation to SEMH and autism, what works well is if schools invite both teams to the Team around the Child (TAC) meeting. This allows the TAC to decide on the how the child will be supported and collaborative working can be agreed.
- ❖ **ACTION for SISS** Ensure we communicate our offer clearly to schools, in particular with respect to support pre diagnosis, in the early years and training.
- ❖ **Further ACTION:** Pathways to support to be clarified and mapped out as part of the SEMH Graduated approach work stream.

**Feedback from families 2021 – 2022: Grading: 5 (very good) - 1 (very poor) with 3 being satisfactory.** *Scores are rounded and so may not add up to 100%*

Team	1	2	3	4	5
<b>Sensory and Physical Impairment Team</b> 30 responses				13%	87%
<b>Autism Team</b> 4 responses			25%	25%	50%
<b>SLCD outreach Team</b> 5 responses				40%	60%
<b>SEMH Team</b> 12 responses	8%			8%	83%
<b>SLCD ARCs</b> 4 responses				75%	25%
<b>TOTAL: 55 team responses</b>	<b>2% (1)</b>		<b>2% (1)</b>	<b>20% (11)</b>	<b>76% (42)</b>



### Sample feedback from parent carers for all SISS teams about what they valued most

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>▶ Our child felt listened to &amp; treated with compassion &amp; supported.</li><li>▶ She has taken her time to understand and get to know my son. She has gained his trust (not easy - he doesn't trust any other professionals) she is helping him to see things from other people's perspectives. She has also kept me informed.</li><li>▶ My son has autism and he finds it hard to build relationships but the member of staff has worked hard with him and he really trusts her.</li><li>▶ I have really valued the member of staff's help and support particularly with giving advice to teachers. He has really benefited from having time to talk too about his feelings.</li></ul> | <ul style="list-style-type: none"><li>▶ The specialist has been amazing, the support she has given to my son and us as a family has been both above and beyond.</li><li>▶ I have valued the whole service... how my child has been supported at school, checking her equipment, delivering deaf awareness to staff and other pupils, reacting to any issues that have arisen promptly and always giving advice to the school and us whenever it is needed.</li><li>▶ My son's case worker, well what can I say, amazing at his job, so supportive, understanding, but teaches amazing ways to cope. But always support the family as well... such an amazing service to have in schools.</li></ul> |
|--|--|

### Feedback from parents about how support could be improved

There were no comments regarding not receiving reports from the teams this year, we believe this is due to a change in processes following last year's feedback; SISS now send reports directly to parent carers and not via their school or setting.

### Points raised

- ❖ Some parents wanted greater face to face communication with the team working with their child, rather than just having a phone call.

**Response:** Ensuring support is targeted at our most high needs pupils means it is not always possible to meet face to face- however please do always tell your SENCo and we will try to enable face to face contact where it is possible, alternatively there is also the option of a video call rather than a phone call, if this is preferred- please just let the team know your preference.

- ❖ Parents in the ARC at Valley requested direct emails between teachers and parents with information of that day's targets etc. and thought it would be good to have some tangible evidence of praise (certificates celebrating small successes);
- ❖ Across both ARCs a request was made for an oversight of the differentiated curriculum – stating it would be useful if this, as well as key texts/resources/vocabulary, could be shared with home to enable parent carers to reinforce and share learning.

**Actions:**

- ❖ Communication between ARC staff and parent carers was restored at Valley ARC for 2022/23.
- ❖ The Teacher in Charge will work with class teachers to produce curriculum linked information (overview of differentiated curriculum plan/ objectives with key vocabulary and concepts- ideas to support at home).
- ❖ We will make sure we ask parent carers for their preference in terms of communication with the service and where viable and within our service offer, we will endeavour to use the preferred form of communication – where this is done via schools we will encourage schools to do the same.
- ❖ We will update our local offer information regularly– a focus for this year- as some information has been lost when the council moved to a new platform.
- ❖ The Autism Team will produce an electronic leaflet for schools, Parent Carers (through SPCV) and the Specialist Assessment Service (SAS) to share with parents explaining the Autism Team offer.

## 2. Key developments and achievements for 2021-22

<p><b>Strategy for Inclusive Education</b></p> <p>The Strategy and multi-agency action plan was signed off by Cabinet member in August. SISS have led on this piece of work and facilitated a task and finish group for Headteachers, the Head of Education Outcomes &amp; Intervention (school improvement) and the Centre for Studies in Inclusive Education (CSIE) to draft a Solihull Inclusion Audit Tool. 7 schools are piloting this in the autumn term 2022 following CSIE Equity, Diversity and Equality training. This work will be launched at the Head Teachers conference in February 2023 and next steps are to link this to a Solihull Standard for Inclusive Education.</p>	<p><b>Graduated approach</b></p> <p>We have worked closely with schools, the Community Educational Psychology Service (CEPS) and other stakeholders on the development of Solihull’s draft Graduated Approach for the local offer. Multi-agency (MA) groups have met with SENCos and initial drafts consulted on at network meetings. Drafts for each area of need are being consulted on with services and SPCV. We are also working with SPCV and CEPS to create videos for the Local Offer on key subjects’ parent carers have identified. This work will continue as a focus for 2022-23.</p>	<p><b>Establishment of REFRESH Primary Nurture Provision</b></p> <p>The KS2 provision opened in November 2021 and the KS1 provision will open in September 2022. Staff have been recruited and the classrooms resourced. 9 children have so far received support. Report and case studies provided at the end of this report.</p>
<p><b>Autism Excellence in schools project with Parent Carer Voice ( Light Hall and Alderbrook Academies)</b></p> <p>The project involved four local LAs – Coventry, Warwickshire, Solihull and Birmingham. The SISS Autism team worked with the two schools to meet the brief of supporting autistic young people to understand their identity. Baseline data was collated to enable evaluation of impact. <b>Resource Development</b> took place and involved autistic young people. <b>The resource consists of:</b> Delivery materials; Pupil Booklet; Pupils sensory audit of environment; pupil sensory differences profile; executive functioning checklist. Use of materials was modelled to school staff and delivered to young people. <b>Evaluation of Impact</b> – data and pupil voice will take place at the start of the academic year 22/23. People Too have produced a report on initial impact in both schools. Funding has been secured for a second year and will include primary schools.</p>		<p><b>AET training and evaluation of impact of embedding AET</b></p> <p>20 schools engaged with the progression framework training and are currently implementing it. New AET courses were well received- an analysis of impact for AET to be provided annually.</p>
<p><b>Revisions to SLCD outreach pathway and criteria</b></p> <p>The SLCD outreach pathway has been revised in order to better meet the needs of children with an SLCD diagnosis, aiming to provide a fairer system for all children, schools and families. The new ‘blended’ approach to initial consultation (includes virtual parent carer and school staff meetings) has reduced waiting time for families and settings to receive SLCD support, improving outcomes for the child through early intervention targeting the needs identified in the most recent speech and language assessment document. The majority of feedback has been very positive, but some tweaks to the model may be required when we formally seek feedback.</p>		

<p><b>ELKLAN 3-5 years Training: Communication Friendly Settings</b></p> <p>After much hard work on the part of the SLCD Lead, together with the Speech and Language Therapy (SALT) service and staff from the settings themselves, five Early Years settings gained accredited 'Communication Friendly Status'. Furthermore, five practitioners also gained a Level 4 Speech and Language Communication qualification.</p>	<p><b>ICAN Project</b></p> <p>A Maternity and Early Years Strategy was set up in Sept 2022 to ensure that the council improved outcomes for children under 5, reducing inequalities and ensuring that there is enough high quality early education and care for parents. The SISS Manager and the SLCD Lead worked with the Early Years Team and other Solihull Agencies, led by ICAN, to determine how Speech, Language and Communication services for children, families and professionals can be improved.</p> <p>From the larger strategic group, various sub-groups were set up. The SISS SLCD Lead teacher is now working with a 'Task and Finish' group, which includes Solihull NHS Speech and Language Team and the Early Years Team to identify and create a Communication Pathway from 0-5yrs focussing on the Targeted and Specialist areas.</p>	
<p><b>Virtual School trauma and attachment project</b></p> <p>The SEMH team has worked closely with the Virtual School providing consistent support for the development and delivery of the trauma and attachment project with CEPS. Looking forward to 2022/23 the team have been commissioned by the Virtual School to deliver packages of support to all schools with more than 5 children who are looked after. This is in addition to continuing support provided during this academic year- summary report included at the end of this report.</p>	<p><b>Pathway and Resources for Situational mutism</b></p> <p>We have worked with a task and Finish group of Speech and Language professionals and parent carer forum to develop resources to support the understanding of, and support for, children and young people with Situational Mutism in our schools. These have been published on the Local Offer.</p>	<p><b>ARP Panels for the Elms and Cedars; Emotionally Based School Non Attendance Panel and EHCP Panel</b></p> <p>Managers and teachers within the team support a range of multi- agency panels in order to help inform and support LA decision making processes.</p>
<p><b>PD net Toolkit in schools and Moving and Handling training</b></p> <p>The team completed training to mainstream settings this year and received fabulous feedback. The team has worked with a primary and secondary school around the PD net toolkit, to help improve accessibility and inclusion. This work will help to formulate ongoing supportive pyramids in cluster groups.</p>	<p><b>AVI pilot</b></p> <p>Working with 4 primary and secondary schools and the Inclusion Service we piloted a number of AV1 robots for children not attending school fully or for medical reasons. AV1 have carried out a review; impact seemed best where a child was struggling to attend- next steps to be identified.</p>	<p><b>Audiology</b></p> <p>Our Educational Audiologist worked with a number of schools to carry out room acoustic testing, ascertaining the best rooms within the school environment for a deaf person and advising on acoustic adaptations.</p>

### 3. Staffing

The Specialist Inclusion Support Service (SISS) is made up of the following teams and Additionally Resource Centres (ARCs):

Sensory and Physical impairment Team	Autism Team	Communication and Learning Difficulties Team / SLCD ARC and Outreach Teams	Social Emotional and Mental Health Team
<b>Manager:</b> Lisa Irving <b>Lead professional:</b> Helen Cooper  <b>Education Audiologist</b> Veronica Thorvardarson	<b>Manager:</b> Emma Cox <b>Lead professional:</b> Wendy Fitzmaurice	<b>Manager:</b> Vacant <b>Lead Professional</b> Sam Foster (ARCs)  <b>SLCD Lead (outreach)</b> Hilary Peace	<b>Manager:</b> Jane Shaw <b>Interim Lead professionals</b> Claire Kennedy (traded team) Claire Campbell (High Needs SEMH Pathway) <b>Teacher in Charge REFRESH</b> Lynette Stables
Role	Full-time equivalent	Number of staff	Vacancies Sept 2022
Team Coordinators	4fte	4	1fte CLD Team-re-advertise
Lead Professionals including Educational Audiologist	4.2fte	6	Permanent LP SEMH
Lead teacher for SLCN and outreach	0.6fte	1	
Teacher in Charge REFRESH	1fte	1	
Specialist Teachers	24.7fte	30	0.6fte CLD team starts 1.1.23 0.7fte autism team starts 1.1.23
Inclusion Support Practitioners and audiology technician	19.6fte	21	1.6fte SL CD ARC/ outreach
HLTA and Play therapist	1.6fte	2	0.2fte play therapist
Communication Support workers (Widney) and TA	2.5fte	3	0.6fte starts REFRESH 31.10.22
<b>Total</b>	<b>58.2fte</b>	<b>68</b>	

#### 4. Caseload Information

Non Traded Teams	No of children on caseload 2021 - 22 (July 2022)	Number of high needs requests accepted	Number with EHC	Number at SEN Support	Number of new referrals
Hearing Impairment	225		62	105	25
Visual Impairment	115		53	26	10
Physical Disabilities	133		57	74	15
Multisensory Impairment	42		32	10	14
<b>SPI Team TOTAL</b>	<b>515</b>		<b>204</b>	<b>215</b>	<b>64</b>
Autism Team	1275 (universal)	401 (targeted) 190 (High Needs ISP) 63 (AIM)	429	846	546 new to universal <i>Accurate data on new referrals only not available</i>
SLCD Team outreach	255 (universal)	76	14	251	100
SLCD Valley/Bishop Wilson ARCs	18		7	11	N/A
SEMH High Needs Pathway and EHCP commissioned work	65 (39+26)		40	25	23 (High Needs)
<b>TOTAL</b>	<b>2128</b>	<b>715</b>			

Traded Teams	No. of children by provisions open in year	Number with an EHCP	EHCP under assessment	Number at SEN Support	No SEN or not on COP
Communication and Learning Difficulties Team	555	Not provided	Not provided	Not provided	Not provided
SEMH Team	800	94	10	492	204 *

### Key points:

- ❖ Whilst the Autism and SLCD Team keep all children with a diagnosis on their caseload, support is only given when requested through a High Needs Support request or through the schools allocated hours from the autism team.
- ❖ \*It should be noted the high proportion of children referred to the SEMH Team who have no SEN identified, despite SEMH being an area of need on the Code of Practice and involving external specialists being expected, in all but exceptional circumstances, to be as part of a Graduated Approach following an Assess/ Plan /Do/ Review cycle in school. This needs some unpicking as to whether this is just a recording error.

**Analysis of the caseload for each team is available in their individual team reports located on the Local offer**  
<https://www.solihull.gov.uk/children-and-family-support/localoffer/children-and-young-peoples-send-service>

## 5. Traded services

Number of schools purchasing traded learning and SEMH support in the next academic year 2022 - 2023 through an annual Service Level Agreement (SLA).

Team	Primary	Secondary	Independent	Total schools	Specialist settings	Total
CLD	25	9	1	35	4	39
SEMH	52	10	1	63	3	66

### Key points:

#### CLD Team

- For September 2022, Yew Tree, Cranmore Infants, Alderbrook and St. Peter's Schools have all commissioned hours from the CLD team. In addition, the Virtual School have bought 270 hours.
- Three schools have ceased their CLD contracts for the new year: Valley Primary have decided to buy in Warwickshire; St George and St Teresa's RC Primary School have joined the local Catholic MAT and have been directed to use the company which others in the MAT currently use; and Forest Oak commissioned work this year was for specific pupils who have now left their setting.
- Ten existing schools have increased their annual hours and four have reduced their buyback.
- The overall change to CLD team SLA hours for the new academic year is a net increase of 352.
- Additionally, the team has covered 56 hours of spot-purchased assessment time (exactly the same as 2020-21) and completed a day of bespoke training for the South Birmingham SCITT course.

#### SEMH Team

- For the SEMH Team buyback remains largely consistent now over 4 years.
- The team is currently supporting 80% of schools in Solihull through traded services.
- An additional 3 schools purchased support mid-year and went on to purchase SLA's for 2022/23.
- 14 existing schools increased their buy-back and five reduced; with an increase in hours from the Virtual School the overall increase to SLA hours for the new academic year is 1407 hours.



## Traded service financial information

Information provided below is from the financial year April 2021-22 and not the academic year.

	2021 - 2022 FINANCIAL YEAR		
	Summer 21	Autumn 21 & Spring 22	TOTAL 2021-2022
SLA	£123,216	£356,126	£479,342
Central Training			£6,827
Spot Purchase SLA @ £85			£10,158
Spot Purchase SLA @ £95			£3,415
Bespoke Training			£18,216
Commissioned LA work			£84,962
Additional Hours SLA			£85
Recovery Fund 052008			£73,000
1 High Needs Advisory Teacher SEMH 052000			£173,000
3 High Needs ISPs 052000			
2 Communication Workers for children with a hearing impairment 052000			
<b>TOTAL</b>	<b>£123,216</b>	<b>£356,126</b>	<b>£849,004</b>

## 6. Training

### Centrally based training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET – Good Autism Practice	Mix of school staff	62	100%
AET – Leadership - Understanding Good Autism Practice & The AET Frameworks	Various school leaders	14	100%
AET – Progression Framework	Teachers / TAs / SENCos	20 settings	100%
AET – Autism and Anxiety – new course,	SENCos / SLT	39	100%
AET – Autism and Exclusions - new	SENCos / SLT	26	100%
AET Early Years Making Sense of Autism	All staff	22	100%
AET Early Years – Good Autism Practice	Teachers / TAs / nursery staff	26	100%
Managing Challenging behaviour	Schools	12	100 %
Role of the Key Adult	Schools	9	100%
Youth MHFA	Schools and Education Inclusion Service	13	100%

#### Comments from delegates

*'Great course really enjoyed it thanks for sending over all of the resources. I am looking forward to using the AET in my setting and will encourage staff to use the frameworks for performance management. Thank you'* **AET Leading Good Autism Practice**

*'Fantastic and informative session, excellent content & delivery. Thank you'* **AET Autism and Exclusions**

*'The progression framework tool is a useful way to work with pupils with ASD and/or a pending diagnosis. The training allowed the opportunity for collaborative thinking and talking about common 'issues' and whilst on Teams, it was still interactive as we were using the tool throughout the session. Thank you!'* **AET Progression Framework**

*'Found it very good that the term challenging behaviour has been changed to distressed behaviour. It removes the 'them and us' perspective and gives more thought to how the child or young person is feeling.'* **AET Autism and Anxiety**

*'The knowledge and insight from the facilitators was really useful in helping to understand tips and course content ... Excellent training'*

**Managing Challenging Behaviour** *'Excellent course, knowledgeable presenter and good pace with variety of activities'* **YMHFA**

*'Found most useful: How to enable key workers to take care of themselves - tool kit of well-being'* **Relationship Based play**

#### Traded training (out of school's SLA hours)

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
Access Arrangements: Training for Readers, Scribes and PAs	Summerfield – All staff	18	100%
Supporting Pupils with Language & Literacy Needs	Solihull Academy – Learning Support Staff	10	100%
Precision Teaching	Balsall Common	15	100%
BEAM 'Refresher' Training	Ruckleigh	6	100%
Dyslexia Training: Parts 1 & 2	Knowle Primary School	10	100%
Introduction to Dyslexia	St. Patrick's CE Academy	5	100%
Supporting Writing Skills	Woodlands Infant School	22	100%
<i>Wide range of SEMH training delivered to schools on Nurture/ PACE/ Zones of regulation/ Anxiety Reduction in schools/ YMHFA/ Emotional Coaching/ relationship Based Play/ Protective behaviours not reported here.</i>			
<p><b>Comments from delegates</b></p> <p><i>"Very informative. Ironed out all of the queries. New key information." (Access Arrangements Training)</i></p> <p><i>"The word sort on cards is brilliant. Very helpful session." (Supporting Pupils with Language &amp; Literacy Needs)</i></p> <p><i>"Gave me lots of ideas to use in the classroom and 1-1 sessions." (Supporting Pupils with Language &amp; Literacy Needs)</i></p> <p><i>"Having a pack and having a practice at using the probe record was really useful. Thank you for a lovely presentation." (Precision Teaching)</i></p> <p><i>"It was all useful, lots of extra information shared. Thank you." (BEAM 'Refresher' Training)</i></p> <p><i>"The range of strategies for spelling to use in lesson and how to improve a child's memory was great. Thank you for bringing in the resources for us to look at - they were fab!" (Dyslexia Training: Parts 1 &amp; 2)</i></p> <p><i>"It offered lots of practical ideas that transfer to the classroom easily. Thank you." (Supporting Writing Skills)</i></p>			

**Commissioned and bespoke training**

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET Making Sense of Autism	Solihull Cycling Instructors	7	100%
AET Making Sense of Autism	Ruckleigh School (private)	25	100%
AET Making Sense of Autism	Kingsbury Academy (Special School)	37	100%
AET Good Autism Practice	Alderbrook ARC and SEN Dept staff	34	100%
Intensive Interaction	Teachers, TAs	8	100%
PDA Awareness	Various Schools	47	100%
AET – Tier 2 Good Autism Practice	Social Workers / FSWs	16	100%
Supporting Pupils with SEND in the Classroom	SCITT Students – South	40	100%
Teacher Assertiveness	Heart of England School	8	100%
Relationship Based Play	Marston green Infants	9	100%
PACE	Summerfield E.C.	14	100%
Supporting children with insecure attachments	Widney Junior School	27	100%
Belonging	Summerfield Education Centre	8	100%
Deaf awareness- general	6 mainstream schools/ settings	Variety in each	Not collected
Deaf Awareness and Visual Awareness – child	8 mainstream settings	Variety in each	Not collected
<b>Comments from delegates</b>			
<i>“Good signposting towards resources to use. Very knowledgeable.” (Supporting Pupils with SEND in the Classroom)</i>			
<i>“Useful teaching techniques and practices to apply, as well as the psychology behind some things.” (Supporting Pupils with SEND in the Classroom)</i>			
<i>‘Understanding the different ways in which autism presents itself in children of different ages. How we can help ourselves to understand the best way to teach the children so that they can achieve to the best of their ability.’ (AET Making Sense of Autism)</i>			
<i>‘Found most useful: Practical ideas and understanding of how communication works. Can’t wait to get started.’ (Intensive Interaction)</i>			
<i>“Well paced and laid out” “Lovely presentation and interesting” (Assertiveness)</i>			

*"I thought the teacher had fantastic knowledge of the approach and obviously understands the complexity of the children who may require such activities. I thought it was a great team building exercise for the staff and it was lovely to hear them have fun and laugh in one another's company" (Head teacher) (RBP)*

*"Interesting to hear different approaches. Course was excellently delivered" "Creating consistent responses (empathy) superb session"(PACE)*

*" Really interesting presentation, loved language to use and real life examples, practical and informative...really enjoyed it". (Attachment)*

*"A reminder of what we need to do as professionals to get the best out of our children. Increased awareness of brain development and trauma. A really enjoyable morning, thank you. Looking forward to learning more". (Belonging)*

### Language Link – training and support

During 2021-2022:

- 31 infant schools subscribed to Language Link
- 29 schools subscribed to Junior Language Link
- 5 schools subscribed to Speech Link

Data from Language Link 2021-2022:

Year Group	Children assessed with severe receptive language needs	Children assessed with moderate receptive language needs	Children assessed with mild receptive language needs	Children assessed at an expected level
Reception	11%	13%	5%	71%
Yr 1	13%	14%	6%	67%
Yr 2	19%	20%	7%	54%

Three Language Link training sessions took place: 1 per term.

- A total of 17 professionals – mainly TA's – attended the training. 100% of attendees stated that their knowledge had increased.
- Comments from the course included:
  - "It was lovely to hear other people's practice and the presenter shared some great ideas to take back."*
  - "I will be putting lots of these ideas into practice in the classroom and during the Language Link sessions."*

## Training and support groups for parents

Course name	Location of training	Total number of parents/ carers trained	% graded course overall good or outstanding
Parent Workshops - Cygnet	Parents of children with an autism diagnosis in Solihull schools	47 families	100%
BSL sign introduction	Via Virtual Platforms	4	100%
Anxiety Parent workshop	St George and Theresa's Junior School	24	100%

### Comments from delegates

*Thank you so much for delivering such an informative and thorough workshop! (Cygnet)*

*It's definitely helped me to gain a better insight into my son's autistic brain, and helped make sense of many of his behaviours and tendencies. It's also been great to hear first-hand from other parents, and from Sam in this morning's session." (Cygnet)*

*"I really enjoyed the course it was informative and well-paced. The last session was definitely the 'cherry on the cake' The trainers were personable and well informed and I loved the lively atmosphere. It was a great way of finally meeting others who have similar experiences to myself which left me feeling less isolated as a parent. Thank you." (Cygnet)*

*"Strategies for different scenarios very helpful for young children. The trainer had excellent knowledge & a lovely and warm non-judgemental manner. Great to run this session for parents. Thank you"( BSL sign introduction)*

*"Increase focus - strategies to overcome anxiety in child. Good pace. Pleasant time - felt reassuring & safe place to share". (Anxiety)*

## 7. Reports evaluating impact of commissioned work and case Studies

### Commissioned work and reports on impact

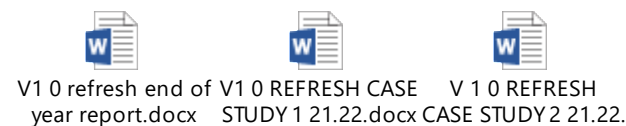
a) Work commissioned by the **Education and Health Care Plan Team**



b) Work commissioned by the **Virtual School**



c) **Report and Case Studies from REFRESH**



d) **Additionally Resourced Centres (ARCs) for children with Speech, Language and Communication Disorders**

In 2021-22 there were 10 pupils on roll at Valley ARC and 8 at the Bishop Wilson (BW) provision. Both are under capacity for a number of reasons, with the recent pandemic playing its part.

The progress and attainment of pupils in the ARCs is tracked using a variety of tools, some of which enable the children to demonstrate very small steps of progress. The children have made good progress in most aspects of literacy and language from their starting points and, in most cases, maths too. The ARC End of Year reports detail progress and attainment very clearly, however they are not included here due to the possibility of identifying children, even when anonymised.

Two sample case studies- further examples are available in individual team reports.

SISS Autism Team Case Study 2022 – PUPIL F	
<b>Pupil:</b>	F
<b>SISS Autism team member:</b>	Samantha Mannion (Inclusion Support Practitioner ISP) Jacinta Sing – Specialist teacher
<b>Start date of intervention:</b>	25.04.22
<b>End date of intervention:</b>	21.06.22
<b>Reason for request for support:</b>	Difficulties with receptive and expressive language. Gets frustrated when cannot communicate his wants and needs. This has led to physical outbursts.
<b>Focus for intervention:</b>	<p><b><u>Intended outcome of intervention</u></b>  <i>(agreed between school and advisory teacher – Taken from AET Progression Framework)</i></p> <p><b>TARGET/S:</b></p> <p><b>1.Understanding and expressing own emotions-</b>            1.2 Identifies own emotions</p> <p><b>Managing emotions and behaviour</b></p> <p>2.1 responds to calming strategies of others</p> <p><b>Understanding others emotions/intentions.</b></p> <p>3.1 recognises and responds to emotions in others.</p>
<b>Context:</b>	<ul style="list-style-type: none"> <li>• Jacinta Observed in classroom F not socially interacting with peers and hitting/ pinching staff and peers. Mainly focused on own interests (iPad). Strategies put into place and these were successful in short term. TEACH station started. F not accessing main classroom as station outside. F part time in classroom and in Rainbow room.</li> <li>• F in Rainbow room full time following Exclusions (hurting staff)</li> <li>• EHCP Review attended – mother would like Specialist setting.</li> <li>• F in the Rainbow Room full time – with 4 or 5 other pupils. (no longer accessing main classroom)</li> </ul> <p><b>Pupil Profile:</b></p> <ul style="list-style-type: none"> <li>• Difficulties with receptive and expressive language. Gets frustrated when cannot communicate his wants and needs. This has led to physical outbursts.</li> <li>• F cannot answer higher level thinking questions such as why? And How? As these can be quite abstract. Complex language can be difficult for F to follow</li> <li>• F is beginning to recognise his own emotions he can say “F sad” “F happy” “F Angry” but can’t say how these feeling feel in his body.</li> </ul>



- F doesn't recognise other people's feelings this can lead to frustrations with friendships.
- Play- F doesn't really play with his peers and tends to play next to someone, not often engaging with them.
- F takes a long time to develop a trusting relationship. He relies on his teacher and TA for emotional support.
- F is very rigid in his thinking and doesn't like change. Needs a visual warning when something is about to finish.
- F has a long processing time and will often zone out (teacher observing and recording this) His attention is fleeting unless he is really interested in what he has been asked to do. Shifting attention is difficult particularly as F finds it tricky to predict what might happen next

**Initial school and family concerns:**

- F can become physical when he becomes frustrated/ can't communicate his needs and wants and is at risk of exclusion
- Has been excluded twice this academic year

**Interventions initial observation:**

- Due to his communication difficulties, it was clear that F needs support to be able to express his wants and needs.
- F gets frustrated when he is unable to communicate this clearly.
- F has difficulties recognising his own emotions and struggles to recognise emotions in others.

**Pupil Interventions:**

We worked on recognising his own emotions and recognising emotions in others:

- **Colour Monster** and some emotion activities.
- **Zones of Regulation**
- **'I feel/ I need' board**
- **Sensory diet strategies** (impact on regulating emotions)

**Staff training/ modelling/ support:**

Zones of Regulation – initial introduction and modelling of use and language - staff now have a set of sensory diet activities that they can use.

Sam also supported staff to put in visual strategies:

- ✓ Now/Next Boards
- ✓ Visual timetable
- ✓ Communication boards ✓ TEACCH station ✓ Choice board.

**Impact/Evaluation:**

- F can now identify and show how he is feeling and use the identified strategies to manage his feelings.
- F is able to receive and express a shared language with the support of visual strategies and emotional expression and regulation strategies
- F has communication strategies in place for when he moves on to his next setting (Specialist setting approved by Panel – awaiting placement)

**Feedback Comments:**

**School**

- ❖ Staff have reported that they are seeing a calmer happier boy at school.
- ❖ Jacinta - Whole staff training – Making Sense of Autism – Rainbows staff shared the positive impact that Zones of Regulation have had on F's engagement and how he is more content.
- ❖ Rainbows staff expressed gratitude for Interventions and training they have all benefited from learning (and having modelled) from Sam Mannion
- ❖ Rainbows staff shared good practice with whole school staff which was well received

**SISS Autism colleagues:**

Mill Lodge lead and specialist teacher autism team- visit to school – Staff really praised Autism Team support and ideas. Very grateful for support from Sam Mannion.

**Autism Team Members:** Jacinta Sing and Sam Mannion

**Date:** 12.07.22

### **Case Example 3: Hearing Impairment Team**

**Child: Reception**

#### **Context/Background**

The child has been known to the SPI team since 2019 when they were referred by the Early Years Assessment Team. At that time they had a moderate hearing loss and had been given glasses, details of visual impairment were being explored.

The referral was accepted by the MSI team who have supported since then. They have a fluctuating hearing loss so have been on and off caseload for the HI team. The MSI team worked closely with the child, family and settings to ensure a positive transition, they are in a mainstream school with a 1:1 support.

A great deal of input was given to support functioning in the mainstream class, including behaviour strategies. The child had made great progress in this area and was confident and happy in school. However, academic progress was minimal and they were struggling to access learning. Despite a mild hearing loss the child presents as a one with a much greater loss, they use signs to support their communication.

#### **Interventions applied and current plan:**

We discussed the child and agreed they would benefit from exposure to Visual Phonics by Hand. At this time (March 22) they recognised just three graphemes and were reluctant to read or do any mark making.

The HI teacher began a phonics programme of intervention which followed a mainstream programme with visual phonics to support. For a half term Helen did one or two 20 minute sessions each week. The sessions were modelled and the child's 1:1 would repeat them through the week.

During the next half term these sessions were reduced to weekly. Each week we added one or two more graphemes and practiced blending to read and segmenting to spell. Short and repetitive sessions supported their ability to retain the sounds and skills they acquired. Resources were shared (video training) with the 1:1 to upskill and continue the work. Weekly sessions will continue until the end of the summer term, reduced to half termly support from September 2022.

#### **Challenges overcome:**

Medically the child had only consistently had a visual impairment while their hearing fluctuated. However, functionally they presented as a child with a severe hearing loss. We had to consider functioning not just diagnoses.

The child was unable to pronounce all speech sounds accurately and therefore showed frustration when asked to blend and segment sounds; visual phonics by hand gave them a visual cue to understand and access these sounds.

The child found it difficult to form letters so avoided any writing activities. Letter cards were used so they are able to segment sounds to spell by building CVC words with the cards rather than having to form the letters. This gave them confidence and they have since started to form letters.

**Outcomes achieved:**

The child now, after 11 weeks of intervention, recognises 20 graphemes and is using them to build and write CVC words. They are able to read CVC words with a growing number of phonemes. They are beginning to read short phrases and will engage in reading their school books with text. Their 1:1 has been empowered to continue the work and support further development in this area of learning.

It is agreed across teams that while the child currently is unaided and has a mild hearing loss, the impact of the intervention from the HI team has met her needs and supported a great deal of progress in reading and writing. Support from the HI team will continue while the child functions as a child with severe hearing loss.

**Name of person completing the pro-forma:** Helen Cooper      **Date completed:** 16/06/22