



Specialist Inclusion Support Service
Annual Report for the academic year
2022-23
Autism Team

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1. Staffing

Role	Full-time equivalent	Number of staff	Vacancies
Team Manager	1	1	0
Assistant Team Manager	1	1	0
Specialist Teachers	3.9	5	0
Inclusion support Practitioners (ISP)	4.8	5	0
Total	10.7	12	0

Key points:

- The team has seen great stability this academic year in staffing with only one new advisory teacher starting in January 2023.
- We had reduced capacity in inclusion support practitioner across the Spring term due to absence.
- One inclusion support practitioner reduced from 1.0FT to 0.8 during the Summer term.

2. Caseload Information

Non Traded Teams	No of children on caseload 2022-23 (or in July 2023)	Number with EHC	Number at SEN Support	Number of new referrals	Targeted	High Need	AIM
Autism Team	1560	585	475	285	723	188	69

Key points:

- End of year 1560 open to universal provision
- 188 high need interventions from an inclusion support practitioner (ISP).
- 723 pupils received targeted support and advice from an advisory teacher.
- 69 pupils received Autism Intense Monitoring (AIM), an increase on last academic year due to identification through attendance reports and discussion at planning meetings.
- Total pupils with impact from offer beyond universal - 980
- Number of High Need requests that required further targeted support and/or Graduated Approach from schools prior to reconsideration of support – 46 (the vast majority of these resulted in targeted reports to support a further APDR cycle for schools with recommendations)

- The team does not work with all pupils with a diagnosis, providing only direct work with high need pupils. The Autism Team works within an allocation model with schools. This supports the Graduated Approach and ensures schools with the highest number of children with autism get the most support and direct work is targeted at those children with highest needs, when they require it. Schools, through their Autism Leads and/or SENCo, will continue to coordinate support for children when they have lower level needs and schools can then use their allocated hours to make a request for targeted support. A school may request high need support, evidencing a clear graduated approach through Assess, Plan, Do Review (APDR) cycles. This model has been fully in place from September 2021.

2. Key developments and achievements for 2022-23

Development Areas:

To monitor and review allocation model and offer to schools.

- As with previous years since 2021, the team started the academic year with a reviewed and clear offer to schools.
- This allocation model was reviewed and discussed regularly over the year and informed allocation planning for 2023-24.

To evaluate and deliver new parent training offer:

- Parent training offer was increased for this academic year – please see uptake and feedback data in the training section of this report.
- In response we have further increased our offer for the academic year 2023-24 with double the termly availability and location being both in the North and South of the borough each term. One online training delivery remains for those parents that prefer this format.

To support and facilitate the Autism in schools' project:

- The project involved four local Authorities – Coventry, Warwickshire, Solihull and Birmingham.
- SISS Autism Team worked with two primary schools to meet the brief of supporting autistic young people to understand their identity.
- Schools – Fordbridge & Olton Primaries
- Resource Development:
 - Delivery materials
 - Pupil Booklet
- Evaluation of Impact
 - Pupil voice:

“I understand myself more.”

“I didn’t know what it meant to be autistic before.”

“Autism is nothing to worry about.”

“I am not scared of people knowing I am autistic.”

- Staff Voice:

“We thought we knew our pupils well but we truly know them now.”

“I have thoroughly enjoyed delivering this intervention.”

“We have used the intervention to enhance transition our offer.”

Both schools aim to continue using the intervention moving into next academic year.

- Alongside this Parent Carer Voice supported the engagement of parents within policy development at both schools.

To develop team understanding of provision within the local authority beyond that of mainstream.

- All team members have visited and gained a further understanding of provisions within Solihull, to include Specialist and ARP settings. All have found this extremely beneficial in understanding provision and the local authority’s graduated approach/offer.

To monitor exclusions and attendance of autistic young people across Solihull.

- Monitoring of attendance, coupled with close work with the Inclusion team has enabled identification of pupils requiring Autism Intense Monitoring (AIM) support where schools have not raised concerns regarding attendance.
- Monitoring of exclusions is enabling us to identify where schools have not requested support or the level of support required for children and young people who have been excluded over the academic year.
- The impact and analysis of this data is within a separate AIM report. It is most likely that the increase in AIM cases this academic year is as a direct response to this data collation.

To develop our offer around understanding and supporting Executive Function difference.

- We have developed an executive awareness training package and an executive function report. The executive function report is provided as an outcome of an executive function profile assessment and provides advice and strategies specific to the individual.

4. Training

Centrally based training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET – Making Sense of Autism - Schools	Mix of school staff.	45	100%
AET – Good Autism Practice	Mix of school staff.	63	100%
AET – Leadership - Understanding Good Autism Practice & The AET Frameworks	Various school leaders	6	100%
AET – Leadership, Inclusion and Structural Reasonable Adjustments	Various school leaders	10	100%
AET – Progression Framework	Teachers / TAs / SENCos	7	100%
AET – Autism and Anxiety	SENCos / SLT	0 (no uptake)	N/A
AET – Autism and Exclusions	SENCos / SLT	0 (no uptake)	N/A
AET Early Years Making Sense of Autism	All staff	23	100%
AET Early Years – Good Autism Practice	Teachers / TAs / nursery staff	24	100%

Comments from delegates

Early Years Making Sense of Autism:

Siobhan shared lots of information and when questions were asked she was able to provide lots more information on different topics. Her subject knowledge is brilliant and she was really helpful with further actions and ideas. Thank you.

Schools Making Sense of Autism:

The course was delivered in a very professional manner and by highly experienced people. The strategies they suggested were useful and I cannot wait to implement them in my school.

Early Years GAP:

The best Autism course I have attended, lots of resources and learning aids to explore and course leaders put into perspective Autism and some of the things in my practice I had never even thought of but will be now implementing or ensuring I consider to meet the needs of children in my care.

Schools GAP:

Course was excellent as usual. Thank you Jaime, Wendy and Jacinta for sharing your vast knowledge, and facilitating healthy discussions.

Techniques and real-life examples to put into practise. It created lots of inspiration of what aspects I can use for the children in my care.

Training leaders were passionate and knowledgeable and helpful with specific queries.

Progression Framework:

Really useful to see the demonstration of the tool actually in use - I could then see how useful it would be for our children, as when I first opened it up I wasn't sure!

Commissioned and bespoke training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET Making Sense of Autism	Kingswood School (private)	21	100%
AET Making Sense of Autism	Kingsbury Academy (Special School in Coventry)	45	100%
AET Early Years MSA	Childminders Group.	10	100%
AET Making Sense of Autism	Solihull Foster Carers	7	100%
AET Making Sense of Autism	Parents in a primary school	12	100%
AET Good Autism Practice	Secondary school – pastoral leads	7	100%
AET Progression Framework	Alderbrook Autism Arp staff	18	100%
AET Good Autism Practice	Social Care staff	6	100%
AET Making Sense of Autism	Parent session – primary school	4	100%

Comments from delegates

Kingswood School (private)

'Excellent - great delivery, very informative.'

'Jacinta had a depth of knowledge I would have liked more access to.'

Kingsbury Academy (Special School in Coventry)

'I really appreciated having the opportunity to discuss children in our classes and the challenges we have for specific individuals.'

'The trainers were very approachable'

Childminders Group.

'Thanks so much I learnt loads'

'Really enjoyed it'

Autism In Schools Project Commissioned Training.

The NHSE AIS Project commissioned, as part of the funding allocation for Year 2 of the project within Solihull, 10 days of Autism Education Trust Leadership training from the SISS Autism Team.

Modules were discussed with those leading the project and the decision was taken to provide both AET leadership modules, with funding made available for 2 senior leaders from each mainstream school in Solihull to attend both modules.

The modules were delivered on 10 different dates across the academic year, with all dates being shared at the start of the academic year so that Senior Leaders could book into their diaries to suit them.

The modules were delivered via Microsoft Teams as it was felt that this would make the sessions more accessible for busy school leaders. Time was also allocated after the end of the official module delivery, keeping the Microsoft Teams Meeting open, for leaders to ask questions of the two specialist teachers delivering the training about the module and any wider implementation of good autism practice in their schools.

The information about this offer and spaces still available on the training sessions was also shared at Head Teacher Breakfast Briefing in April 23 to try and ensure as many schools as possible were reached.

The modules on offer were:

Understanding Good Autism Practice and the AET Frameworks.

- To provide leaders, from across the three phases, with an overview of the AET and the Professional Development Programme.
- To provide an overview of the Good Autism Practice (GAP) Report (Gulberg et al 2019).
- To inform leaders of how the 8 Principles of GAP and the 8 Inclusion Promises emerged and why these are so important.

- To introduce a set of case studies that illustrate how the GAP principles have been implemented through adapting practice.
- To provide an overview of the AET Frameworks and how they can be used across settings to embed GAP.

ATTENDANCE	No of schools	No of staff
Primary /59	8	10
Secondary /15	2	2
Total	10	12

Leadership, Inclusion and Structural Reasonable Adjustments.

- To look at how inclusive provision and structural reasonable adjustments can help a school to be outstanding.
- To consider what is needed to lead culture change in a setting.
- To know about AET resources and guidance that can support leaders to provide inclusive environments through structural reasonable adjustments.
- To consider different ways of making structural reasonable adjustments to ensure autistic pupils are fully supported.

ATTENDANCE	No of schools	No of staff
Primary /59	15	17
Secondary /15	4	4
Total	19	21

Training and support groups for parents

We have offered a parent workshop – Understanding Autism – each term for families with a child who has an autism diagnosis. Each term parents could sign up for a face-to-face workshop or could opt for an online version via Microsoft Teams.

Following the workshop, we also offer a final online session where all delegates from both groups join together and hear presentations from a range of professionals who can support them moving forward. The aim is to ensure parents are aware of the

- The organisations who support these sessions are:
 - Solihull Parent Carer Voice.
 - SENDIAS
 - Solihull NHS Occupational Therapy
 - Solihull NHS Speech and Language Therapy
 - Experts by Experience
 - A local family who talk to parents about their experience – 2 adult young people, one is autistic, one is autistic and has ADHD. A parent also joins to support most sessions.

Key points to note:

- For face-to-face workshops we are limited in numbers we can accommodate by the size of the room. We offer a maximum of 2 spaces per family and so could potentially reach a minimum of 10 families, if 2 adults came from each family. We also felt that having more than this number would make it more difficult for families to feel relaxed and build relationships, so we did not look to procure a larger room.
- For online sessions we kept to a similar number of 20 families to join so as to keep the group small and manageable for the delegates to build relationships and confidence, even though we could potentially have many more online.
- Although our booking lists were closed due to full capacity for each termly session, unfortunately not all families arrived to participate, which, on occasion, was frustrating as we had a waiting list of families who wanted to join.

Course name	Delivery to	Total number of families trained	% graded course overall good or outstanding
Parent Workshops -	Parents of children with an autism diagnosis in Solihull schools	57 families.	100%

Comments from delegates

- Everything was very helpful, especially thinking about strategies and how using visual aids can help.
- Understanding autism - very useful course. I feel much more educated and prepared to help my son. I feel I understand better how to apply strategies to help and who to turn to for support.
- I found the whole course extremely helpful. Especially the anxiety and sensory parts.
- Really helpful & highly recommended for all parents/carers/educators.
- Delivery was excellent: supportive, informative, not patronising. Wendy and Jacinta were knowledgeable and patient.
- Fantastic support for parents - thank you.
- Everything was relatable. I feel I've been given the tools to make my child's life better and know and understand better. I feel stronger as a parent having more knowledge.

5. Evaluation of 2022-23

Survey Feedback:

Schools

	Q1 - Quality of support					Q2 - Supported inclusion					Q3 - Improved outcomes				
	Very Poor	Poor	Satisfactory	Good	Very Good	Very Poor	Poor	Satisfactory	Good	Very Good	Very Poor	Poor	Satisfactory	Good	Very Good
Autism Team 47 responses	0%	2% (1)	2% (1)	18%	77%	0%	2% (1)	4% (2)	31%	62%	0%	0%	15% (7)	30%	54%

Parents/Carers

Quality of Support	Very Good	Good	Satisfactory	Poor	Very Poor
Autism Team (32 responses)	50%	25% (8)	12.5% (4)	9.4% (3) *	3.1% (1) **

Survey results were left to maintain validity however the following were noted in comments:

**one of these responses related to a young person who had not received support from our team highlighting a misunderstanding in how and when we support individuals, whilst another response related to support from another SISS team.*

***this response related to Solihull Assessment Service (SAS)*

Key points:

- **Survey summary – schools:**
 - 96% of responses felt our quality of support was good or very good.
 - 93% of responses felt our impact on supporting inclusion was good or very good
 - 85% of responses felt our impact on outcomes was good or very good.
- **Actions:**
 - Continue to communicate a clear offer, in particular with respect to expectations around pre diagnosis.
 - Advisory teachers to support schools where concerns are raised about completing a request for support form.

- Evaluate team capacity and school responsibilities to ensure a graduated approach.
- **Survey summary - parents:**
 - Significant increase in responses in comparison to last academic year.
 - 75% of parents felt our support was good or very good.
- **Actions:**
 - Ensure clear communication of our offer with schools and other professionals to support communication to parents.
 - Support schools to ensure clear communication with parents regarding our support.
 - Ensure all acronyms are explained or written in full on documents/advice.

High Need Intervention impact data:

At the start of all High Need interventions, the pupil is asked to scale themselves and their confidence/understanding related to the set targets (this is approached in an appropriate way for the young person and personalised to make the best of obtaining a baseline of the pupil),

At the end of the intervention block the same process is repeated with the young person, alongside the opportunity for any additional comments.

The progress score for pupils' own assessment is then considered as an indicator of intervention impact.

Some pupils find this difficult either at the start, or end. Below is a list of reasons why some pupils were unable to score as a baseline and or final assessment point:

- Pupil views scaling self 'low' as a failure and does not want to do so.
- Found it hard to understand something they did not already know. We did not at this point assume a 0 for these pupils.
- Did not want to scale at end due to not liking things ending.
- Too upset that intervention was ending to scale.
- Sees scaling self a 'high' as either an expectation that will then be placed on them to not 'make errors' moving forwards or as being too 'big headed'.

The scaling is first and foremost pupil voice so we have not in any circumstances sought scaling beyond the pupil. Some examples of parent and school feedback can be seen in case studies within this report.

Percentage of pupils	Percentage of pupils who scaled
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Unable to scale	Scaled self with above 5 points progress.	Scaled self with above 3 points progress	Scaled self with above 1 point progress	Scaled self with no progress.
9.6%	51%	89%	100%	0%

AET School Standards Framework impact data:

This framework, [Schools Standards Framework | Autism Education Trust](#), can be used by leaders as a tool that enables them to enhance and embed good autism practice across their school.

The aim is that through a process of discussion within each setting, the Senior Leadership Team (SLT) and SENCo identify a target which will also link to their whole school development plan.

Using this Framework the Autism Team Advisory Teacher has offered a discussion with the SENCo to identify an area of common need and a focus for support from the Specialist Teacher across the year.

Engagement the evaluation process:

- 97% of Primary schools engaged with setting targets
- 100% of Secondary schools engaged with setting targets

Of these,

- 84% of Primary schools engaged with reviewing progress towards the targets
- 80% of Secondary schools engaged with reviewing progress towards the targets

Progress

All schools were offered the opportunity to rate their current autism practice across their setting using the AET Standards Framework.

Not all progress will result in a move from one step (colour) to another due to the complexity of the standard. There has been good progress towards meeting the standards by some schools, where lots of positive change has been embedded and this will support working towards developing the progress over the next academic year.

Primary Schools /59:

No progress	Progress within a step	1 step progress	2 step progress
3 (no audits completed)	8 (Autism Team knowledge as not reviewed by school) 6 reviewed as within step progress	42	0

Of the 3 where no audit was completed:

- 1 school completed the audit in July 23 ready for the new academic year due to staffing issues and a new SENCo only recently being appointed.
- 1 school has had staffing difficulties due to illness and so was not a priority for the school. Booked to complete the audit with specialist teacher in September 23 planning meeting.
- 1 school has not engaged with the process, prioritising other work.

Secondary Schools / 15:

No progress	Progress within a step	1 step progress	2 step progress
1 (audit completed July 23)	3 (from Autism Team knowledge as not reviewed by school) 1 of these schools has prioritised their own systems rather than AET framework.	11	0

6. Case Studies

SISS Autism Team Case Study 2023 – PUPIL X - Primary

Pupil:	X
SISS Autism team member:	Jacinta Sing & Samantha Mannion
Start date of intervention:	26.04.22
End date of intervention:	28.06.22 (still ongoing monitoring visits, support, and training for staff)
Reason for request for support:	X is having difficulties expressing his emotions. He uses negative self-talk and is struggling to access the curriculum. X has a fixed mindset and doesn't like to make mistakes He frequently shows distressed behaviours which can lead to physical outbursts and often falls asleep in class.
Focus for intervention:	<p><u>Intended outcome of intervention</u> <i>(agreed between school and advisory teacher – Taken from AET Progression Framework)</i></p> <p>TARGET/S:</p> <p>Initially we felt that X would benefit from support on the targets below.</p> <p>Emotional Understanding and Self- awareness 2 Managing emotions and behaviour 2.3 Takes part in planning and preparing strategies to manage own emotions and behaviour: Participates in identifying strategies to help self-regulate 4 Self Awareness 4.3 Understands own Diagnosis 4.4 Identifies difficulties</p> <p>However, following an anxiety checklist and report we discovered X would also benefit from the following targets too.</p> <p>Interests, Routine and Processing 1) Coping with Change: 1.1 Accepts Change within familiar situations 1.2 Takes action to cope with change 2) Transitions: 2.1 Makes successful transition in 'everyday' situation</p>
Context:	School Family Support Worker and SENDCo requested Observation and advice as X is finding it difficult to engage in learning and has a very negative mind set about school and completing work. X knows that he has an Autism Diagnosis - 2 siblings in Specialist Provision. Reported that sleep is erratic and has poor diet.

Has had same TA – Miss W - since Nursery – secure and positive relationship but can challenge adult interventions and seek confrontation as avoidance strategy.

29.03.22 Request for higher needs support

04.03.22 Jacinta visited and monitored – Pupil Voice and conversation with Family Support worker and TA. Strategies discussed and to be reviewed at following visit.

15.03.22 Observation and review of strategies – discussion with TA -JS

26.04.22 – 28.06.22 higher needs support-SM

09.05.22 Anxiety checklist and Anxiety Report- Jacinta Sing. Showed high level anxiety key area - uncertainty /transition and change. Advice given to support this.

21.06.22 Emergency EHCP review. Next steps and Mom wants a change of placement JS & SM attended and gave feedback on how higher needs support was going and offered support and advice moving forward.

06.02.23

Jacinta delivered training on use of visuals/ emotion scaling/ Zones of Regulation to new 1-1 TAs x3 (New support staff for X)

Pupil Profile:

- I struggle to put my thoughts into writing
- Understanding what people mean is hard
- Understanding emotions, both mine and others is tricky
- I don't understand facial expressions and gesture
- Working in a group is difficult due to the noise and information overload
- Making friends and keeping friends is difficult. "Friends are annoying at school" "I would like a friend to talk to and play with"
- I know lots about computers "I may not be smart when it comes to English and Maths, but my brain is the size of a house with computers and games and that"
- Change especially sudden is difficult for me
- I find being organised difficult especially if I must do more than one thing at a time

Some of my sensory differences include bright lights, crowded places, loud and background noise sitting and listening for a long time and certain materials touching my skin.

Initial school and family concerns:

X was becoming increasingly distressed, low mood, talked frequently about dying and would cry when feeling overwhelmed.

SOLAR support 3 sessions as X not able to engage with this.

Interventions initial observation:

Pupil Interventions:

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

- Zones of Regulation

- What emotions look like in others
- Where we feel our emotions in our bodies
- Strategies for regulating emotions including the 54321-grounding game and calm finger breathing
- Sensory checklist and sensory diet strategies (How his impacts emotions)
- Safe anger rules
- Autism and what this means to X.
- Social story-Learning about change

Staff training/ modelling/ support:

17.05.22 Zones of Regulation – initial introduction and modelling of use and language with 1:1support-SM

28.06.22 Following higher needs intervention-Discussion with 1:1 re sensory checklist, given sensory strategy ideas and we discussed how to write a sensory diet. Given comic strip conversation template and discussed how to use this. Given a Social Story written by Sam Mannion to share with X.-SM

06.02.23 Jacinta delivered training on use of visuals/ emotion scaling/ Zones of Regulation to new 1-1 TAs x3

Sam also supported staff to put in visual strategies:

- Comic strip conversations
- Sensory diet
- Social story

Impact/Evaluation:

- X is beginning to recognise sad, angry and worried and where he feels these in his body
- X is beginning to use the Zones of regulation language to express his emotions
- X now has the tools to show how he is feeling and use the identified strategies to manage his feelings.
- X now has strategies in place for when he moves on to his next setting (Specialist setting approved by Panel)
- X has an emotions, choices and visual wall at school where he can check in

Feedback Comments:

Staff and SENDCo report that X is calmer and will attend his placement at his specialist setting in September.

Autism Team Members: Jacinta Sing and Sam Mannion

Date: 19.07.2023

SISS Autism Team Case Study 2023 – PUPIL X - Secondary

Pupil:	X
SISS Autism team member:	Rachel Dixon & Emma Hood
Start date of intervention:	26.04.23
End date of intervention:	12.06.23
Reason for request for support:	<p>X has low self-esteem and a negative outlook on life. School attempted to gain pupil voice but struggled. X finds it difficult to express emotion of any type and work on scaling emotions has been unsuccessful.</p> <p>X has a couple of peers but is socially isolated and finds social interactions difficult.</p> <p>Their work and progress is impacted in their low self-esteem and confidence.</p>
Focus for intervention:	<p><u>Intended outcome of intervention</u> <i>(agreed between school and advisory teacher – Taken from AET Progression Framework)</i></p> <p>TARGET/S:</p> <p>1. Emotional Understanding and self-awareness:</p> <p>1. Pupil Voice - Understanding Autism Diagnosis and the links to their emotions.</p> <p>4.3 Understands own diagnosis.</p> <p>2. Emotional Understanding and self-awareness:</p> <p>2. Create a NBP around Autism and 3 areas of difference to be shared with all members of staff at school.</p> <p>2.4 Uses taught strategies to manage emotions and behaviour.</p>
<p>Context:</p> <p>X received a diagnosis in July 2022. He was referred by the school SENDCo. School were already supporting with good autism strategies in school e.g. visual timetable, now & next, regular check ins, soft start.</p> <p>Following their recent diagnosis X was observed in school (November 2022). Further strategies were advised.</p> <p>Pupil discussed at planning meeting.</p> <p>05.02.23 Request for higher needs support submitted.</p> <p>26.04.23-12.06.23 High Needs Block of Work – EH</p>	

Suggested SOLAR referral.

22.06.23 Executive Function Report

Initial school and family concerns:

Low mood and self-esteem. Some talk about wanting to die (although family felt that this was their way of expressing distress rather than a want to die).

Mum felt that X found it difficult to begin conversations with both people they know, and do not know. Understanding what people mean and social interactions were difficult for them and understanding facial expressions and gestures.

Mum felt that X found it difficult to recognise their own emotions and talk about feelings. He also found it difficult to make and keep friends. Understanding other people's feelings is also a difficult skill.

X finds change difficult to manage and learning about things that he is not interested in. Organising themselves is a challenge.

X has differences in sensory processing and finds these things challenging:

- Crowds
- Loud noise
- Materials touching skin
- New foods
- Sitting still
- Background noises

Pupil Interventions:

- 26/04/23-AAM and getting to know you session (see result below)
- 03/04/23- Pupil voice and anxiety trigger work-
- 10/05/23 – EF talk with SENDCO recommended SOLAR emotional work
- 15/05/23_ Emotions work – X said he only feels sad emotion this was the only one he recognised – he said he can stop himself from smiling or laughing when he wants to.
- 22/05/23 – X taught me how to play a card game- he was more emotive and responsive to questions when playing and did not have to stop and think on their response – Emotion work while playing cards
- 05/06/23- last session- Session booked after half term – email to confirm- arrived X absent – school did try to email at 09:15 but was already traveling to appointment – wait to have discussion with SENDCO as requested in email.
- 12/06/23 – Discussion with SENDCO last NBP session around their 3 areas of difference while playing a card game -

Staff training/ modelling/ support:

School to implement:

SOLAR referral for X's SEMH needs

- To share NBP with all members of staff who work with X, so they are aware of their autism needs and strategies in the 3 areas of difference.
- For all staff to use NBP to support X.
- To monitor and be aware of X's needs and changes by updating their NBP termly, or sooner if needed. Ensure the involvement of X for this.

- Regular communication with parents on X's progress and needs.
- Carry on with reward work tick system with X- increasing the difficulty and length of tasks gradually,
- Create opportunities for X to express their feeling and thoughts other than verbally
- Pay attention to what X's interests are and what he wants to talk about.
- Use of special interest: Swimming and ice skating. Read together using X's special interest, e.g., through use of catalogues. which display images of their special interests
- Create chatterbox boxes: Fill an old shoe box with interesting things that X enjoys talking about e.g., cards – new games
- Create a photo book: Have fun collecting photos. Create an 'All about me book' using photos of themselves and family or people important to them. Photo books could be of a fun event and can be used to initiate conversation when looking back through them.
- Mirror work – with X's trusted adult to practise expressions in the mirror – making this fun.
- Commenting and describing: For X, who can be a reluctant talker, take the pressure off to talk. Use a running commentary and not questioning. Describe what he is doing.

Impact/Evaluation:

School reported that X really 'took to working with Emma
Pupils need better identified and shared with all staff.

Feedback Comments:

School Considering a CLD assessment.

Autism Team Members: Rachel Dixon & Emma Hood

Date: 24.07.2023

SISS Autism Team Case Study 2023 – PUPIL X – Early Years

Pupil:	X
SISS Autism team member:	Siobhan Farrelly
Start date of intervention:	March 2023
End date of intervention:	Still supporting
Reason for request for support:	Pupil X was given a diagnosis of Autism at Solihull's Specialist Assessment Service in March 2023. She was attending a split placement – the school's preschool provision in the morning and the school nursery in the afternoon. She was referred by the school SENCo for support from the Early Years Advisory Teacher in the Autism Team in March 2023
Focus for intervention:	<ul style="list-style-type: none"> • To increase Pupil X's communication and interaction opportunities through means, reasons and opportunities • To support the setting to implement the strategies to support Pupil X • To build the Team around Pupil X to increase joint target planning. • To support transition into the next stage of her educational journey.

- To support parents to gain a further understanding of autism and the impact of the 3 areas of difference on their daughter's profile.

Context:

Pupil X was previously supported by the Local Authority's Early Years Team. Pupil X's Education Health and Care Plan (EHCP) was issued in February 2023. Pupil X received her diagnosis of Autism in March 2023. On referral she was attending a split placement. She was attending the preschool in the morning and transitioning into the school nursery in the afternoon. It was reported that Pupil X was displaying different behaviours in the morning and afternoon sessions. Pupil X appeared to be finding the afternoon session more challenging. It was also revealed that Pupil X had been previously given a place at a specialist nursery which parents had turned down. Conversations with the setting and parents revealed slightly different presentations of what had happened. There was evidence that the relationship between setting and parents was becoming strained. There appeared to be some differing views on the best provision for Pupil X. Parents described a challenging journey to this point as they were coming to terms with their child's needs. They also reported that external services who had recommended specialist provision had not handled this sensitively and that they had not been consulted about this. Parents were being very proactive to implement the correct provision for their daughter including the employment of private specialist services.

- 21st March 2023 SF observed in setting. The observation consisted of a discussion with the SENCo her class teacher in the afternoon her preschool teacher in the morning and her key worker an observation of Pupil X during her lunchtime and transition into the afternoon session. It was clear even though there were good strategies in place that Pupil X was finding the afternoon more challenging and displaying distressed behaviours. Recommendations and strategies were provided.
- 24th March 2023 Team Around the Child Meeting with parents, Head SENCo and staff working with Pupil X. After discussions and considering the recommendations by the autism team, it was decided that's Pupil X would stay in the preschool for the whole day as she appeared to be responding better to the environment. It was agreed that SF would support preschool staff to implement strategies recommended on the report and provide training.
- 13th April 2023 SF meeting with NHS SALT to discuss Pupil X speech and language profile and to agree joint targets and strategies to support her communication needs.
- 17th April 2023 Home Visit by SF in the hope of gathering further evidence/information about Pupil X and how parents could be supported. Discussions with staff in setting and with parents revealed that there were two other private professionals, a speech and language therapist and a physiotherapist involved who were supporting in the home and in setting. It appeared from discussion that there was some confusion and conflict with the recommendations given by different professionals and the coordination of services. SF shared with parents that this was imperative to contact all professionals involved to unpick the confusion so they could work together to achieve the best outcomes for Pupil X. Parents were happy with this and provided consent for information to be shared between NHS and private speech and language therapist and the private physiotherapist. Person Centred tools were used by SF to gain the parents views and to ascertain what is important for and important for Pupil X including '4+1 Questions' and 'Good Day Bad Day.'
- 21st April 2023 Meeting with private physiotherapist to discuss Pupil X's profile and observations made by both parties. Strategies discussed and joint targets agreed to support her sensory profile and gross motor coordination.
- 24th April 2023 Meeting with private SALT to discuss Pupil X's communication and language needs and to work together to create achievable targets with evidence-based support. It was agreed that SF would go in to setting and train staff in intensive interaction

principles and the use of Attention Autism and private therapist would continue to work at home and in setting supporting the agreed targets.

- 26th April 2023 SF delivered Intensive Interaction and Attention Autism Training in setting with preschool staff. See Feedback
- 2nd May 2023 Pupil Profile reviewed, and Autism Needs Based Plan created led by SF focusing on her 3 areas of difference to be shared with all staff working with Pupil X.
- 3rd May 2023 SF delivered Intensive Interaction and Attention Autism Training with parents in home. See Feedback
- 15th May 2023 EHCP Review attended by SF in setting with EHCP officer, advocate for parents, parents, class teacher, preschool teacher and head teacher. Pupil X has now been offered a place at a specialist setting within the borough, but parents need time to consider what is best for her. As the private specialists and the NHS SALT were unavailable to attend, SF shared the joint planning and targets agreed by all parties and had input in the creation of new targets.
- 17th May 2023- SF TEAMS call with parent to introduce new Makaton signs.
- 22nd May 2023 SF TEAMS call with parent to go over last week's signs and introduce new ones. Feedback on how Pupil X is responding to Makaton. Parents are very happy with Pupil X's response and would like to learn more. As SF does not have capacity to meet with parents on a weekly basis parents requested signposting to good provider to further their knowledge. SF recommended a colleague who had previously worked for SISS who was now providing parent training 'Makaton Signing for Babies and Families'
- 12th June 2023. SF contacted the assistant head at the specialist school to arrange a transition meeting to discuss Pupil X's profile and parents concern around the need for a robust transition plan.
- 14th June- 2023 SF advised setting in the purchase of new equipment with DLA money to support Attention Autism and Intensive Interaction training.
- 26th June 2023 -Transition meeting with parents, other specialist services and new school to discuss the best transition plan for Pupil X and Needs Based Plan shared with new setting.
- 4th July 2023 visit to new setting with parents to meet class teacher and look at provision and to discuss Pupil X's profile.

Initial school and family concerns:

School concerns - School were concerned that they would not be able to meet Pupil X's needs in reception. On referral it was understood that she would be transitioning into reception in September as a specialist place had not been secured. They were also concerned with parents' anxiety about the need to have 2 external private professionals supporting in school in addition to the support she was receiving from NHS SALT and the autism Team. Concerns that they were being given conflicting targets.

Family concerns -Her family were concerned as they felt they had not been consulted and informed well in the past about their daughter's provision. They felt that there had been lack of communication and that their daughter's need to attend a specialist setting was not sensitively handled. They felt that the private support they were providing for their daughter in the home would be beneficial in the setting as well.

Interventions initial observation:

Pupil Interventions:

- Use of objects of reference, now and next board using photographs with the words underneath. Start with 'now' and then introduce another motivating activity. Once she trusts the tool another motivating activity could be introduced.

Share this with parents too, so that they can prepare her for this. Encourage ownership of it for Pupil X e.g., by taking off the photographs to indicate that activity is over (posting the card may help Pupil X). Use of a sand timer to support transitions if she needs prewarning and a countdown. Developing this into a visual timetable for Pupil X would make her day predictable and support her ability to transition between activities.

- Use of intensive interaction strategies to increase her shared enjoyment and joint attention. Use of music to encourage joint attention.
- Engagement through high interest activities and opportunities to communicate more/again of an activity. Adult using burst pause techniques (responsive communicating partner) and intensive interaction principles). Joining in with what Pupil X is doing.
- Touch point modelling by an adult (e.g., when Pupil X is looking at books/doing puzzles /games), as this is an important non-verbal means of communication and develops joint attention.
- Giving a means to communicate -responding to all types e.g., vocalisation, body movement, gesture, chunked language.
- Reasons: Requesting (toys/food/songs) making choices, requesting more/again. For Pupil X to request 'more' of an activity, an interaction or food, a vocalisation or using non-verbal communication. During snack time, give Pupil X a small amount of snack, pause and give the opportunity to request more and when she does, sign more snack. This can be used with any motivating activity e.g.: bubbles, etc.
- Reducing adult language and using visuals to support understanding of word to continue to develop her receptive vocabulary and understanding of information carrying words.
- Adults to give Pupil X time to process adult language and instructions.
- Encourage long sitting at all times- information provided about 'w sitting'.
- Attention Autism intervention to support attention and turn taking skills.
- Exploration of her sensory profile using a sensory checklist both at home and school.
- Development of a pupil profile/needs-based plan outlining her needs and strategies to support her, to be shared with all staff working with Pupil X.
- Autism Team to invite her parents to be involved in the Autism Team Parenting Programme.
- Introduction of Home School Communication Book so that important information can be gathered and shared between setting and home to inform provision for Pupil X.

Staff training/ modelling/ support:

- Attention Autism Training in setting and at home.
- Intensive Interaction Training in setting and at home
- Makaton Training

Impact/Evaluation:

- The correct support is now in place for Pupil X and agencies are working together using joint target planning to support her to meet the outcomes.

- Pupil X has a place at a Specialist Setting and transition is in place. It has been agreed that private specialists can go into the setting to continue support in September.
- Parents feel supported as the team around Pupil X is working together to support her.
- Staff at her current setting have increased knowledge of strategies they can use e.g., intensive interaction and Attention Autism to support her and other pupils who have additional and complex needs.

Feedback Comments:

School:

Hi Siobhan,

Thank you for the attention autism and intensive interaction training. Staff really enjoyed it and now have a good understanding of how to support XXX. Thanks for the additional information you sent and the links to the clips so that we can watch them again. The ideas sheet was really helpful.

Parents:

Emails from Parents

Hi Siobhan

I just wanted to say thank you for contacting 'school' and coordinating the targets.....We really appreciate your support and the time you've taken to make sure we all will all working together to support X.

Kind regards

Parents to X

Hi Siobhan,

Thank you so much for coming out and going through the intensive interaction and attention autism strategies. We have found it really helpful and now have a better understanding of how to support X we really enjoyed listening to you. You gave lots have really good examples of how to implement this and we now have a better understanding of the strategies we can use. We had seen it written on her EHCP, but we weren't sure how to support her. We are also grateful that you went into the setting to train staff as well. We are going to work together to support her so that we can help her communicate without this. We can't thank you enough for all your help and time and your patience with us.

Kind regards

Parents to X

Hi Siobhan,

A quick note to let you know how much I enjoyed the Makaton training with E, she was so good and helped me start to build on the signs we learned with you. She was as lovely as you said and very knowledgeable. I am going to really enjoy the course with her.

Thanks again!

Mum to X

Autism Team Members: Siobhan Farrelly

Date: 10.07.2023

SISS Autism Team Case Study 2023 – PUPIL X – High Needs transition to AIM

Pupil:	X
SISS Autism team member:	Jaime Mulrooney & Cheryl Gibbs High Need Emma Cox & Emma Hood AIM
Start date of intervention:	High Need Intervention: 08-09-2022- Aim Intervention: 16-06-23
End date of intervention:	Ongoing AIM for transition Sept 2023
Reason for request for support:	Initial Request- High levels of anxiety but masking in school. Parents report frequent school avoidance following her diagnosis of autism. JM observed in class and identified signs of anxiety and attempts to mask this.
Focus for intervention:	<p><u>Intended outcome of intervention</u> <i>(agreed between school and advisory teacher – Taken from AET Progression Framework)</i></p> <p>TARGET/S:</p> <p>HN/TARGET/S: 1)Pupil voice and understanding autism 2)Anxiety/emotions</p> <p>AIM Targets: 1) Gaining pupil voice around her autism. Emotional understanding and self-awareness – 2.3 take part in planning and preparing strategies to manage own emotions. Understanding what autism is to them 2) To produce a NBP around their autism and the 3 areas of difference to share with all Staff at the Heights to help support X with their autism and 3 areas of difference</p>
<p>Context: X received her diagnosis of autism in Spring Term 2022</p> <ul style="list-style-type: none"> • 24-05-2022- Observation in school by JM. Report sent with advice. Clear levels of anxiety and attempts to mask this. Anxiety scale to be completed to identify primary triggers. • Shortly after X received her diagnosis parents began attending our parent workshop- they attended for 7 weeks. X was showing high levels of anxiety at home and struggling to separate from mum. They remained in contact with me and used strategies we had discussed during each session. There continued to be an increase of anxiety and parents often reported during these sessions that X was unable to leave the house to get to school. • 27-05-2022-Anxiety scale – separation anxiety and uncertainty were area’s that were highlighted. Report not fully completed as X unable to give pupil voice at this time. • 15-06-2022- TAC/reintegration meeting- Inclusion Team and private psychologist also in attendance. X will be supported by 1 member of staff and will be working on self -esteem 	

and anxiety away from the classroom during this time. Resources, visuals etc made and sent to school/home. Significantly reduced timetable- school advised to notify LA.

- 13-07-2022- TAC meeting/reintegration meeting- Inclusion Team and private psychologist also in attendance. X will be supported by 1 member of staff and will be working away from the classroom during this time. Work around self-esteem and anxieties will continue however we are introducing a short achievable academic task that she is familiar with (represented in their timetable). X will also start to complete walks around the school at quieter times. Reduced timetable extended (1.5 hours)
- July 2022- Autism Team Request for Support received and accepted ready for work to start in September. This work is initially building a relationship with X and supporting her transition into school so they can have a positive experience of being in the building. We then hope to build up to understanding autism and what this means for them- we cannot currently tackle this as X is not in the right place emotionally to be doing this work.
- 08-09-22- 13-10-23 ISP work with Cheryl started X extremely anxious introduced sessions with X by bringing in something special to them and Cheryl brought something in too. The next 6 weeks was producing an 'All About X' poster alongside practical art/craft activities. Each session with X a visual schedule was used which stayed consistent each week with only the activity focus changing. Within the visual schedule for X was movement breaks and sensory activity of X's choice to finish. Pupil voice at end of each session using sticker book /face cue cards (happy/worried/ok faces). During these initial sessions X started to talk about school being 'too hard, work difficult and feeling too buzzy to sit and listen' At times X found it difficult to separate from mum so each week X brought a different toy/object that made X feel happy we used this at the start of each session.
- 09-09-2022- JM sent EHCP advice
- 23-09-2022- Reintegration TAC meeting. Everyone present at the meeting is in agreement that the expectation is currently too high, and we are concerned about her mental health- The Summer holiday has meant X is struggling to return to routine. JM proposed new reintegration, pulling back expectations and showing concrete consistency to enable X to feel safe (see recommendations for plan). Parents report X has started hitting herself when she is in meltdown. She screams, "I hate myself" and says, "I don't want to be like this".
ADHD assessment to take place next week.
Cheryl will be looking at anxiety and desensitising X to the classroom etc. Potential to access some sessions in the Year 6 quiet room- this will need to be gradually introduced.
Awaiting outcome of EBSN pathway and EHCP application. Due at panel in October
- 07-10-2022- TAC meeting. Extreme levels of anxiety overall- looked at triggers- separation from mum, work, and uncertainty about what they are doing.
X has stopped wanting to leave the house, even for activities they used to enjoy. X does not want to see friends, go to parties etc.
It appears that X is making their world smaller.
X often reports that they do not want to be autistic and they 'hates' themself.
- 19-10-2022 – 1-12-2022 X talked about ADHD diagnosis with Cheryl in the session, introduced new focus for next agreed 6 sessions on 'Emotions' still making a poster and keeping in place all strategies from previous interventions. During these interventions X relaxed more and chatted about how they were a really 'good masker' and had been since YR2. X discussed difficulties with sleeping and feeling overwhelmed at bedtime, wanting to have friendships but this was tricky as X was not in school although parents were having friends over to the house.
- 16-11-2022- TAC meeting. Discussed that X will be under AIM provision but still under JM and CG at the moment.

Meeting Cheryl once a week in school to begin looking at 3 areas of difference and how autism feels for her.

- 15-12-2022 -02-02-2023 Cheryl introduced next focus for ISP work on Autism/ADHD understanding more about both and looking at differences. Discussed with X and started to put PowerPoint together and keeping strategies from previous sessions in place. X did not want to come through school reception at this point and use the room in school we had for previous sessions. X said it was too hard and 'didn't want other children looking at them' so the Senco room identified, and X could access from outside door of school. X was finding the sessions quite challenging and talked lots of anxiety about going to new school for YR7.
- December 2022- Accepted on EBSN pathway and EHCP granted at Panel 2
- 09-01-2023- TAF meeting. Family Support Worker now involved due to MASH referral from parents. Medical Pathway to be confirmed as X's anxiety is at a considerably high point and she is struggling to attend for her sessions with Cheryl and engage in autism/ADHD work. Consults to go out to specialist provisions.
- Feb 2023 The Heights have accepted and offered X a placement for year 7. Agreed AIM provision under Emma Cox. X was not emotionally ready to access the work around understanding her Autism and what it means to them.

Initial school and family concerns:

Parents discussed their concerns with school regular prior to our input. They were experiencing high levels of distress at home and frequent school avoidance.

Initially school did not see this behaviour as X masked considerably.

School felt they needed further support from SISS to identify triggers and appropriate support to reduce X and family's distress.

School quickly began to see how X was feeling and they expressed their concern around attendance and high levels of anxiety that she was now displaying.

Parents were concerned that X would be unable to attend any kind of provision.

Interventions initial observation:

- Observation by Jamie advice given
- Several TAC attended by Jamie
- Sessions delivered at High Needs level
- AIM TAC attended by Emma Cox – transition to AIM current focus engagement with tutor so no ISP involvement initially – agreed by TAC.
- AIM TAC attended by Emma Cox – agreement to engage AIM ISP from pupil voice.
- AIM Intervention sessions start with Emma Hood
- AIM TAC attended by Emma Cox and Emma Hood for transition support to year 7

Pupil Interventions:

High Need intervention had initially been successful and a second block was agreed. Following this it was determined that X would be AIM provision and that JM/CG would remain involved for both X and family consistency.

As engagement became inconsistent transition to AIM with Emma Cox took place. Initially it was determined by the TAC that this would be oversight and advice due to engagement with other professionals being a priority for X, as to not overload.

AIM intervention was instigated as a result of pupil voice.

09/06/2023 – Emma Hood discussion with School SENDCO around X needs and interventions- decided that interventions would be carried out in the HUB next to the school- Emma Hood send Profile over to X to reduce anxieties

16/06/23-First session getting to know you and All About Me (AAM)

X engaged well and was open to learn about what autism meant to them

23/06/23- Pupil voice on transition

30/06/23- EF and Anxiety questionnaire Executive functioning report completed to support X in the Heights- Pupil voice on anxiety questionnaire completed and sensory report completed

07/07/23-NPB work X asked how I knew them so well and had I been talking to their mum – as this was how they felt NBP sent home for Mum and X to go through it together

11/07/23- X Executive Function , Sensory, anxiety and NBP shared with all, to include new setting as agreed by parents.

14/07/23- Go over NBP amend Push and Pull document for transition

Staff training/ modelling/ support:

- Parent workshop delivered by JM-
- Introduced parents to Zones of Regulation –
- initial introduction and modelling of use and language. Parents sent over their versions of this after working with X.

Impact/Evaluation:

- X now has an EHCP following significant input and evidence gathering of her profile and overall needs.
- Access to the right services and an agreed specialist placement
- X is now more aware of her diagnosis and her profile

Feedback Comments:

Positive feedback from both parents and school. Jaime's support has been integral in supporting their progress and journey with X.

It is clear that X is in a position to begin engagement in her new setting and has already been able to engage with transition visits and meetings,

Autism Team Members: Jaime Mulrooney, Cheryl Gibbs, Emma Hood, Emma Cox

Date: 19 July 2023