



ANNUAL REPORT 2025-26

Specialist Inclusion Support Service SEMh Team

CONTENTS

1. Staffing _____	3
2. Caseload Information _____	4
3. Key developments and achievements for 2025-26 _____	9
4. Traded services _____	13
5. Training _____	14
6. Evaluation of 2025-26 _____	15
7. Feedback from families 2025 - 2026: _____	19
8. PART TWO- IMPACT OF TRADED SERVICE DIRECT WORK _____	23
9. Key Priorities for 2026/27 _____	24
10. Case Studies _____	25

1. Staffing

Role	FTE	Staff in Post	Vacancies
Assistant Team Manager (ATM)	1.0	1	0
Lead Professionals	1.4	2	0
Advisory Teachers	10.1	13	1
Inclusion Support Practitioners	6.0	6	0*
HLTA / Senior Inclusion Support Practitioner	1.0	1	1**
Play Therapist	0.4	1	0
Total	19.9	24	2

* Three Inclusion Support Practitioners leaving Summer Term 2026

** HLTA/Senior Inclusion Support Practitioner post vacant since Spring 2026

KEY POINTS

2 new members of the team joined in January to fill vacancies and have had a successful induction.

ATM took responsibility for leading the SEMH team.

2 Lead Professionals on fixed term contracts supported the High Needs Pathway and the traded service

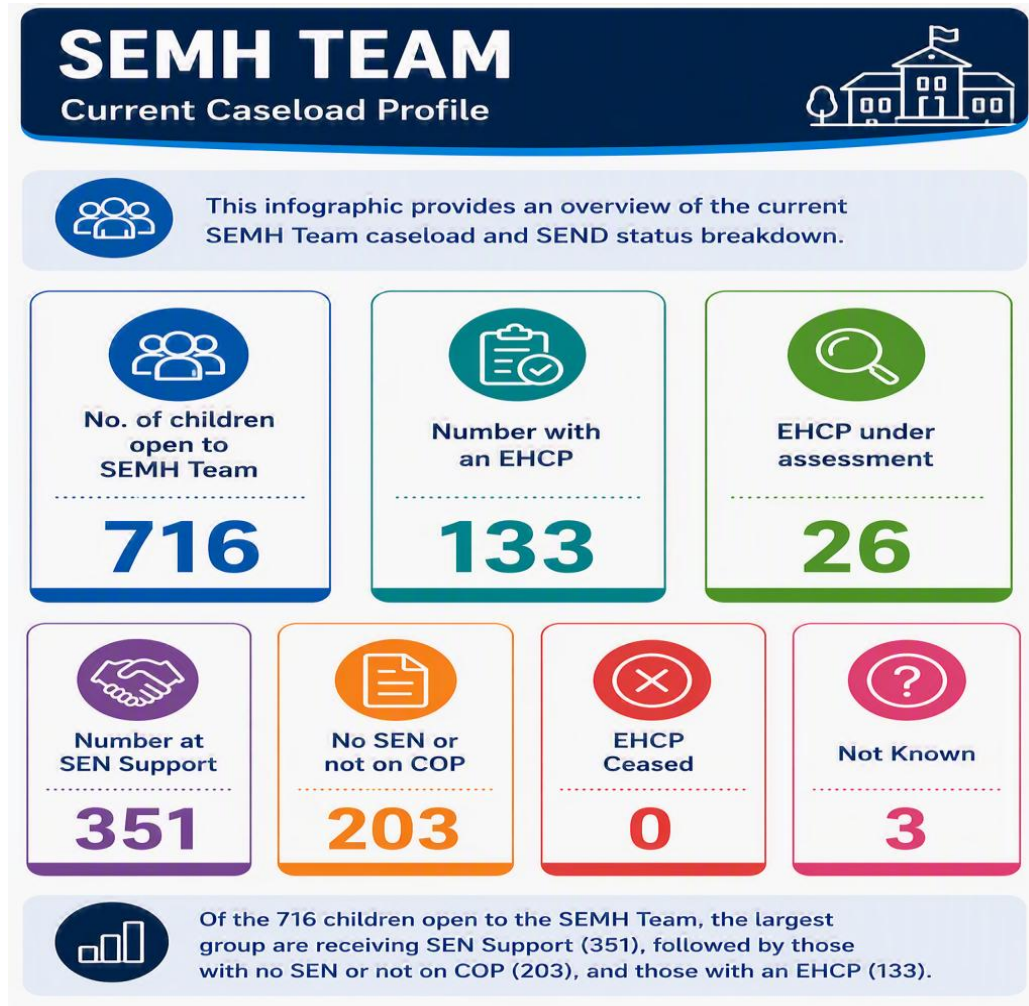
The Refresh provision ceased at the end of Academic year 24-25. Refresh posts were transferred across to the wider team resulting in the addition in September 2025 of 1 specialist teacher, 2 Inclusion support practitioners and a HLTA to the High needs SEMH Pathway resource . The HLTA left for a new role at Easter 2026

2. Caseload Information

SISS SEMH Traded Service

Traded SEMH Team	No of children on caseload 2024-25	No of children on caseload 2025-26
SEMH Team	829	716

All cases are closed at the end of an academic year.



"Very good" simply does not do justice to the level of support provided by the SEMH team—they have been truly exceptional. Their consistent professionalism, dedication, and genuine care have made a significant impact on both staff and pupils. The team goes above and beyond to ensure that the emotional and social needs of our learners are not only met but fully understood and supported.'

Traded service	Number with an EHCP	EHCP under assessment	Number at SEN Support	No SEN or not on Code of Practice	EHCP Ceased	Not Known
2024-2025	142	33	424	222	2	6
2025-2026	133	26	351	203	0	3

Non-Traded Pathways	No of children on caseload 24/25	No of children on caseload 25/26
SEMH HN Team	82	90
SEMH EHCP TEAM work	35	48
SEMH VIRTUAL SCHOOL	104	123

Non Traded Pathways	No of children on caseload 25/26	Number with an EHCP	Number with an EHCP under assessment	Number at SEN Support	New Referrals 25/26
SEMH HN Team	90	45	7	30	53
SEMH EHCP TEAM work	48	48	0	0	32
SEMH VIRTUAL SCHOOL	123	14	0	53	123

Demographics Traded Service Caseload

Break Down of Cases by Gender

Academic Year	Boys	% of cohort	Girls	% of cohort
2024-2025	499	60.2	330	39.8
2025-2026	439	61.3	277	38.7

Pupils per School Stage

Academic Year	Primary	% of pupils	Secondary	% of pupils
2024-2025	547	66	282	34
2025-2026	441	66	275	34

Pupils per National Curriculum Year Group

	N	R		1	2	3	4	5	6	7	8	9	10	11	13
2024/25	4	46		48	60	82	108	94	104	44	68	53	70	47	0
2025/26	4	30		56	55	74	64	82	76	48	71	67	46	42	1
Diff.	0	-14		-8	-5	-8	-44	-12	-28	-4	+3	+14	-24	+5	+1

Ethnicity date for 2025/26	National % *	Solihull L.A. % *	Pupils on SEMH Caseload %
Any other ethnic group	2.6	1.4	0.8
Asian - Any other Asian background	2.5	2.4	0.14
Asian – Bangladeshi	1.8	0.8	0.28
Asian – Chinese	0.8	3.6	0.28
Asian – Indian	4.2	5.8	1.54
Asian – Pakistani	4.7	6.8	2.79
Black - Any other Black background	0.9	0.4	0.14
Black - Black African	5.3	1.8	0.84
Black - Black Caribbean	0.9	0.7	2.09
Mixed - Any other Mixed background	3.0	2.3	3.21
Mixed - White and Asian	1.8	2.4	2.09
Mixed - White and Black African	1.0	0.6	1.12
Mixed - White and Black Caribbean	1.6	4.1	6.70
Unclassified	1.6	1.2	2.09
White - Any other White background	7.1	3.0	1.68
White - Gypsy/Roma	0.3	0.1	0.14
White – Irish	0.2	0.4	0.42
White - Traveller of Irish heritage	0.1	0.0	0.14
White - White British	59.7	62.2	73.60

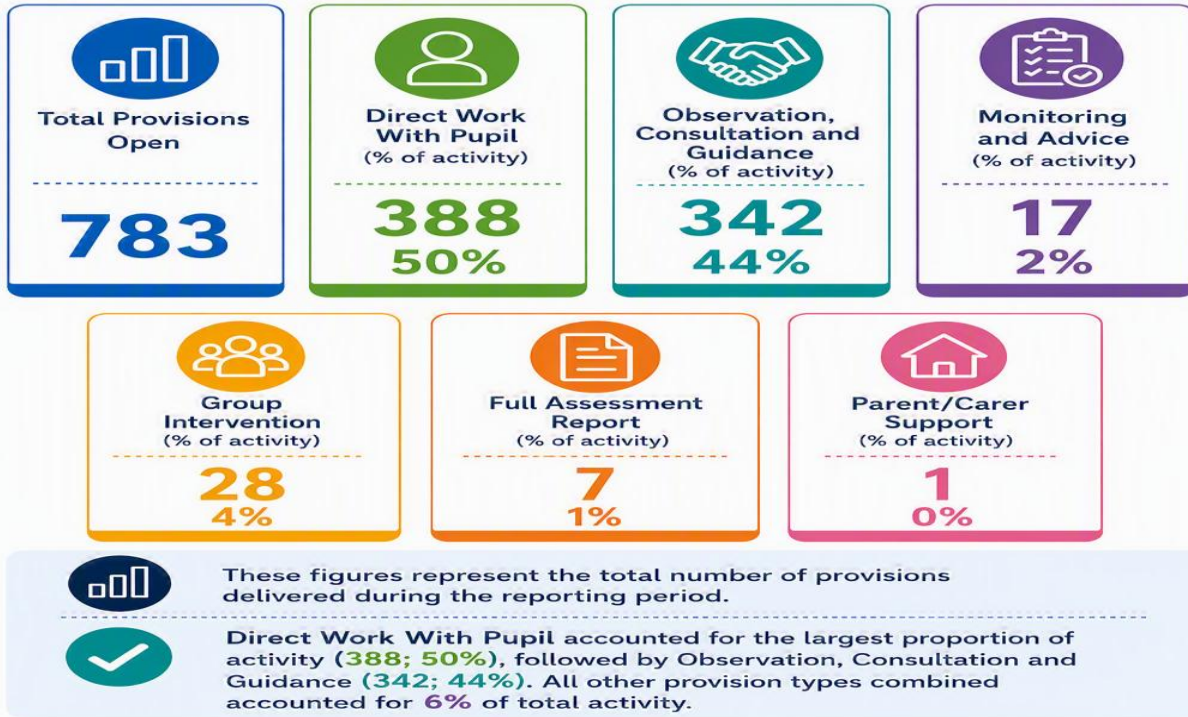
Pupils Attending a State Funded School *Source: Department for Education
School Census 2025/26

SEMH TEAM

Provision Activity Profile 2025–2026



This infographic provides an overview of provision activity delivered by the SEMH Team during 2025–2026.



'SEMH team have supported staff in school with training and advice
Observations of children
Reports with guidance and recommendations
1:1 sessions with children'

Key points:

- Schools utilized the different provisions on offer, including the levels of advice, with 45% of provisions being written reports and advice to schools. The SEMH team has undertaken quality assurance processes and developed detailed report templates this academic year.

- 388 pupils benefitted from direct work from an advisory teacher; this has been 49% of the total provisions opened in 25/26, a 1% decrease from last year.
- The emphasis from the team has been to provide high quality assessment and guidance documents to increase school independence in supporting pupils with SEMH/SEND.
- The higher number of cases during the primary year groups (66%) continues to reflect the greater number of primary schools that buy into the service, and this remains constant with the previous year. An increase in percentage of cases at secondary stage level reflected increase buy in from secondary schools and improved identification of SEMH needs with in this age group.
- Of the 716 children on caseload this year, 203 (28.35%) were not on the code of practice. This continues to imply that these children had not received a Graduated Approach to identify and implement provision for their additional needs prior to being referred to the SISS SEMH Team.
- The next steps are to continue to support schools to ensure provisions and CoP are recorded accurately.
- Referral across age groups remains constant, with higher referral rates between year 3 – year 6. An increase in Secondary referrals for year 8 and year 9 suggests early identification of SEMH needs and intervention compared to previous years.
- The ethnicity of pupils on the SEMH team's caseloads largely reflects the wider Solihull school population. However, there appears to be an over representation in pupils with a Mixed White and Black Caribbean which is a continuing trend from the previous year. The percentage population of pupils of White British ethnicity on the team's caseload, is also close to 11% more than the % of White British pupils in the wider Solihull school's population, showing over representation of this group. Conversely there is an under-representation of pupils with Asian ethnicity.

'THE SEMH team have been an invaluable source of support for both staff and students. Their expertise is highly valued, and their knowledge of SEMH needs enables them to provide informed, practical strategies that make a genuine difference'

'Regular hours from Specialist teacher, understanding and flexibility around our needs. We have valued all the support we have received but in particular class work shops, 1:1 work with pupils to gather their voice and attendance at PTTT reviews, LAC and TAC meetings have been extremely helpful.'

3. Key developments and achievements for 2025-26

All staff consistently follow new team processes.

The start of term team training was used to refresh and develop the team's understanding of team values, nurture principles and processes and how these relate to the team action plan and key objectives for the year. One new teacher and 3 inclusion support practitioners (ISP) from the Refresh provision were successfully inducted into the team in autumn term. Two further Specialist teachers were successfully inducted in the Spring term. The next phase of the quality assurance plan allowed ISP Intervention summaries to be quality assured, and exemplars developed to support consistency.

To maintain wellbeing of the team.

A team wellbeing action plan was reviewed with the team and implemented. All teachers and ISPs receive half termly group supervision from an Educational Psychologist. Peer supervision is a half termly feature of team meetings following a solution circle approach. The team have a termly gratitude meeting and positive achievements are regularly acknowledged and celebrated in team meetings. Regular teacher 1:1's are carried out by the ATM and Lead professionals. Inclusion Support Practitioners meet with Advisory Teachers for regular 1:1's.

Develop and maintain expertise within the team implementing the 3-year CPD plan

Members of the team have developed their understanding of cognitive behaviour approaches, Drawing and Talking Therapy, Lego Therapy and Solution Focused Brief Therapy and have been able to embed this into their day-to-day practice. Additionally, teachers on the SEMH HN 's pathway have received further training in Circle of Adults approaches, solution circles and therapeutic conversations, from a Senior Educational Psychologist.

Half termly sharing meetings are scheduled into the team meetings, allowing the team to share expertise, new developments, resources. These meetings have included topics such as ADHD, Boxall Profile, Relational support plans, Speech and Language, Emotionally Based School Non-attendance and pupil voice.

To develop the SEMH HN pathway to take into account high level of secondary exclusions.

Following meeting with all secondary head teachers to gather information about how the SEMH High Needs pathway could best support secondary schools. A report was produced and circulated to schools and the SEND 0-25 leadership. There has been a significant increase in secondary referrals to the pathway in 24/25 increasing from 11 pupils in 23/24 to 30 in 24/25 and to 37 in 25/26. The team responded to schools' needs and have implemented a transition programme for vulnerable year 6 pupils moving to secondary school. These pupils were identified if they had previously been on the SEMH HN Pathway, EHCP pathway or attended a primary Alternative Provision (AP).

Continue to develop the use of coaching approaches/difficult conversations within the team and with school staff.

Staff completed coaching modules on Oracle and further work on EDI was completed in the Autumn team. A bank of resources has been identified and developed to allow pupils to articulate their voice. Team meetings and further training by a Senior Educational Psychologist were used to develop the teams thinking and implementation, providing a variety of approaches and opportunities to develop coaching scripts and pedagogy.

Nurturing Schools programme

The team have continued to support development and implementation of the Nurturing Schools Programme, with a specialist teacher supporting school staff on this programme and establishing a Nurture Leads group. The Nurture leads network meeting, facilitated by the SEMH team, has supported Solihull schools completing audits and assessment visits leading to accreditation.

Participation in Neurodiversity Project (PINS)

The team delivered a range of training to a further 10 schools building on the work delivered to the original 15 schools in 2024-2025 as part of the PINS project. This included developing and embedding training around challenging behaviour for lunchtime supervisors, working with a SOLAR mental health practitioner to develop and deliver ADHD and anxiety training, revising behaviour policies to take account of relational practices in three schools, and embedding the SEMH approaches including Emotionally Based Non attendance across the PINS schools. Feedback is overwhelming positive for this work and included in the PINs evaluation.

To contribute to wider LA initiatives

The Assistant Team Manager (ATM) and Lead professional for the SEMH team have attended the Single AP panel. Currently a member of the SEMH leadership team attends the fortnightly AP panel for both primary and secondary pupils. The ATM has also worked with EPAS and Apollo to develop a clear process for movement of pupils between the SEMH HN's Pathway and Apollo.

The ATM has attended new attendance triage panels in collaboration with EPAS and health partners to support schools where long term absences for pupils has required further support. The team continues to attend and engage in the Mental Health Schools Team locality meetings to support the continued development of this service. The SEMH team has also provided consistent support for the development and delivery of the trauma and attachment project in partnership with the Educational Psychology Service commissioned by the Virtual School.

Alternative Provisions/specialist schools

The team have continued to support all SEMH additional resourced provisions in the Local Authority through monitoring visits and delivering training and strategic support. In addition, Solihull Academy, Triple Crown Centre, Saturn Centre, Daylesford Academy and Apollo all commission work from the SISS SEMH Team.

The team have also supported Specialist schools with transition from mainstream into the specialist placements. We have developed transition plans and delivered training to staff in these specialist provisions.

'Opportunity to discuss individual children with our named teacher and have their involvement as a partner, rather than just as a one off piece of advice.'

'SEMH team have supported staff in school with training and advice

Observations of children

Reports with guidance and recommendations

1:1 sessions with children'

4. Traded services

Number of schools purchasing SEMH team support in for 2024/25 through an annual Service Level Agreement (SLA)

	Primary	Secondary	Independent/ OOB	Total schools	Specialist settings/ AP	Total
23/24	53	11	4	70	7	75
24/25	54	10	3	67	9	76
25/26	52	12	3	67	6	73
26/27	49	10	1	60	6	66

Key points:

- Overall buyback from Solihull schools remains largely consistent over the past 4 years despite financial constraints on schools and uncertainty of the SISS traded service following the SISS review
- For academic year 25/26 we will be supporting 49 out of 59 primary schools and 10 out of 16 secondary schools. Gaining; 1 secondary school with significantly increased traded hours, but losing 2 schools due to a change to a change in external service provider, including one from other Local Authority. 1 specialist provision (The Heights) has purchased SEMH support.
- Currently the team supports 79 % of mainstream schools in Solihull through traded services, a number which remains relatively constant.
- For 2026-27, 7 existing primary schools and 3 Secondary have increased their buy-back. 11 Primary and 3 Secondary have reduced their buy-back. Traded hours across Primary show a net loss of 101 hours and secondary 219 hours.
- Solihull Academy Multi Academy trust (SAPMAT) purchase 676 hrs of support for all its Solihull settings, including main site, Apollo primary provision, Saturn Centre and Daylesford Academy this is significantly down from last year, due to it being the first year where the LA have not contributed to their SLA. SAPMAT have increased their own funded SLA hours this year.
- 8 schools opted to buy additional support within the year through a spot purchase; totaling 92 additional hours of support requested mid-year. This included 1 Secondary school, who previously only bought 5hrs, purchasing an additional 56 hrs. They have gone on to purchase SLAs in 26/27 of 50 hours.

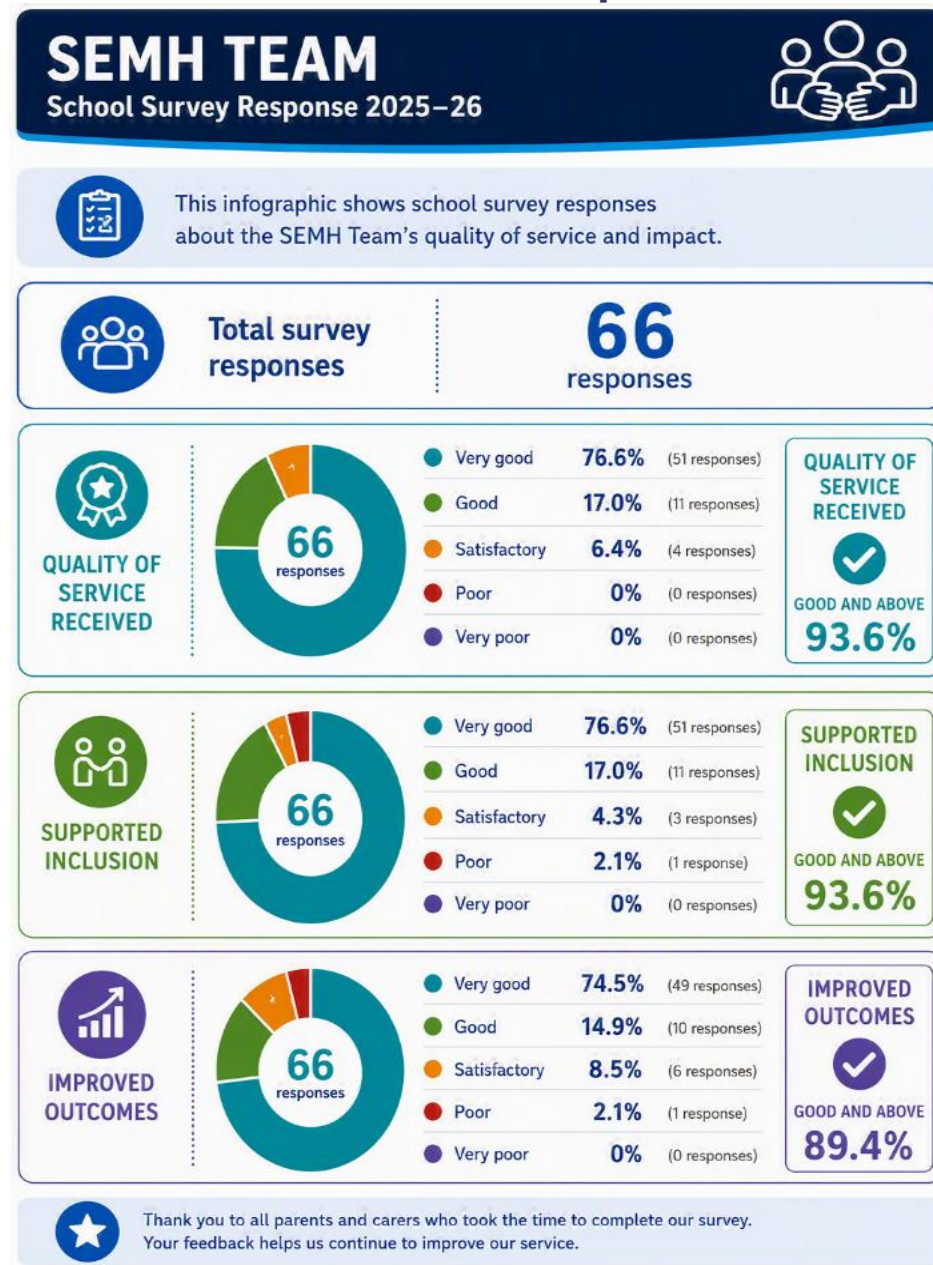
5. Training

Training as part of traded hours

Course name	Delivered to:	Total number of participants trained
ADHD Workshop	Knowle Primary	20
Comic Strips and Social Stories	St Peters	15
Declarative Language	Blossomfield Dickens Heath Bishop Wilson	10 6 2
De-escalation strategies	Woodlands infant	18
EBSNA	Triple Crown Centre	15
Emotion coaching	Yew Tree	11
Executive Functioning	Saturn Centre	15
P.A.C.E. /Managing Relationships	TG Yew Tree Kineton Green Windy Arbour	12 14 5
Parent anxiety workshop	Cheswick Green Kingshurst Primary	10 2
Relationship based play	Oak Cottage	7
Supporting SEMH needs in the classroom	Saturn	10
Trauma and Attachment aware	Damsonwood Our lady of the Wayside Woodlands infant	10 15 18
Understanding behaviour that challenges	Alderbrook School	100
Zones of Regulation	Castlewood	25
Total number of staff trained		340

6. Evaluation of 2025-26

Feedback from ... school respondents:



When schools were asked what support they valued from the SEMH team the following quotes reflect the responses supplied.

- "Very good" simply does not do justice to the level of support provided by the SEMH team—they have been truly exceptional. Their consistent professionalism, dedication, and genuine care have made a significant impact on both staff and pupils. The team goes above and beyond to ensure that the

emotional and social needs of our learners are not only met, but fully understood and supported.

- They have been an invaluable asset to our setting, offering expert guidance, practical strategies, and timely interventions that have helped create a more inclusive and nurturing environment. Their responsiveness and willingness to collaborate have made them a trusted and reliable partner in our work.
- In my role as Designated Teacher for Children We Care For, the SEMH team has been an immense source of support—not only for myself professionally, but most importantly for our most vulnerable learners. Their work has directly contributed to improved engagement, wellbeing, and outcomes for the young people we serve, and their impact cannot be overstated.
- Excellent service - positive and supportive relationship with SEMH team
- Our named teachers are very knowledgeable and supportive, they understand our school, pupils and families. They are flexible and always supportive when we need them excellent communication reports are very detailed and invaluable especially to support the graduated response
- The SEMH team are absolutely wonderful. They provide essential support to pupils, especially where, as a school, we have exhausted all our options for support and need a little extra. Their work is so valuable, especially when they look at things from an outsider's perspective. Our families and staff really value their work. Additionally, staff who support on the high needs pathway from the SISS SEMH team are truly fantastic and are impactful.
- Regular hours from Specialist teacher, understanding and flexibility around our needs. We have valued all the support we have received but in particular class workshops, 1:1 work with pupils to gather their voice and attendance at PTTT reviews, LAC and TAC meetings have been extremely helpful.
- THE SEMH team have been an invaluable source of support for both staff and students. Their expertise is highly valued, and their knowledge of SEMH needs enables them to provide informed, practical strategies that make a genuine difference
- Expertise and advice to support vulnerable children with their social and emotional needs. SEMH intervention has had a positive impact for children who are finding attending school challenging. It has also supported children to build relationships with others and manage their own emotions.
- Really value their support and advice. They have also run sessions with small groups of children, and this has had a big impact on the children. They now have strategies to support regulation or are calmer in school.
- All support, observations, reports for children and advice when discussing children with the team. Direct work with the children is invaluable.
- Valuable discussions with staff to support practice
- Opportunity to discuss individual children with our named teacher and have their involvement as a partner, rather than just as a one-off piece of advice.

- Always forcing time to check in with me each week, even if this needed to be at pace. Flexibility to attend TAF meetings outside of scheduled day in school
Knowing school beyond our area - walking to classes to collect learners, proactively checking in with leadership and pastoral teams; Contact with parents. Supporting school's position in difficult TAF meetings
Advice on next steps/service progression for some cases.
Kids attend school better on Thursdays when Specialist teacher is in!
- The links with a named teacher who knows our school, our processes and our cohort. It means that they already know what interventions and strategies are in place and don't duplicate recommendations. Our named teacher is also always available to chat through a query on the phone.
- Use of the SISS SEMH Team is used strategically to support EHCNAs as this seems to be a key part in demonstrating Graduated Approach and being accepted for assessment.
- SEMH team have supported staff in school with training and advice
Observations of children, Reports with guidance and recommendations, 1:1 sessions with children
- We would not be where we are currently without the SEMH team. The support has been invaluable to the pupils and the staff. They have prevented permanent exclusions; they have bridged gaps and provided perspectives school had not thought about. Their direct work has been incredibly impactful - almost all pupils who have worked with them have made positive progress. They have attended meetings to support the school whenever we have needed. Without the SEMH I genuinely believe we would have more permanent exclusions, more children refusing to come in, more children struggling. Our specialist teacher has been incredible!!! He has essentially become a member of staff at the school due to the relationships he has built and maintained.

When asked what could be improved, schools responded;

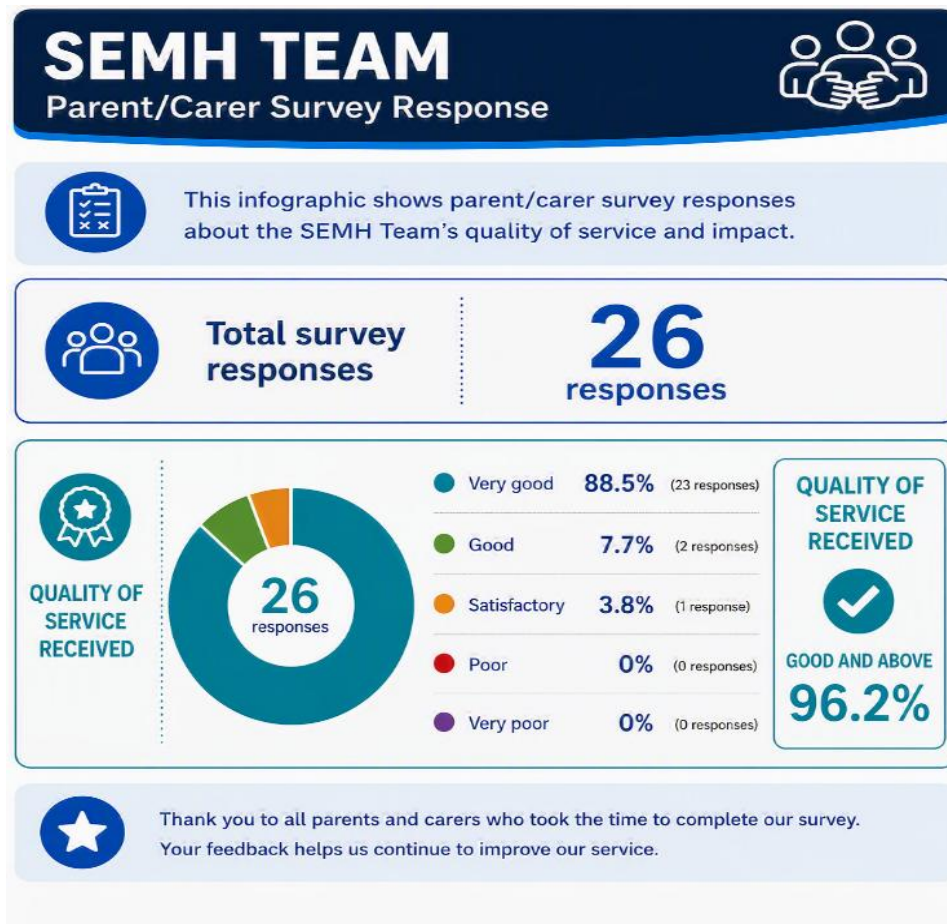
- "Nothing. They have been fantastic and so impactful to both pupils and staff.."
- More hours and staff- our experts at hand really make a difference
- A lot of verbal information is shared on progress etc. This is less tangible when needed for professional report sharing. The reports will come, of course, but not if I needed something "in the moment", for example. So maybe a working document shared to dictate work done over time, during cases of direct work?
- Recommendations could be less generic.
- The only difficulty this year was our named teacher being off sick, although the hours were paid back, it is never the same as having one continuous person - but obviously this is out of the control of individuals or managers.

- While the support provided has been highly effective, there are areas where it could be further strengthened. Increased allocation of hours through Virtual Schools would allow for more consistent and sustained intervention, particularly for our most vulnerable learners. Additionally, expanding the team would help reduce current waiting times, ensuring that support can be delivered more promptly. Demand for this service continues to grow, and enhanced capacity would enable the SEMH team to respond more efficiently and maintain the high standard of support already in place.
- We would need to purchase more hours to improve the impact of the service we receive in order to increase longevity.
- The traded hours are too expensive for us to purchase many, which is a barrier in access
- Advice isn't always linked directly to the child or the school's context. It can also take a long time to receive reports, and we have had to chase these previously, on occasion taking months to receive. We have also had incidents where parents have received reports and school hadn't,

Response to feedback from schools

- The team completes reports including Observation, consultation and guidance, full assessment reports and intervention summaries for all direct work completed. The termly planning meeting is the best way of agreeing with the SEMH teacher where the resource can be best utilised and to review TME targets, which gives 'tangible' written documentation of support received and guidance for schools. It's advisable to hold these termly, to maximise use of the resource.
- Schools can purchase additional hours of support through spot purchase- however in order to recruit and plan staffing to meet demand, it works best if schools can plan ahead and consult with the team before submitting their request for hours, to determine the level of support needed.
- The target is that Observation, consultation and advice reports are completed within 10 working days. Adherence to this target levels are high but on occasion due to external factors, e.g. difficulty in contacting parents, there can be delays.
- A quality assurance programme is in place to ensure reports are consistent and guidance is bespoke/ relevant to individuals. The SEMH team can offer training and advice on how to implement areas of guidance. Guidance is placed into categories of need to support implementation which contains both universal and targeted support.
- Virtual school commissions a significant number of hours. Initial allocation is made on the number of children in care identified in each school, however, further support is available through speaking with the Virtual school officer linked to each child, or speaking with your traded specialist teacher.

7. Feedback from families 2025 – 2026:



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

- Knowing we are not alone and that someone understands my child's issues
- The Specialist teacher from high needs SEMH has been working with my child regarding a school transition and he's been brilliant
- They've been one of the few people to come in and actually observe my son and make useful suggestions. Backing up what I've been saying to school. Validating us and him.
- With helping to understand what my child's needs are and how to address certain issues that she has and how to get around them and how to help her with her issues
- Different techniques to deal with anxiety
- The Specialist teacher from the SEMH team is the only professional my son will engage with as he is highly suspicious of adults who let him down. The

Specialist teacher has seen him every week - at flexible times to allow for his timetable. The Specialist teacher never makes my son feel different and will meet him, so his friends don't then ask questions. The Specialist teacher also is able to raise concerns with the school on behalf of my son or us as a family. The Specialist teacher takes the time to call me if there is a problem and emails me so we can share information. The Specialist teacher has provided such a high level of support and care that my son has been much happier in school and looks forward to his session. We can't thank the Specialist teacher enough.

- My child has had weekly sessions to support him during the school year. The Specialist teacher has been amazing - understanding his needs and discussing them but in a way my child gets. I can't thank the Specialist teacher enough for their input and for relaying any information necessary back to the school.
- "My finds it very hard to verbalise emotions and how he is feeling, by the time he has come home and I have tried to work out what has happened it is too late. The work the team have done to assess, support my son and the school have been amazing"
- Honestly I think they have been amazing and they have really helped us. They have even reached out to us as a family with kind messages when they felt we needed them. School have been very kind to put this support in place for our child when no one else wanted to support them.
- This year, the support we have received from the Specialist teacher has been invaluable, and I can honestly say our daughter or us as parents would not be where we are now without them. Throughout an incredibly difficult period, the Specialist teacher has taken the time to genuinely understand her FASD, developmental trauma and the way she experiences the world, rather than focusing solely on attendance or outward presentation.
- What we have valued most is that the Specialist teacher sees our child as a whole child. He recognises that she often masks her difficulties and understands that appearing 'compliant' does not mean she is coping. He has listened to her, listened to us as a family, and consistently advocated for the support and adjustments she needs.
- The Specialist teacher has provided practical advice, reassurance and a trauma-informed approach at times when we have felt overwhelmed and unheard. His support has given us confidence to continue advocating for her and has helped us navigate an extremely challenging year.
- Most importantly, the Specialist teacher has been a trusted, consistent presence for my daughter. She feels safe with him, and his belief in her has helped her begin to rebuild confidence and engage with education in a way that feels achievable. As a family, we are incredibly grateful for everything he has done. Without his support, understanding and persistence, we simply would not be where we are today.

- Being listened to via emails and calls, e.g. my daughter doesn't like certain lessons and also doesn't like returning during a lesson, so she has been seen during her worst subjects and also at the end of the lesson so she doesn't have to go back mid lesson, which is appreciated. The feedback and communication is frequent and definitely appreciated.
- The Specialist teacher and ISP have both worked with my youngest daughter over the last year or so. They have both been so understanding and without any judgement at all. They were able to see past my daughter's behaviours and truly see the beautiful little girl she really is. The ISP worked 1:1 a lot with her and really helped her understand some of her feelings and build some self-confidence. My daughter probably would have been permanently excluded if it wasn't for their input and support.
- They were great with my son. My son was at risk of exclusion. They supported my son and school and help make education plans and provided him intervention. Thankfully my son is now settled and accessing the education again
- SEMH team worked with my son. He is a sensitive boy that masks within school. He began to really struggle emotionally and he wouldn't go out. The support the Specialist teacher offered my son not helped him but also helped other professionals understand him. Without her or the team my son would only have become more isolated and potentially out of school
- My child has been able to access school at least for a short amount of time because they have been supported by this service. Solar have discharged my child from therapy as they felt they no longer needed art therapy and instead needed a psychotherapy or psychiatrist. We were told that the waiting list was 2.5 years and there was no point putting them on the list. My child is suicidal and self harms. Without the support from SISS they would have no one.
- They were brilliant in observing a learning delay in my child that was ignored by teachers at school

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

- Don't take these valuable staff away
- Keep doing what they are doing
- More funding
- Maybe a follow up appointment to see if school are able to implement suggestions.
- Just checking in with our family from time to time would be helpful.
- I would like to be able to find 1 person to help with issues and either have a drop-in session that has plenty of notice of when it's happening or 1 person to interact with finding the right help we need
- Better communication

- Sessions for parents for general advice and strategies to use at home.
- Wait time

Response to feedback from parents.

- An area of development indicated by parents is that they would like improved levels of communication. It's important that parents are involved in the support their child receives from the SEMH Team and the team endeavor to make phone contact with parents when the pupil is referred. Reports and intervention summaries are sent out to parents when completed, which include outcome measures and further advice for pupils, school and parents. We have attended several parents' evenings and information events this year. We will continue as a team to look at how we can make sure all parents are communicated with effectively and regularly.
- There are existing services such as the parenting team available for families in Solihull, however, we do understand the value of a collaborative approach between home and school, and we are currently exploring how we can develop this approach further. Individual Educational psychology family support sessions have been available to the High Needs pathway and previously Educational Psychology offered workshops for parents. There are now new Family Hubs in place and the SEMH team are working with social care partners.
- We are a traded service and whilst we endeavor to support as many young people as we can, the time we spend in each school is dependent on the level of service the school has purchased, this also impacts on possible timelines for schools referrals into the team
- While we understand the frustration of accessibility to local NHS mental health services the SEMH team are not a medical pathway. We do however work closely with our colleagues in Solar and the Mental Health in Schools Teams. Our work as part of the local offer can be found on Solihull council website. We are also in attendance at further information events such as parents' evenings and transition events

8. PART TWO– IMPACT OF TRADED SERVICE DIRECT WORK

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

Steps of progress for pupils receiving direct work from an SEMH Advisory Teacher



238 cases of direct work had TME's set and evaluated. Schools and parents are involved in the setting and review of targets. TME target setting is now embedded into all direct work. Whilst further work is in place to ensure improved target setting with schools, including ensuring targets are S.M.A.R.T, it shows that most children make progress against their targets (96%). Only 9 young people did not make progress during the intervention. The average steps of progress were 2.8.

Direct work commonly has the following themes: anxiety reduction, self-esteem, managing emotions, managing relationships with adults and peer, managing distractions, expressing emotions, and managing transition.

9. Key Priorities for 2026/27

- Maintain the well-being and resilience of the team, ensuring appropriate support is available to promote positive staff wellbeing.
- Sustain the SEMH High Needs Pathway, strengthening links with the expanded family support offer. Adapt the pathway model as required to reflect reduced staffing capacity following the review of SISS, while maintaining effective delivery service.
- Deliver the team's Continuing Professional Development (CPD) plan, developed collaboratively with staff, to maintain and enhance professional expertise. Utilise Educational Psychology input to ensure research-informed approaches are embedded effectively across practice.
- Further develop the use of coaching approaches and effective management of difficult conversations within the team through regular peer supervision sessions and reflective practice opportunities.
- Continuing to develop and deliver bespoke training packages for schools, ensuring all training is quality assured through established protocols.
- Increase the uptake of traded services by schools, particularly in relation to staff training, coaching, and consultation opportunities.
- Develop and embed the EBSNA (Emotionally Based School Non-Attendance) approach to support schools in improving pupil attendance and engagement.
- Continue to support the implementation of the Attachment Aware and Trauma-Informed Schools Project in collaboration with the Virtual School and Educational Psychology Service.
- Strengthen the role of Network Leaders within the Nurturing Schools Programme, supporting schools to embed nurture principles, achieve Nurturing Schools status, and evaluate the impact of their work.
- Implement the quality assurance framework for written reports, advice, and guidance, evaluating its impact on practice. Monitor report completion timescales to ensure stakeholders receive timely support, with a particular focus on supporting and developing newly inducted staff.

10. Case Studies

SISS SEMH TEAM CASE STUDY – HIGH NEEDS

Pupil's name:	Pupil A
Date of birth:	
Current year group:	3
School/setting:	Bentley Heath Primary School
Name of specialist teacher:	CK
Name of inclusion support practitioner	LS
Start date:	November 2025

1. Reason for referral

- Unsafe behaviours in school when dysregulated (e.g. running out of school building, trying to leave the school site, climbing fences / buildings / trees, setting off fire alarms, hiding outside and cannot be found, throwing objects in the classroom, climbing shelving units in the classroom, etc.)
- Daily dysregulation and fight/flight responses in school.
- Peers report feeling unsafe around Pupil A due to unpredictable and extreme behaviours.
- Mum reports difficulties managing Pupil A's behaviours at home.
- Significant speech and language difficulties make it difficult for Pupil A to be understood by others, which can lead to frustration.
- Dysregulation during transitions (especially returning to the classroom from the playground).
- School staff feel that triggers for dysregulation are often not obvious. Pupil A's reluctance to discuss her feelings (even when calm after an incident) make it very difficult to unpick incidents and make appropriate adaptations to avoid dysregulation in the future.

- Fixed term suspensions due to dangerous behaviours and risk of permanent exclusion.

2. Intervention plan

SEMH advisory teacher

- Observation of a typical morning in order to understand current triggers / barriers and develop a bespoke timetable to meet Pupil A's needs.
- Contribution to solutions circle with class teacher.
- Regular updates with HN ISP to review and plan interventions.
- Liaison with EHCP team regarding EHCP request.

Inclusion Support practitioner

- Targeted intervention using the Colour Monster resources to develop emotional awareness and encourage confidence in sharing emotions.
- Targeted work on safe / unsafe behaviours and spaces in school.
- Targeted work on kind / unkind behaviours towards pers.
- Liaison with SCLD Team regarding appropriate resources for communication.
- Sharing resources developed for emotional communication with staff and peers.
- Supporting the use of resources / approaches in the classroom.

Play Therapy

- Play Therapy referral made following initial planning meeting in November 2025. It has taken some time for Pupil A to build trust with the play therapist so sessions will continue into the next academic year.

Educational Psychology

- Support to parent – reflecting on relationship, using emotion coaching, understanding / interpreting the draft the EHCP.
- Sensory assessment – shared with the EHCP Team.
- Solutions Circle with class teacher.
- Transition plan for anticipated upcoming transition to specialist setting.

3. Outcomes achieved

- A better understanding of Pupil A's sensory needs through the EP assessment, which was incorporated into the draft EHCP.
- Mum reported that she felt like she understood Pupil A's needs better and had increased confidence to support her appropriately at home. (Mum is currently resourcing a sensory room at home.)
- School staff report improved working relationships with mum.
- School staff report having a better understanding of potential triggers and improved knowledge of what Pupil A needs.
- The LSA feels that she understands Pupil A and can give her the support that she needs – often pre-emptively before behaviours escalate.
- Pupil A has been able to identify a number of areas that feel safe within school.
- Incidents of unsafe fight / flight behaviours in school have significantly reduced – particularly when supported by her key adult.
- Pupil A is beginning to engage in emotional check-ins using visual resources with her key adult. She demonstrated a sound understanding of emotions during one-to-one sessions with the ISP.
- Pupil A now spends the majority of time in the classroom, with carefully planned activities and breaks to provide respite throughout the week.
- During the support, school have submitted an EHCP request and Pupil A now has an EHCP naming 'something other than a mainstream setting'. Settings are currently being consulted.

Target Measured Evaluation (TMEs)				
Area of Work	Start score	Best hopes	End score	Points progress
Target 1 Pupil A to be able to communicate how she feels	1	4	4	3
Target 2 Pupil A to feel safe in the classroom / school environment	2	6	6	4

- The Educational Psychologist has produced a transition plan and ISP support has been extended into the Autumn Term in anticipation of supporting Pupil A to transition successfully to a specialist setting.

4. Feedback

Pupil

Pupil voice was gathered during an ISP one to one session.

How do you feel about school? *'I am happy at school I like all of my teachers and friends and I feel safe.'*

On a scale of 1 to 10 (1 being not good and 10 being amazing) how do you feel about school? *'10/10'*

On a scale of 1 to 10 how confident do you feel about your emotions and expressing how you feel? *'7/10'*

On a scale of 1 to 10 how safe do you feel in school? *'9/10'*

On a scale of 1 to 10 how confident do you feel to use your words and speak to the teachers? *'6/10'*

School

'What a massive impact your team has had on the way in which we understand and work with Pupil A. I can't thank you enough for your support, advice, guidance and listening / sympathetic ear. Working with Hannah (EP) and Lucy (ISP) has also been fantastic and they both have infinite knowledge and patience and have adapted quickly and efficiently to the changing needs of the child and the school. You have all got us through some very rough times and we are reaping the rewards of the high needs offer with a better relationship with mum, a better knowledge of what Pupil A needs and an LSA who understands her and can give her the support that she needs due to your training and guidance.'

Your team's support has made such an impact at one of the most challenging times we have had as a school and we are so grateful, thank you.'

Home

Mum has learning difficulties which would make it inappropriate to expect her to complete a written survey. However, in review meetings she has provided the following feedback.

'It's been like therapy for me' referring to the EP support.

'Pupil A seems to be enjoying learning more'

'Pupil A is enjoying some quality time at home with me'

'Pupil A has generally been a bit calmer at home'

SISS SEMH TEAM CASE STUDY

Pupil's name:	Pupil A
Date of birth:	17.05.10
Current year group:	11
School/setting:	Alderbrook
Name of specialist teacher:	ES

1. Reason for referral

- Pupil A was experiencing heightened levels of anxiety, particularly in relation to uncertainty, social situations, and significant changes within his personal life. He found it difficult to recognise and understand his emotional responses and how anxiety affected him physically and emotionally.
- Concerns were identified regarding Pupil A's self-esteem, confidence, and ability to view himself positively.
- School felt that Pupil A would benefit from emotional support to help him develop greater resilience, emotional awareness, and coping strategies.

2. Intervention plan

Direct work

Weeks 1–3 – Relationship Building and Emotional Check-ins

Building a trusting relationship with the SEMH teacher.

Weekly wellbeing check-ins, rating different aspects of Pupil A's life (school, home, friends and self).

Creating a safe space for discussion and reflection.

Weeks 4–6 – Understanding Anxiety and Emotional Responses

Psychoeducation around anxiety and the fight-or-flight response.

Body mapping activities to identify physical signs of anxiety and distress.

Exploration of personal triggers and emotional responses.

Weeks 7–9 – Emotional Regulation and Mindfulness

Identification of early warning signs of dysregulation.

Development of coping strategies and regulation techniques.

Mindfulness activities, including painting and creative approaches to wellbeing.

Weeks 10–11 – Relationships and Trauma Awareness

Exploration of healthy relationships and emotional boundaries.

Weeks 12–13 – Self-Esteem and CBT Approaches

Identifying strengths, positive qualities and achievements. Exploration of unhelpful thinking patterns. CBT-based activities to challenge and reframe negative thoughts, particularly around exam stress, anxiety and self-perception.

School support

- Regular liaison with school staff throughout the intervention.
- Collaborative review of progress and emerging needs.
- Recommendations provided to support emotional wellbeing within school.
- Support with future planning and post-16 aspirations, including discussion around
- Pupil A's interest in an equine course.

3. Outcomes achieved

- Pupil A engaged exceptionally well throughout the intervention and attended 13 out of 14 planned sessions.
- A strong, trusting relationship was established, enabling Pupil A to discuss sensitive and complex experiences openly.
- Pupil A developed a much greater understanding of anxiety, including the physiological effects of the fight-or-flight response and how anxiety presents within his own body.

- He became increasingly able to recognise personal triggers, particularly those linked to social situations, unfamiliar people and larger groups.
- Pupil A developed awareness of the early signs of dysregulation and explored a range of strategies to support emotional regulation.
- Mindfulness activities were particularly successful, with Pupil A identifying painting as an effective way to calm himself and manage stress.
- Through work on circles of control, Pupil A developed a greater understanding of the difference between things he can and cannot control, helping to reduce feelings of overwhelm.
- Pupil A demonstrated increased insight into the impact of past experiences on his feelings and behaviour. He developed a better understanding of healthy relationships, trust, emotional boundaries and personal safety.
- Work around self-esteem enabled Pupil A to identify strengths and positive qualities within himself.
- CBT-based activities supported him to challenge negative thinking patterns and develop more balanced perspectives, particularly in relation to exams and future plans.
- Throughout the intervention, Pupil A used sessions as a safe space to process difficult experiences from the previous twelve months and showed maturity and resilience in discussing these experiences.
- Pupil A now spends the majority of time in the classroom, with carefully planned activities and breaks to provide respite throughout the week.

3. Feedback

Target Measured Evaluation (TMEs)				
Area of Work	Start score	Best hopes	End score	Points progress
Target 1 To effectively identify and communicate his feelings to others.	3	6	5	2

Pupil

"I liked having someone to talk to and getting things off my chest. Painting helped me to feel calm." Pupil A reported valuing the opportunity to have a safe and non-judgemental space to discuss his worries and experiences. He particularly enjoyed the mindfulness and painting activities and felt these helped him to manage difficult emotions.

School

Pupil A's engagement with the intervention was viewed positively. Staff observed that he benefited from having a trusted adult relationship and opportunities to explore his emotions in a structured and supportive manner.

Home

No formal feedback was obtained from home due to Pupil A's sensitive and changing home circumstances.