



Specialist Inclusion Support Service (SISS)

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In 2025-26 SISS supported over 4,000 children and young people with SEND and additional needs, strengthening inclusion in schools and improving outcomes for children and families across Solihull.

The Autism Intense Monitoring (AIM) service supported 60 pupils who were struggling to attend school. Of the 28 pupils whose AIM support closed during the academic year, there was a substantial improvement in school engagement:

- ***Pupils not attending school at all reduced from 14 (50%) to 2 (7%)***
- ***24 of these pupils (86%) were attending school consistently at 75-100% when support ended.***

1. EXECUTIVE SUMMARY

Supporting Inclusion, Building Capacity and Improving Outcomes

During 2025-26, SISS continued to provide specialist assessment, advice, direct work, training and consultation for children and young people with SEND across Solihull.

SISS supported schools, families and partner agencies to improve inclusion, strengthen provision and achieve positive outcomes for children and young people. Despite increasing demand, growing complexity of need and significant uncertainty arising from the SISS service review, the service maintained high-quality provision and continued to receive exceptionally positive feedback from schools and families.

SISS at a Glance 2025-26

Strategic	Headline Achievement
 Direct Support	4,036 children and young people benefited from specialist support
 pupils with EHCPs	1,062 pupils with EHCPs received targeted specialist input.
 School Improvement	More than 75 schools and settings across the mainstream and specialist sectors accessed consultation, outreach and training.
 Workforce Development	Over 1,500 professionals enhanced their knowledge and practice through SISS training.
 Family Engagement	59 parent carers attended specialist workshops
 Partnership Working	360 commissioned hours delivered to social care partners

IMPACT

Improving Outcomes for Children and Young People

SISS supported children and young people to overcome barriers to learning, access education successfully and achieve positive outcomes. Specialist support from SISS contributed to:

- Improved access to education, attendance and engagement.
- Increased confidence, independence and self-advocacy.

- Improved emotional wellbeing and self-regulation.
- Reduced risk of exclusion and placement breakdown.
- Improved communication, participation and successful transitions.

Alongside direct support, SISS strengthened workforce expertise and inclusive practice across Solihull through training, coaching, consultation and specialist networks. This increased schools' and partner agencies' capacity to identify need earlier, implement effective support and reduce reliance on intensive specialist intervention.

Quality and Satisfaction

Feedback from schools and families remained exceptionally positive:

- **88%** of respondents rated support as **Good or Better**.
- **70%** awarded the highest rating of **Very Good**.
- Parent satisfaction ranged between **90% and 100% Good or Better**.

Schools consistently highlighted the professionalism, responsiveness and expertise of staff, while parents described support as **"life changing", "a lifeline for families" and instrumental in helping children remain engaged in education.**

Voices of impact



Schools Tell Us

"Very good simply does not do justice to the level of support provided. Their professionalism, dedication and genuine care have made a significant impact on both staff and pupils."

"Without the service we would have more exclusions, more children struggling and more barriers to learning."

"This service has been invaluable. The designated teachers are brilliant. They come in and offer advice and carry out observations and guidance. They have also run CPD whole school, specific and supported ECTs. This has had a big impact on staff professional development as well as staff confidence and then the provision the pupils get. The CPD sessions that are offered are all amazing and have had a big impact in school. Of all the services we have had, this one has been so helpful and support from them is always available. They also offer support for our parents that has been very beneficial."

2. ANNUAL SURVEY FEEDBACK – SERVICE QUALITY & IMPACT

A total of **167 stakeholders** responded to the 2025-26 survey, including **102 parent carers** and **65 schools**.

- **88%** of all responses rated support as **Good or Very Good**
- **70%** awarded the highest rating of **Very Good**
- Across most service areas, over **70% of respondents** rated service quality, inclusion impact and outcomes impact at the highest level.

Team	Quality of Service	Inclusion Impact	Outcomes Impact
CLD	★ 74% Very Good	★ 74% Very Good	★ 81% Very Good
SEMH	★ 77% Very Good	★ 77% Very Good	★ 74% Very Good
Autism	★ 80% Very Good	★ 78% Very Good	★ 76% Very Good
SPI	★ 76% Very Good	★ 76% Very Good	★ 76% Very Good
SEMH High Needs	★ 72% Very Good	★ 68% Very Good	★ 68% Very Good
SLC High Needs	★ 55% Very Good	★ 48% Very Good	★ 52% Very Good

What Schools Told Us

Schools consistently highlighted:

- ☒ Specialist expertise and practical advice
- ☒ Direct support for pupils
- ☒ High-quality training and workforce development
- ☒ Support with EHCP processes and reviews
- ☒ Consistent relationships with named practitioners
- ☒ Improved staff confidence and inclusive practice

Schools reported that SISS contributes to:

- Improved pupil outcomes
- Increased inclusion and Improved attendance
- Reduced risk of exclusion
- Better SEND provision

"The support has been invaluable to pupils and staff. Without the service we would have more exclusions, more children struggling and more barriers to learning."

"ISP support - direct work with children is invaluable, particularly when it upskills staff supporting those children. Enables us to support children who have significant speech and language needs ..."

What Parent Carers Told Us

Parent satisfaction remained exceptionally high, with **90-100%** of respondents across services rating support as Good or Better.

Parents particularly valued:

- ☒ Trusted relationships with practitioners
- ☒ Specialist knowledge and advice
- ☒ Advocacy and support with schools
- ☒ Improved confidence, wellbeing and educational engagement
- ☒ Children feeling understood and included

Team	Very Good	Good or Better
SPI Team	78%	91%
Autism Team	74%	90%
SEMH Team all pathways	88%	96%
SLC High Needs Outreach	86%	100%

Key Messages

Survey findings demonstrate that SISS continues to deliver highly valued specialist support that improves inclusion, outcomes and wellbeing for children and young people while strengthening the confidence and capacity of schools and families. Stakeholders' main request was for **greater availability of support, increased direct work with children and wider access to specialist services and training.**

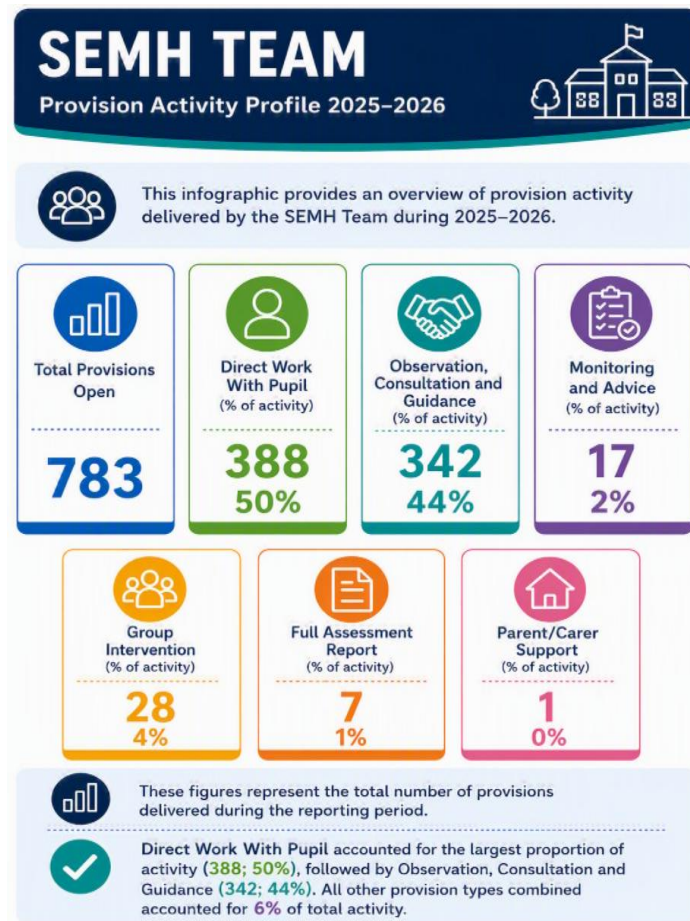
3. SISS SERVICE REACH: CASELOAD INFORMATION.

During 2025-26, Across all teams, demand remained high, with increasing complexity of need and continued requests for specialist advice, assessment and capacity-building support.

Service Area	Children Supported	Number with an EHCP	Number SEN Support/ not
CLD Traded Provision	772	173	599
SEMH Traded Provision	716	133	583
SLC High Needs Pathway	372	61	311
SEMH High Needs Pathway	90	45	45
SEMH Virtual School Pathway	123	14	109
SEMH EHCP Commissioned Work	48	48	0
Autism Team targeted work	1049	347	702
Autism High Needs support	221	49	172
Autism Intense Monitoring Team (AIM)	60	30	30
HI Team	259	56	203
VI Team	130	28	102
PD Team	147	48	99
MSI Team	49	30	19
Total pupils	4036	1062	2974

Figures represent service activity and may include children appearing in more than one pathway or specialist team. Children known to the Autism Team = 2155 but the majority are supported by schools without need for specialist advice.

Breakdown of the type of support provided for traded teams and SLC High Needs



SEND Profile

The majority of pupils supported by SISS were identified as having additional educational needs through either:

- Education, Health and Care Plans (EHCPs)
- EHCP assessments in progress
- SEN Support

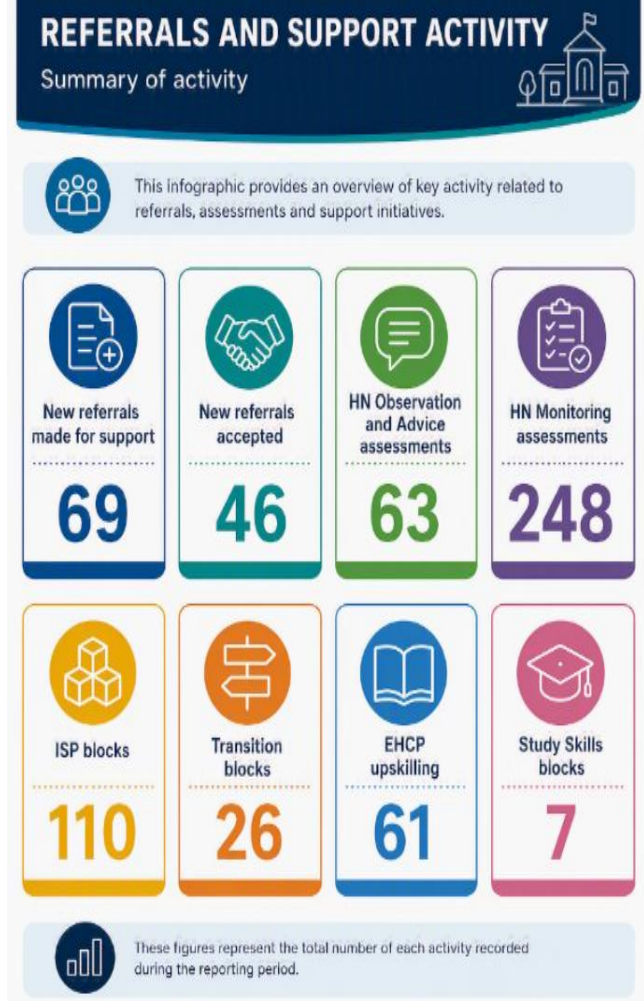
However, a large number are referred to SISS with **No SEN Support identified**. (203 cases for the SEMH Team (28%) and 194 cases for the CLD Team (25%)).

The data continues to highlight the importance of supporting schools to strengthen the Graduated Approach and ensure needs are identified and evidenced at the earliest opportunity.

Communication and Learning Difficulties (CLD) traded team

- 749 children and young people received specialist assessments.
- 360 hours of commissioned work were delivered to partner services, including:
 - 126 hours commissioned by Youth Justice Services.
 - 75 hours supporting Families Together Social Care.
 - 50 hours supporting the EHCP Team.
- High demand continued for Level 1 and Level 2 assessments and Literacy Skills Assessments.

SLC High Needs Team



4. KEY WHOLE SERVICE DEVELOPMENTS

Across SISS, significant progress has been made in strengthening workforce expertise, developing inclusive practice, enhancing partnership working and building sustainable capacity within schools and families. The teams have collectively responded to increasingly complex needs through innovation, training, targeted interventions and collaborative approaches.

Strengthening Inclusive Practice in Schools

Building sustainable capacity within schools has remained a key priority. Through initiatives such as the Autism in Schools Project, Partnership for Inclusion of Neurodiversity in Schools (PINS), Autism Leads Network, Communication Leads Network, SEMH workforce development and SPI outreach support, schools have been empowered to develop inclusive, evidence-informed practice.

Impact

- Increased staff confidence in supporting SEND and SEMH needs.
- Development of autism champions, Communication and Nurture leads.
- Stronger whole-school approaches to inclusion and belonging.
- Improved outcomes through sustainable in-school expertise.

Responding to Increasing Complexity of Need

Across all teams, increasing levels of complexity have been evident, particularly in relation to neurodiversity, emotional wellbeing, attendance difficulties, communication needs and complex SEND profiles. Ongoing review of intervention pathways, resource allocation and service delivery models has ensured support remains targeted and responsive, despite staffing restrictions.

Impact

- More flexible and responsive service delivery.
- Improved targeting of specialist support.
- Enhanced support for vulnerable pupils at risk of exclusion or placement breakdown.
- Stronger alignment between service provision and local need.

Innovation and Technology

Innovation has been a significant theme throughout the year. The CLD Team has expanded the use of assistive technology and AI-informed approaches, while the Autism Team has embedded new Neuroinclusive Education Network (NEN) resources and evidence-based practice. The SPI Team has explored emerging technologies, including live captioning and other accessibility tools, helping to improve access to learning and communication for children and young people with sensory and physical needs.

Impact

- Increased accessibility and independence for pupils.
- Greater use of assistive technology within educational settings.
- Improved access to information, communication and learning.
- Enhanced inclusion through practical and innovative solutions.

Partnership Working and Multi-Agency Collaboration

Strong partnership working continues to underpin service delivery across SISS. Teams have worked closely with NHS services, Speech and Language Therapy, Families Together, Youth Justice Services, schools and wider local authority services.

The SPI Team has further strengthened collaborative approaches through work with Early Years services, community venues, libraries and family-focused events, broadening support beyond traditional educational settings.

Impact

- Improved coordination of support for children, young people and families.
- More effective multi-agency planning and intervention.
- Stronger connections between education, health, social care and community services.
- Improved experiences and outcomes for vulnerable learners.

Parent and Family Engagement

All teams have continued to expand opportunities for parent engagement and support. Alongside autism parent programmes and SEMH-focused initiatives, the SPI Team has developed a wide range of family-centred opportunities through specialist groups, transition support and accessible information resources.

Examples include:

- Little OWLLS and Little Listeners groups.
- Physical Fun Time sessions.
- Cross-service transitional events with Early Years.
- Enhanced online resources through Padlet.

Impact

- Increased parental confidence and engagement.
- Improved access to specialist advice and resources.
- Stronger home-school-professional partnerships.
- Earlier intervention and support for children and families.

Key Strategic Projects

Autism in Schools Project

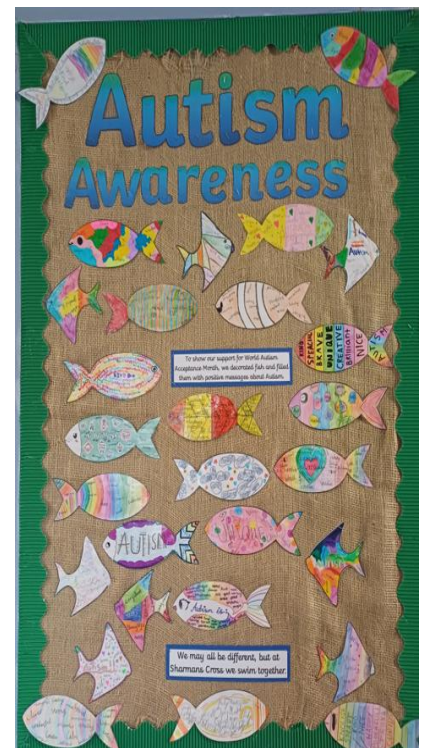
- Developed Autism Champions within schools.
- Strengthened autism-inclusive leadership and practice.
- Created sustainable improvements in support for autistic pupils.

These champions received ongoing support to:

- Enhance their understanding of autism and evidence-based practice.
- Develop and deliver targeted interventions within their settings.
- Lead strategic developments that promote inclusive environments and improve outcomes for autistic pupils.
- By building expertise within schools, the project seeks to create sustainable improvements in autism practice and strengthen whole-school approaches to inclusion.

PUPIL QUOTE:

"I'm not scared of being autistic any more. I went from being embarrassed to being proud of me."



Partnership for Inclusion of Neurodiversity in Schools (PINS)

- Delivered jointly by Autism, SEMH, SLC and CLD teams with support from Education Psychology and Parent carer Voice.
- Provided training coaching, audits and workforce development.
- Increased school confidence in supporting neurodivergent learners.

Communication, Nurture and Autism Lead Networks

- Supported leadership development across schools.
- Facilitated sharing of evidence-informed practice.
- Strengthened collaboration between education and health services.

In Solihull there is an expectation that each school will identify a member of staff as their Lead for Autism. In some schools this is the SENCo, in others it is another identified member of staff who has an interest and/or experience in supporting autistic pupils. We hold free-to-access termly Leads for Autism meetings to support sharing of good practice and development of skills and knowledge within the area of good autism practice.

No. of schools that attended the Leads for Autism meetings in 2025-2026

	Autumn Term	Spring Term	Summer Term
Primary / 59	21	17	14
Secondary /16	8	5	5
Total/ 75	29	22	19

	School Leads
Autumn meeting	NEN Understanding Anxious Non-Attendance
Spring meeting	NEN Transitions in Schools
Summer meeting	NEN Progression Framework

"Very knowledgeable trainer with answers to all queries during the session."

SISS CLD and SEMH managers delivered Nurture and Communication Leads networks, the latter in collaboration with NHS SaLT, embedding the Delivering Better Value funded training. Over 200 delegates attended, supporting schools to develop confidence and consistency in identifying and meeting the SLC and SEMH needs of Solihull's children and young people.

5. Training, Workforce Development and Parent Engagement

Throughout 2025-26, SISS teams delivered an extensive programme of professional development, workforce training and parent support, strengthening inclusive practice and building capacity across education, social care, health and community services. Training focused on improving outcomes for children and young people with SEND, including autism, communication and learning needs, SEMH, sensory impairment and physical disability.

Workforce Development and Professional Training

Training was delivered to teachers, teaching assistants, SENCOs, senior leaders, early years practitioners, social care staff, health professionals and specialist support staff through commissioned, traded, bespoke and multi-agency programmes.

Training Summary

Training type	Participants
CLD Training	868
Autism Training	212
SEMH Training	340
SPI Training	71
Multi-Agency (Youth Justice/Families Together)	40+
Parent Workshops	59

SISS has delivered a substantial programme of workforce development and parent engagement, reaching more than **1,500 professional participants and 59 families** through specialist training, awareness programmes and multi-agency development activities.

Feedback demonstrates exceptionally high levels of satisfaction and significant improvements in practitioner confidence. Collectively, this work has strengthened inclusive practice across education, health and social care, contributing to improved outcomes for children and young people with SEND across Solihull.

Autism Training

The Autism Team delivered central, commissioned and bespoke training to **212 delegates**, including school staff, Autism Champions, social care practitioners and community providers.

Training themes included: Autism Education Trust (AET now NEN training); Making Sense of Autism; Good Autism Practice; Autism and Inclusion; Progression Frameworks; Anxiety Related Non-Attendance (ARNA); Early Years Development; Autism Champion Development

Impact

- 100% of delegates rated training as *Very Good or Excellent*.
- 100% reported increased confidence in supporting autistic children and young people.
- Feedback highlighted greater understanding of autism and increased confidence in implementing inclusive practice.

Communication and Learning Difficulties (CLD) Training

The CLD Team delivered **33 traded training sessions attended by 868 participants**,

Key areas of training included: Assistive Technology and Artificial Intelligence (AI); Universal Design for Learning (UDL); Multisensory Learning; Dyslexia and Dyscalculia; Speech, Language and Communication Needs (SLCN); Neurodiversity in the Classroom; Developmental Coordination Disorder (DCD); SEND classroom support strategies and Parent study skills programmes.

The most widely attended programmes were:

- Universal Design for Learning (160 participants)
- Assistive Technology and AI (119 participants)
- Multisensory Learning (90 participants)
- Understanding Neurodiversity in the Classroom (85 participants)

Feedback consistently demonstrated increased practitioner confidence, greater understanding of neurodiversity and communication needs, and the successful implementation of practical classroom strategies.

SEMH Training

The SEMH Team delivered traded and commissioned training to **340 staff**.

- **Training topics included:** Understanding Behaviour that Challenges; ADHD; Emotion Coaching; Emotionally Based School Non-Attendance (EBSNA); Zones of Regulation

Trauma and Attachment Aware Practice; De-escalation Strategies; P.A.C.E. and Relationship-Based Practice; Supporting SEMH Needs in the Classroom.

The largest single event, *Understanding Behaviour that Challenges*, attracted 100 participants. Evaluations evidence high-quality training and increased staff knowledge and skills.

Sensory and Physical Impairment (SPI) Training

The SPI Team delivered specialist workforce development across Hearing Impairment (HI), Vision Impairment (VI), Multi-Sensory Impairment (MSI) and Physical Disability (PD).

Training activity included:

- 64 staff trained in Hearing Impairment
- 5 health professionals trained in Cortical Visual Impairment (CVI)
- 2 specialist early years practitioners trained in Multi-Sensory Impairment
- Training in Moving and Handling, Hoist Use and Cerebral Palsy Awareness

Impact

Evaluation data demonstrated significant increases in participant confidence:

- Hearing Impairment training: *69% increase in confidence*
- Cortical Visual Impairment training: *74% increase in confidence*
- Multi-Sensory Impairment training: average confidence increased from *8/10 to 9.5/10*

Participants reported improved understanding of specialist needs and increased confidence in creating inclusive learning environments.

Multi-Agency Training

The CLD Team also delivered a bespoke programme for practitioners working within Youth Justice Services and Families Together (Social Care).

Training focused on:

- Speech, Language and Communication Needs
- Trauma and communication
- Neurodiversity and hidden learning needs
- Communication strategies for vulnerable children and young people
- Assistive technology and AI to support communication and access to learning

More than **40 practitioners** attended, strengthening multi-agency understanding of communication barriers and improving early identification of need.

Parent and Carer Engagement

Parent engagement remained a key element of the SISS offer.

The Autism Team delivered termly *Understanding Autism* workshops for families of children with an autism diagnosis and those awaiting assessment. Sessions were delivered both face-to-face and online in partnership with Solihull Parent Carer Voice, SENDIAS, Autism West Midlands, Our Voices Heard, Landau All Age Autism Directory, Experts by Experience and families with lived experience.

During the year:

- 59 families attended workshops
- 100% of attendees rated the workshops as *Good* or *Outstanding*

Parents reported increased understanding of autism and valued the opportunity to develop a shared language and understanding alongside schools and professionals, strengthening collaborative support for their children.

Overall Impact

SISS training and workforce development activity has continued to strengthen the skills, confidence and capacity of professionals and families across Solihull. Evaluation data demonstrates that training has:

- Increased practitioner confidence and expertise in supporting children and young people with SEND.
- Promoted consistent, evidence-informed and inclusive practice.
- Strengthened understanding of neurodiversity, communication needs, SEMH, sensory impairment and physical disability.
- Supported earlier identification and intervention.
- Improved collaboration between education, health, social care and families.
- Contributed to more inclusive learning environments and improved outcomes for children and young people.

6. IMPACT - SISS CASESTUDIES

Autism Team: Building Confidence, Self-Understanding and Inclusion

Impact at a Glance

- 10-session High Needs Intervention delivered
- 9 months of Autism Intensive Monitoring (AIM) support
- Improved emotional regulation, self-awareness and anxiety management
- Increased engagement with learning and successful transitions
- Enhanced staff confidence and inclusive practice

Need

Two autistic pupils experienced significant barriers to learning due to anxiety, emotional regulation difficulties, sensory processing needs and challenges associated with school Transitions.

Support Provided

- Comprehensive autism assessments
- Structured therapeutic intervention programmes
- Emotional literacy and self-regulation support
- Sensory profiling and classroom adaptations
- Intensive transition planning and monitoring
- Staff consultation and autism-specific training

Outcomes and Impact

The Year 4 pupil developed a much greater understanding of their autism, emotions and sensory needs. They learned personalised regulation strategies, became more confident in seeking support and benefitted from classroom adaptations that improved engagement and readiness for learning.

The Year 8 pupil moved from severe anxiety and non-attendance following transition to secondary school to successfully engaging in transition activities for a new mainstream placement. Intensive support enabled increased confidence, self-awareness and optimism about the future.

Voices of Impact

"The sessions have helped me to understand what is going on around me."

"Scared feels like I am a tiny ant in a big world where everything around me feels dangerous and huge."

*"He came home extremely happy and optimistic after the taster day." **Parent***

Lasting Difference

Autism Team interventions improved emotional wellbeing, strengthened school inclusion and created sustainable plans that increased participation, confidence and future educational engagement.

SEMH TEAM: PROMOTING EMOTIONAL WELLBEING AND PREVENTING EXCLUSION

Impact at a Glance

- High-needs support prevented escalation of risk
- Significant reduction in unsafe behaviours
- EHCP secured for a vulnerable pupil
- Improved emotional literacy, resilience and wellbeing
- Strong pupil, family and school feedback

Need

Pupils presented with severe dysregulation, emotional distress, unsafe behaviours, anxiety and low self-esteem that affected learning, relationships and school attendance.

Support Provided

- SEMH intervention programmes
- Multi-agency collaboration with Educational Psychology and Play Therapy
- Emotional regulation and mindfulness approaches
- Cognitive Behavioural Therapy-informed strategies
- Visual supports and trusted adult relationships
- Family and staff consultation

Outcomes and Impact

For the Year 3 pupil, the intervention resulted in greater emotional awareness, reduced unsafe behaviours and a significant increase in feelings of safety at school. Relationships improved across home and school, an EHCP was secured and the risk of exclusion was significantly reduced.

For the Year 11 pupil, a 13-session programme improved understanding of anxiety, increased confidence and resilience, and strengthened readiness for post-16 transition.

Voices of Impact

"I am happy at school. I like all of my teachers and friends and I feel safe."

"School is 10/10." "I feel 9/10 safe in school."

"I liked having someone to talk to and getting things off my chest."

"Painting helped me to feel calm."

*"What a massive impact your team has had on the way in which we understand and work with Pupil A." **School***

*"It's been like therapy for me." **Parent***

Lasting Difference

The SEMH Team successfully helped to reduce barriers to learning, strengthened emotional wellbeing and enabled vulnerable children and young people to remain engaged with education and future pathways.

SENSORY AND PHYSICAL INCLUSION (SPI) TEAM: MAXIMISING ACCESS, INDEPENDENCE AND COMMUNICATION

Impact at a Glance

- Specialist support across hearing and vision impairment
- Successful implementation of innovative live-caption technology
- Significant gains in communication, independence and curriculum access
- Increased school capacity and inclusive practice

Need

Children and young people with hearing and vision impairment required specialist intervention to access learning, communicate effectively and develop independence.

Support Provided

- Teacher of the Deaf Support
- Auditory Verbal Therapy
- Parent coaching and staff training
- Assistive technology implementation
- Braille teaching and habilitation support
- Mobility and independence training

Outcomes and Impact

A preschool child with hearing impairment progressed from limited speech and inconsistent hearing-aid use to active communication, improved listening skills and confident participation in learning and social interactions.

The Live Captions initiative increased accessibility for deaf students across secondary settings. Pupils reported improved understanding in lessons, while schools adopted the technology more widely for classroom teaching and assemblies.

A visually impaired Year 2 pupil developed fluency in braille, improved independent mobility and enhanced use of assistive technology, resulting in greater curriculum access and independence.

Voices of Impact

"You have made such a difference to my child's speech and his social skills."

Parent

"They have been invaluable and he would not have made the progress he has without them."

Education Setting

"Learning the different braille symbols, how to use Google Maps on the iPad and learning to use my cane on the stairs."

Child

Lasting Difference

SPI Team support enabled children and young people to access learning more independently, communicate more effectively and participate confidently alongside their peers.

COMMUNICATION AND LEARNING DIFFICULTIES (CLD) TEAM: UNLOCKING COMMUNICATION AND FUTURE OPPORTUNITIES

Impact at a Glance

- Early identification of communication and learning needs
- Accelerated progress through specialist assessment and intervention
- Improved speech, language, literacy and learning outcomes
- Assessment informed future education and employment pathways

Need

Children and young people experienced significant speech, language, communication and neurodevelopmental difficulties that impacted learning, participation and future planning.

Support Provided

- Specialist Speech, Language and Communication assessments
- Access to specialist ARP provision
- ADHD and learning profile assessments
- Multi-agency planning and personalised recommendations
- Family, school and wider professional collaboration

Outcomes and Impact

Through specialist ARP provision, one pupil progressed from being difficult to understand at single-word level to confidently using longer, more grammatically accurate sentences and participating fully in learning. Early intervention accelerated communication development, confidence and independence.

For A, specialist assessment identified ADHD-related needs years before formal diagnosis. Reassessment through Youth Justice Services recognised strengths and barriers, informing both educational planning and realistic apprenticeship and employment pathways.

Voices of Impact

"Very difficult to understand even at single-word level" evolved into confident participation, improved sentence structure and increased independence. **Professional Observation**

"We want to thank Eileen for the time she spent with A and compiling his report."

"She had the ability to get the measure of A after a few minutes chatting."

Family

Lasting Difference

CLD Team interventions demonstrate the value of early specialist assessment and targeted support in improving communication, educational achievement and long-term life opportunities.

7. STAFFING STRUCTURE (1)

Sensory and Physical impairment Team	Autism Team	Communication and Learning Difficulties Team traded service and SLC High Needs Outreach	Social Emotional and Mental Health Team and High Needs SEMH Team
Manager: Lisa Irving Assistant Team Manager: Julie Pearce (0.8fte) Education Audiologist (0.2fte) Veronica Thorvardarson	Manager: Emma Cox Assistant Team Manager: Wendy Fitzmaurice	Manager: Ruth Beeston Assistant Team Manager Eileen McGrath (CLD Traded)	Assistant Team Manager Stuart Tonks Lead professionals Clare Campbell (High Needs SEMH) Claire Kennedy (traded)

Role	FTE	Staff in Post	Vacancies
Deputy Manager SISS	1	1	Leaving 31.8
Team Managers	3	3	0
Assistant Team Manager	3.7	4	0
Lead professional (0.2 Educational Audiologist)	1.6	3	0
Specialist Advisory Teachers	23.5	32	0.7fte Autism leave 31.8 0.6fte CLD retiring 31.8 1fte SEMH Team 31.8
HLTA	1	0	Left April 26
Inclusion Support Practitioners	18.5	20	4fte SEMH leaving by 4.9 1fte SLC HN leaving 31.8 0.5 PD ISP retired spring
Play therapist	0.4	1	0
Total	52.7	64	9.8fte 11 staff

KEY POINTS

- SISS continued to benefit from consistent, strong and experienced leadership across all service areas. Leadership capacity was maintained, with managers balancing strategic responsibilities with direct specialist caseload commitments.
- Collaboration across CLD, Autism, SEMH, SPI services continued to strengthen, promoting a more integrated and consistent service offer for children and young people.
- The CLD Team further strengthened joint working with the High Needs SLC Team and NHS Speech and Language Therapy, improving continuity of support and enhancing outcomes for children and young people with communication and learning needs.
- In the SEMH Team, the Assistant Team Manager assumed responsibility for leadership of the Team, while two fixed-term Lead Professionals provided additional support to both the High Needs Pathway and traded service. Two new members of teaching staff joined in January on fixed term contracts to cover traded work, pending the outcome of the SISS review.
- The SPI Service maintained its full teaching staffing throughout the year, but on retirement of a 0.6fte ISP in the spring, the post has remained vacant pending outcomes from the SISS review.
- Across all service areas, staff engaged in ongoing professional development, enhancing specialist knowledge, maintaining high-quality practice and supporting the increasingly complex needs of children and young people across Solihull.
- Staffing reduced by 11 staff (9.9fte) during 2026 and the SISS review/ Management of Change process. Two staff retired, of the other nine staff, 8 cited the review of SISS and uncertainty about their futures as impacting on their decision to leave the service; this was predominantly non-teaching staff. Three staff remained within Solihull and six went to another LA. One ISP moved to a post within a Solihull Social Care team and two ISPs moved to a local secondary school. None of these posts have been replaced.
- For 2026-27 the service offer will be reduced across the SEMH/ SLC and Autism High Needs Pathways aswell as the allocated time given to schools from a specialist autism teacher (0.7fte reduction).

8. TRADED SERVICE

CLD Team buyback

	Primary	Secondary	Independent/O OB	Total schools	Specialist settings/ AP	Total
23/24	25	9	1	35	4	39
24/25	27	10	2	39	8	47
25/26	28	13	2	43	5	48
26/27	27	10	2	39	5	44

KEY POINTS:

- From September 2025, 6 additional specialist, secondary and primary schools commissioned new CLD Service Level Agreements. Despite current uncertainties, for 2026/27 support for primaries remains consistent with secondary buy back reducing slightly.
- During 2025/26 demand for traded support continued to grow, with eight schools increasing their commissioned hours. Although seven schools reduced their allocation, this represented an overall **net increase of 358 commissioned hours** comprising **55 secondary, 126 primary and 177 specialist setting hours.**
- The continued partnership with the **Youth Justice Service (YJS)** resulted in **126 hours** of commissioned assessment and specialist support. **Families Together** commissioned **75 hours** of targeted assessment and specialist support for children supported by Social Care and those out of education. These successful partnerships will continue into **2026–27.**
- Through the **Partnerships for Inclusion of Neurodiversity in Schools (PINS) Project**, the Team Manager delivered **297 hours** of coaching, training, audits and provision development across **10 schools**. Feedback from participating schools was consistently positive.
- A further **16.5 hours** of spot-purchased specialist assessments were commissioned by schools during the year.
- Specialist support was also provided to **five specialist schools and alternative provisions:** *Daylesford Academy, Solihull Academy, The Heights Specialist School, Castlewood School, and Triple Crown Centre*, reflecting increasing demand for specialist outreach and consultancy.

SEMH Team traded service

Number of schools purchasing SEMH team support in for 2025/26 through an annual Service Level Agreement (SLA)

	Primary	Secondary	Independent/O OB	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 26/27 we will be gaining; 1 secondary school with significantly increased traded hours but losing 2 schools due to a change in external service provider, including one from another LA. 1 specialist provision (The Heights) has purchased SEMH support for 26-27.
- 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 shows a net loss of 101 hours and secondary 219 hours.
- Solihull Academy Multi Academy trust (SAPMAT) purchased 676 hrs. of support for all its Solihull settings; this is significantly down from last year due to this being the first year where the LA has 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.