



Specialist Inclusion Support Service
Annual Report for the academic year
2022-23
Social, Emotional and Mental Health
Team

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1. Staffing

Role	Full-time equivalent	Number of staff	Vacancies
Team Manager	1fte	1	None
Interim Assistant Team Manager (ATM)	1.2 fte	2	None
Advisory Teachers	7.7fte	9	Including 0.5 fixed term contract
Inclusion Support Practitioners	4	4	None
Play therapist	0.4fte	1	None
Refresh Team			
Teacher in charge	1 fte	0	Vacant since Jan 23
Class teacher	2 fte	2	
HLTA	1fte	1	
Play Therapist	0.4fte	1	0.4 fte
Inclusion Support Practitioner	2fte	2	
Teaching assistant	0.5 hrs	1	
Total	21.2	24	

Key points:

- 9 new members of the team joined throughout the year and have had successful inductions.
- A full time Interim ATM appointed for September 2023.
- A full time Refresh Manager recruited for September 2023.
- Jane Maguire retires in August 2023
- Nicola Scott is moving to the Virtual School service in September 2023.
- 3 new advisory teachers have been recruited for September (2.2 fte)

2. Caseload Information

SISS SEMH Traded Service

Traded SEMH Team	No of children on caseload 2022-23	No. of new children referred in 2022-23
SEMH Team	910	542

Number with an EHCP	EHCP under assessment	Number at SEN Support	No SEN or not on COP	EHCP Ceased	Not Known
120	24	513	238	2	13

Provision Type	No. of provisions open during 22/23
Observation and Advice (Level One)	228
Observation and Advice- in depth (Level Two)	146
Assessment Report (Level three)	26
Direct Work With Pupil	339
Monitoring and Advice	256
Group Intervention	42
Parent /Carer Support	3

Non Traded Pathways	No of children on caseload 22/23
SEMH HN Team	41
SEMH EHCP TEAM work	25
SEMH VIRTUAL SCHOOL	86

Demographics Traded Service Caseload

Break Down of Cases by Gender-

Boys	Girls
606	304

Pupils per National Curriculum Year Group

	N	R	1	2	3	4	5	6	7	8	9	10	11
2022/23	13	44	74	86	99	115	132	123	36	48	53	50	29
2021/22	4	37	77	86	83	115	105	59	50	41	53	42	39
Difference	+9	+7	-3	0	+16	0	+27	+64	-14	+7	0	+8	-10

Ethnicity	National % *	Solihull L.A. % *	Pupils on SEMH Caseload %
Any other ethnic group	2.3	1.1	1.1
Asian - Any other Asian background	2.1	1.8	n/a
Asian - Bangladeshi	1.8	0.7	2.2
Asian - Chinese	0.7	2.7	0.55
Asian - Indian	3.7	5.5	1.1
Asian - Pakistani	4.5	6	2.63
Black - Any other Black background	0.8	0.3	n/a
Black - Black African	4.3	1.3	0.77
Black - Black Caribbean	0.9	0.8	0.88
Mixed - Any other Mixed background	2.7	2	2.2
Mixed - White and Asian	1.6	2.2	1.87
Mixed - White and Black African	0.9	0.5	0.66
Mixed - White and Black Caribbean	1.6	4.3	6.48
Unclassified	1.7	1.4	2.54
White - Any other White background	7.2	2.7	1.54

White - Gypsy/Roma	0.3	0.1	0
White - Irish	0.2	0.6	1.1
White - Traveller of Irish heritage	0.1	0.1	0.44
White - White British	62.6	65.9	75.74

Pupils Attending a State Funded School

*Source: Department for Education School Census 2022/23

Key points:

- There has been a 14% increase in caseload this academic year.
- As expected the vast majority of provisions are for different levels of advice with 600 instances of written advice to schools, whilst 339 pupils benefitted from direct work from an advisory teacher, a 45% increase on last year.
- The higher number of cases during the primary year groups reflects the greater number of primary schools that buy into the service.
- There has been a significant increase in referrals for Year 5 and Year 6 pupils.
- Of the 910 children on the teams caseload this year, 238 were not on the code of practice. This implies 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 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 an Asian Bangladeshi, Mixed White and Black Caribbean and White- White British ethnicity . The % population of pupils of White British ethnicity on the teams caseload is 10% more than the % of White British pupils in the wider Solihull schools population. Further analysis of this data is required.

3. Key developments and achievements for 2022-23

1. Inducted 9 new staff and all staff consistently follow team processes

This includes two new Advisory Teachers, one Inclusion Support Practitioner a play therapist for the SEMH High Needs pathway joining the wider team, a KS2 teacher for REFRESH and two REFRESH Inclusion Support Practitioners, a REFRESH Teaching Assistant, a REFRESH play therapist.

The start of term team training was used to develop the teams understanding of team processes and subsequent team meetings have provided opportunities to review existing processes and new initiatives such as new report templates.

2. To maintain wellbeing of the team

A team wellbeing action plan was reviewed with the team and implemented. 6 members of the team took part in a supervision pilot and this has been evaluated. Team meetings are scheduled and include a mixture of peer supervision, sharing of good practice, catch ups as well as wider SISS updates.

3. SISS SEMH Primary Intervention Provision- REFRESH

The provision moved to a cohort model and in September 2022 we were able to offer both a KS1 and KS2 group. Staffing remained challenging, however we appointed a KS2 teacher in January and the SEMH Team Assistant Team Manager stepped in to manage the provision in January, after the resignation of the existing manager. This brought stability to the REFRESH Team and the team and setting has thrived under Claire Kennedy's leadership. Therapeutic work is now firmly embedded in the provision, the REFRESH play therapist and HLTA have developed the parent offer, introducing workshops and events for parents such as 'Stay and Play', and held a KS2 tea party. The team have undergone training in Team Teach and Inclusion Support practitioners undertook training in Lego therapy, as well as a programme of professional development supporting their knowledge of SEMH. The development of the curriculum has been a significant focus this year and there is now a clear plan outlining the REFRESH curriculum intentions.

4. To work with other teams and services to further develop commissioned work

This year the team has worked closely with the Virtual School. In 2022/23 the SEMH team were commissioned by the Virtual School to deliver packages of support to all schools with more than 5 children who are looked after. This has been very rewarding and impactful work evidenced in the Virtual School report found in the appendix.

During a period of significant change for the EHCP Team, the SEMH Team has continued to support pupils with EHCP plans who are either not attending placements, their placement is in jeopardy or are needing transition support. While establishing processes with the EHCP service needs further development, schools and the wider SEMH Team are able to request support directly from the team for children and young people with an EHCP identifying SEMH as their primary need. Again, the impact of this work can be found in the appendix.

The Manager of Solar , Libby Thompson attended a team meeting in the Autumn term and was able to share with the team information about the different pathways in Solar and give advice about referrals and how to escalate a concern. ADHD nurses have kindly attended a team meeting to explain their role and routes to referral.

5. To contribute to wider LA initiatives

The team manager has attended Solihull Locality Mental Health in Schools steering group whose purpose is to ensure fidelity of the Mental Health in Schools implementation plans and guidelines.

The SEMH team has provided consistent support for the development and delivery of the trauma and attachment project in partnership with Community Educational Psychology and commissioned by the Virtual School.

6. Additional Resource Provisions

Continued to support SEMH additional resourced provisions in the Local Authority through monitoring visits and delivering training and strategic support and attending panel meetings.

7. Measuring Impact

Continued to embed the use of Target Monitoring Evaluations (TME's) approach in direct work and developed the consistency of target setting through exploring this at team meetings. TME's have been developed for 217 cases (42% increase on last year) , all bar 4 cases showed a positive impact. These measures form part of the 'promote good progress and outcomes by pupils' described in Teachers Standards and used in Teacher performance management.

8. To develop the SEMH HN pathway to take into account reduced offer from CEPs and inclusion of Play therapy role

Clare Campbell led on the HN pathway this year and continued to support the team to deliver an impactful service, despite significant revisions to the HN offer during the year. CEP's offer to the pathway was significantly reduced due to CEP's staffing challenges and the family offer had to be transformed at short notice. A series of workshops were offered by CEP's but unfortunately take up was low. We were fortunate to be able to recruit a play therapist to the team who has been able to quickly establish therapeutic support for children and their parent /carers. This role continues to develop in the team. Additionally, a further Inclusion Support Practitioner was employed and we had the support of a temporary SEMH teacher to support an increase in capacity of the HN pathway team. All three appointments have made a significant impact to the service delivered for children at risk of exclusion. Further information is available in the appendix.

4. Traded services

Number of schools purchasing SEMH team support in for 2023/24 through an annual Service Level Agreement (SLA)

	Primary	Secondary	Specialist Schools	Independent	Out of Borough /MAT	Total schools	Alternative Provision	Total
22/23	52	9	0	1	1	63	3	66
23/24	53	11	2	3	1	72	3	75

Key points:

- Overall buy back from Solihull schools remains largely consistent over the past 5 years despite financial constraints on schools.
- For academic year 23/24 we will be supporting 53 out of 61 primary schools and 11 secondary schools out of 14. Gaining 8 schools; 2 secondary schools; 3 primary and 2 special schools.
- Currently supporting 85 % of mainstream schools in Solihull through traded services an increase of 5% on last year.
- 2 schools purchased support mid-year and went on to purchase SLA's in 23/24.
- 11 existing schools increased their buy-back and 6 have reduced their buy-back

5. Training

Centrally Based Training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
Managing Challenging behaviour /relationships	Schools	8	100 %
Youth MHFA	Schools and Inclusion Service	8	100%
Nurture Groups in Schools	Schools	9	100%

Comments from delegates

Managing Challenging Behaviour Relationships

I found it very useful to discuss strategies and experiences with a group of other professionals as well as the training leaders to gain insight into how to deal with certain situations.

Brilliant trainers, very knowledgeable. Really informative and interactive course. Great practical ideas.

It was good to talk to other teachers and share experiences and advice. it was also good to look at different strategies to use in school e.g. PACE and the 3 circles

YMHFA

I thoroughly enjoyed the course over the last two days and learnt a lot that I can pass onto my colleagues.

A memorably useful course giving plenty of challenge and food for thought

First aid technique for calming a young person down if they were experiencing a panic attack. discussions were good and led to deep learning

Nurture Groups in Schools

It helped me gain a much better insight into nurture groups in school, and the benefits this would have for us. The presenter, had a wealth of knowledge that helped answer any questions we had.

The chance to learn from other attendees who run similar nurture groups.

Brilliant course, and led it brilliantly! Lunch was a bonus too!!

Commissioned and Bespoke Training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
Attachment and Trauma Responsive	Solihull Music Service	13	100%
Zones of Regulation	Langley Primary School	18	100%
A Relational Approach	Streetsbrook Infant School	21	100%
P.A.C.E.	St Mary and St Margarets	25	100%
Relational Approaches	Cheswick Green Primary School	29	100%
Relational Approaches	Solihull Academy	8	100%

Comments From Delegates

I appreciated how the presenter adapted the presentation to the needs of the service. It helped me picture certain situations in the classroom where I could have approached it differently. In that sense the 3R's and PACE are things I am keen to retain in my practice

(Solihull Music Service)

Really useful talk through so much information most useful were the scripts and descriptions of how pupils might be affected/how to deal with scenario and language to use (Solihull Music Service)

I can really see it working for the children in my class. I can see the link with PSHE and feelings(Langley Primary School)

Videos to put things into perspective, the presenters knowledge and experience, resources provided (Streetsbrook Infant School)

Thank you. It was a great morning (Streetbrook HeadTteacher)

Seeing a clear linear overview of approaches to use. Made me think about my own practice (St Mary and Margaret's)

The vocabulary to use when a child is at crisis point. Scripts for individual children (St Mary and Margaret's)

Explaining how ACE and Trauma affects children and how it presents itself in behaviour (Solihull Academy)

Very engaging and interactive training (Solihull Academy)

6. Evaluation of 2022-23

PART ONE: SISS SURVEY: Feedback from Schools

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

Answer Choice		Response Percent	Response Total
1	Very Poor	0%	0
2	Poor	0%	0
3	Satisfactory	8%	3
4	Good	22%	8
5	Very Good	69%	22

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

Answer Choice		Response Percent	Response Total
1	Very Poor	0%	0
2	Poor	0%	0
3	Satisfactory	14%	5
4	Good	22%	8
5	Very Good	64%	23

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

Answer Choice		Response Percent	Response Total
1	Very Poor	0%	1
2	Poor	6%	2
3	Satisfactory	11%	4
4	Good	28%	10
5	Very Good	56%	20

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

- The SEMH Team is fantastic, she always goes above and beyond
- The teacher is flexible and supportive. Her advice is clear and timely. She is approachable with parents and will work with school to have tricky conversations with parents if necessary. She signposted another route for one child without an additional cost to school. This is appreciated and will help the child get the support he needs.
- The teacher is very knowledgeable and always available to offer support. The ISP is great. She works with our high needs children, offering support and knowledge.

- The SEMH teacher is a fantastic support to key students across my year group and students referred to him for support show brilliant improvement and make excellent progress in key areas like self-esteem/ emotional regulation/ emotional intelligence and confidence.
- Specific adapted practice suggestions to support with mental health, attachment and trauma needs of child.
- Their consistency. They will support my staff as well as pupils. They feel like part of our team
- Report with clear recommendations -Advice and direction
- Quick response to questions via email
- The direct work with pupils an engaging difficult pupils.
- The SEMH teacher works very well with us as a school and understands the needs of our pupils and parents
- Taking the time to acknowledge good practice (welcome boost to confidence)
- The support from the High Needs Team - valued the support of the Hn Teachers and ISP's.
- Relational training for staff Advice on individual children A very accommodating and experienced teacher. We really value the teachers advice and support
- Refresh - Positive communication, shared work/goals and ongoing support/advice. New Advisory teacher this year -Her advice and support has been outstanding - we've valued it so much we've bought additional hours this term and upped our hours next academic year. Cannot rate her highly enough - thank you.
- Looking at whole school approaches not just individual cases

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

- More hours
- More days
- Clear pathways and access to support in a timely manner for high needs pupils (although we understand the capacity challenges)
- Be good to have SEMH team members at induction meetings in the summer term.
- Maybe some training around pace as we ended up receiving this from our EP
- If forms for parents to complete could be completed by parents online and submitted directly to SISS.
- Possibly more outside work with parents
- It would be beneficial for all staff to have knowledge around secondary mainstream and specialist provision when parents have questions.
- Great service
- Whilst support has been informative, it is largely based on what school tell them about the children and does not really have anything new to share. Advice and recommendations are generally around things that we have already tried and implemented. I don't feel that we are able to purchase enough hours to provide the level the type of support that would be required - the way in which we have to block the hours is not always useful. It has not been

very helpful to me to have our hours ad-hoc. There has been a lack of regularity however, I do not believe that this is the fault of our advisory teacher, rather an overloaded system.

- A clear plan of the weeks and what is happening each week in advance.(with some flexibility for emergencies of course)
- Keeping the same SEMH Teacher.
- Due to the increasing numbers of children with SEMH, we need a bigger team

Response to feedback from schools

- 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, as particularly in the summer term this can be tricky to staff.
- The termly planning meeting is the best way of agreeing with the SEMH teacher where the resource can be best utilised.
- There is a suite of training available to schools from the SEMH team which is detailed in the Service Level Agreement booklet. This includes training on P.A.C.E.
- The use of Target Monitoring Evaluations (TME's) has enabled the team around the child to focus on their very specific needs of the child at that point and assign targets to the work the SEMH teacher may be involved in.
- All reports and guidance are produced electronically and sent to the school and parents on completion. We do however, leave a brief hand written record of visit outlining pupils we have worked with etc which acts a quick reminder for busy school staff when the SEMH teacher is unable to give direct feedback at the end of a visit.
- 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.
- When parents are considering school placements, the EHCP service are best placed to advise on specialist settings.
- We will investigate how we may incorporate the use of electronic forms for parents.

PART TWO: S.I.S.S SURVEY: Feedback from Parents

How highly would you rate the quality of the support you have received?		
Answer Choice	Response Percent	Response Total
1 Very Poor	3%	1*
2 Poor	3%	1*
3 Satisfactory	6%	2
4 Good	34%	12
5 Very Good	54%	19

*These response relate to comments about local mental health services detailed in the parent comments section and are therefore not reflective of the service the Specialist Inclusion Support Service SEMH Team offer.

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

- Knowing my child has a voice
- The team have been very engaging and willing to intervene and action any issues raised with the school. Have offered guidance to support inclusion in external activities for my child.
- The SEMH teacher is fantastic with both my children and he's built great relationships with them and they love having him around to talk to. He has also been a great listener for me too.
- Provided support when I could not secure via other services.
- The support worker really understood his needs and gave him personalised activities to do to overcome his challenges. I saw him blossom throughout the support as the strategies really benefited him and he was made to feel validated by how he was feeling and that it was 'ok not to feel ok' and reassured that things would get better.
- We were listened to! The SEMH Teacher also was able to ascertain her own excellent understanding of our foster child and her work with him and us has been invaluable. Cannot rate her highly enough. Langley made the referral. This service was not even offered at his previous school. We did not know of its existence until this school year. Would have really helped him at his last school too. Also the teacher wrote accurate reports on his presentations and recommendations to help him get diagnosis and also will assist in his future education and health. Thank you !
- The SEMH Teacher and ISP have been amazing. I do not know what we would have done without them. They have helped my son in more ways than I could imagine. There are not enough ways to say thank you. My son has been making amazing progress with the ISP and I really wish this could continue because he loves her and trusts her.
- The feeling that the team is taking a responsibility to get the best outcomes for (son).
- The support and communication (son) and myself have received has been great. The team have worked hard to find ways to help him and have been constantly working at setting goals and coping strategies for (son).

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

- Providing support as quickly as possible
- More time 1 on 1
- See the children more often
- More funding so they can do more great work!
- I am not sure what specific support is given to my child and how progress is monitored. It would be nice to receive reports and summaries of support given and how they feel the child is engaging and progressing with it in place or what further support may be required. Communication with parents is non-existent.
- Communication to the parents what's been covered during the sessions and what we can do at home to continue to help our child.

- It would be great to be able to have a meeting with the school and SEMH team to discuss strategies that could be used collectively.
- Just that all foster children should have a referral made so that they get an assessment and if necessary access to professional help. Very often they mask the true extent of their difficulties and unless they are disruptive in class they get lost in the system and their needs are not picked up. This is what happened at his previous school.
- More enforcement with school
- We don't hear from siss worker unless I make contact. The one who came with the SEMH ISP to meetings was helpful
- It can sometimes be a bit bewildering with the amount of different people in the team that we have contact with, would be good to have a single point of contact or email address if we needed to get in touch.
- Maybe an email with a brief summary of what has been covered once a term.
- No idea as don't know what work she's been doing
- Multiply the SEMH ISP a million times over

Comments from parents relating to other local mental health services.

- Our son has been on the waiting list for solar for over a year, the SEMH team could have offered support such as play therapy, CBT strategies, anxiety strategies which would've helped us while we have been waiting for NHS support
- More easily available and not on a short term basis - mental health issues don't just disappear after you've had a small number of sessions- my daughter desperately needs mental health support -bullied, Autistic & Anorexic with learning difficulties- she's just been left

Response to feedback from parents;

- 6 parents indicated that they would like improved communication. It's important that parents are involved in the support their child receives from the SEMH Team and the team endeavour to make phone contact with parents when the pupil is referred. Reports and intervention summaries are sent out to parents when completed. Moving forward the team will look at how they can make sure all parents are communicated with effectively and regularly.
- 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 increasingly work more closely with our colleagues in Solar and the Mental Health in Schools Teams.

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.

101 cases of direct work had TME's set and evaluated. Whilst we still have work to do as a team and with schools to firmly embed this into our work and improve target setting with schools, it shows that the vast majority of children make progress against their targets. Only 14 young people did not make progress during the intervention. The average steps of progress was 2.3 steps.

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.

Steps of progress for 101 pupils receiving direct work from an SEMH Advisory Teacher.

steps of progress	no. of pupil targets
-3	2
0	12
1	34
2	37
3	36
4	17
5	10
6	4
7	1

[4a. SEMH Case Study 2 PR.docx](#)

[4b. SEMH Case study1PR.docx](#)