



Specialist Inclusion Support Service

Annual Report for the academic year 2023 - 2024

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Date: October 2024

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72% (90/125parent/carers) who responded to the SISS survey this year rated the support from SISS teams at the highest level of 5 'very good'

57% of the 155 responses from schools across teams rated the quality of support from SISS at the highest level of 5 'very good'

1. Evaluation of Service Delivery and impact - based on SISS Survey results summer term 2024

Number and type of survey responses:

Parent responses: 125	SENCo/ teacher responses : 44	Head Teacher responses: 6
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Feedback from ... school respondents: Grading: 5 (very good) - 1 (very poor) with 3 being satisfactory.
 Scores are rounded and so may not add up to 100%.

	Quality of service received					Supported inclusion					Improved outcomes				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Autism Team 42 responses		2% (1)	10%	26%	62%		2% (1)	10%	26%	62%		2% (1)	10%	38%	48%
SPI Team 25 responses			20%	32%	48%			16%	40%	44%			16%	48%	36%
SLCD outreach/ARCs 17 responses		6% (1)	18%	47%	29%			35%	29%	35%			29%	41%	29%
High Needs Pathway 13 responses		8% (1)	39%	39%	46%		8% (1)	15%	39%	39%		15% (2)	23%	23%	39%
SEMH Team 36 responses			8%	19%	72%			17%	19%	64%			25%	14%	61%
CLD Team 22 responses				36%	64%			9%	36%	55%			14%	41%	46%

Nontraded services:

- ❖ **The Autism Team** have maintained their high ratings at very good for the quality of their support from the 42 schools replying to the survey (62%) with 95% of schools rating the quality of service received as good or very good. Ratings for impact on inclusion and outcomes remain similar to last year. One school felt the quality of support was poor and did not support inclusion. The school respondent is anonymous, so it is difficult to address any specific issues, we continue to ask schools to raise any issue during the year with a manager so that they can be addressed fully.
- ❖ This year **The SPI Team** received a similar percentage of respondents grading the quality of support received as very good, although there was an increase in grading of support as satisfactory rather than good, which we will look at carefully related to specific feedback points given. Impact on inclusion and outcomes showed a shift from very good to good, although the overall rating of good or very good remained similar to previous years.
- ❖ **The SLCD Outreach Team and ARCs** (now part of a wider CLD Team) continue to experience a knock-on effect from gaps in the Speech and Language Therapy (SaLT) Service. Feedback has remained static over the last two years with 80% grading the support received as good/ very good, but too many respondents rating support and impact on outcomes/ inclusion as satisfactory. This sub team is very small and is struggling to meet demand from the SaLT gaps, which does impact on feedback. The team processes have been reviewed for Sept 24 and its offer will be fully reviewed in 2024-25.
- ❖ **High Needs Pathway** feedback is similar to last year, with 46% of the 13 respondents who have used the pathway rating the quality of support as very good. 78% reported impact on inclusion as good/ very good and in terms of impact on outcomes 62% rated this as good/very good. As this pathway supports pupils whose behaviour is a significant challenge, this feedback is really pleasing.

Traded services:

- ❖ **For the SEMH team** the rating of the quality of service received is similar to the last few years, with a high proportion of respondents rating the service received as very good (72%). Ratings of very good for supporting inclusion remain high (64%), although there's a 14% increase in schools rating impact on outcomes as satisfactory rather than good, against an increase of 5% rating this as very good.
- ❖ **CLD Team** ratings for quality of support are high again with 100% of schools rating support as good or very good. Impact on inclusion and outcomes remain similar to previous years.

Sample quotes from school staff about what they have valued most from the SISS teams in 2023-24

Autism Team	Sensory and Physical Impairment (SPI) Team <i>VI (Vision Impaired) HI (hearing Impaired) MSI (multi-sensory impairment) and PD (Physical Disability)</i>
<ul style="list-style-type: none"> ➤ AET training for Autism leads and AET training for staff new to Solihull. ➤ ... time given has been of excellent value. Our Autism teacher has worked hard to deliver as much time and support we needed. ISP provided swiftly and has been really helpful. Lots of helpful written reports. Presence at EHCP Review meeting with really useful additions. Pre-diagnosis support has been brilliant. ➤ Like the addition of sensory profiles in particular. ➤ ... they have provided valuable support, advice, guidance to a number of our students and parents with autism. Their knowledge and experience has been extremely helpful especially with difficult cases. They all regularly go above and beyond for the young people they support... ➤ Our specialist teacher has delivered valuable training to parents this academic year. Her reports have been valuable in understanding the sensory needs and anxiety of children with a diagnosis of ASD. ISP intervention has been impactful and enabled school to continue work linked to the areas that she has prioritised. ➤ Working with the AIM team has been effective and they have been flexible and ensured our most vulnerable children have accessed support. Our Aim ISP provides a bespoke offer to children which has had good outcomes. ➤ Early years specialist teacher has been outstanding in her knowledge and support for school. It has been so useful to have her insight and support for a high need child in Nursery. 	<ul style="list-style-type: none"> ➤ Very swift response to referral and ISP assigned quickly. Attended EHCP Review meeting and provided really helpful reports which informed EHCP annotations. Hasn't cost school additional money - thank you!! ➤ Environment audits, monitoring of equipment ISP support ➤ We have had support from the HI, VI and PD team. Our PD teacher has been highly responsive to the needs of the children in school and has been flexible in her attendance at meetings. She makes supportive recommendations and is always child focussed; she has ensured our highest need children have accessed ISP support which has been hugely impactful. Our VI specialist teacher has provided good advice and support for our children in school with needs. She is knowledgeable, supportive and reliable. ➤ Recommendations to support pupil feel more comfortable in the classroom- resources to support pupil were very thorough and achievable. ➤ Transition meetings- Year 6 and 7 and follow up reports ➤ Helpful advice for complex needs children. Built good relationships with the parents as well as the children. ➤ The specialist teacher is a real champion for our pupils with HI and has delivered great training.

SLCD outreach and ARCs	High Needs Pathway and REFRESH
<ul style="list-style-type: none"> ➤ ISP block of work with the children has been great. Good communication with us and parents. ➤ Specific staff training to support our action research project. In particular the practical applications and activities. ➤ The training for the whole school was useful. ➤ Support for individual pupils and support for staff working with these pupils. ➤ Direct work with children. Upskilling of staff. ➤ Professional advice. ➤ Have been on hand to provide support for specific children 	<ul style="list-style-type: none"> ➤ Expert advice and support for school and the family in managing and navigating a complex case. ➤ Direct work with a key worker has helped massively. ➤ Felt like a team working around us - very supportive ➤ ... As a school we appreciated the support and advice and I know that the parent did as well. ➤ Someone external to talk to, to get strategies and to share our frustrations. It has been supportive to the children and to the staff working with them. ➤ Improvement with social interactions with pupils in Refresh and then back in school. Seen an improvement in play skills. Yr 4 and Yr 6 pupils saw an improvement of positive behaviours with each other, but not back in school. Both pupils are currently receiving work back in school around circle of friends to improve this area of difficulty.
Communication and Learning Difficulties (CLD) Traded Team	Social Emotional and Mental Health (SEMH) Traded Team
<ul style="list-style-type: none"> ➤ Our CLD teacher has carried out assessments, staff training and SENCO courses. We have had dyslexia training and SPLD training - all really valuable! All amazing and helpful - she is fab! She has really gone above and beyond to help our school and to help me as a new SENCO. ➤ Informal professional discussions around SEND issues. Support in difficult meetings. Thorough reports which I wouldn't have time to do. Access arrangements. Critical friend approach to challenge what we do as a school. 	<ul style="list-style-type: none"> ➤ Our SEMH teacher has been an integral part of supporting the SEND students who struggle with their anxieties around basic things in school. He has also supported with children who have displayed aggressive behaviours following suspensions to regulate their emotions, which has prevented students from being suspended again for the same behaviours. ➤ ADHD presentation and staff training. ..Knowledge of our school and how we 'do' things for our children experiencing SEMH challenges... ➤ Pace training Support for staff around challenging behaviours

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| <ul style="list-style-type: none"> ▶ Flexibility. Joint parent meetings- partnership working, objective view of the specialist teacher Timely reports advice and recommendations The specialist teacher is an expert in early years- that's important for us ▶ Excellent use of time - feels like we get good value from these hours. Reports which have standardised test scores which are helpful as evidence for seeking further support and identifying very specific needs and a greater understanding of needs. ▶ Training - Dyslexia Friendly Classroom. Advice and support for staff. Being able to ask advice about specific children. | <ul style="list-style-type: none"> ▶ Good availability and willingness to deliver a range of 'services' to flexibly use time. ▶ Our specialist teacher is incredibly knowledgeable, and her advice and support has been invaluable. We've increased our hours (again) this year as a result of her expertise. ▶ The knowledge and advice from our SEMH teacher have enhanced the provision here. Her interventions have positive outcomes, and parental feedback is really strong. She is always flexible and timely in her responses even when emailing her out of hours, which is not an expectation. Her reports are clear and enable school to make appropriate referrals. She clearly cares about the children that she supports. ▶ Always available to give advice and support, flexible to the needs of our school that change weekly. Work well with us as a school, good communication, quick turnaround of reports. having the same named teacher each year really helps |
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For Individual Team reports please look on the Local Offer link and on the individual SISS Team pages:

[Specialist Inclusion Support Service \(SISS\) \(solihull.gov.uk\)](http://solihull.gov.uk)

Feedback for High Needs Pathway from 13 school respondents and 10 parental responses:

Question		Not at all	A little	Quite a lot	A great deal
How effective did you find the high needs planning meeting? (staff)			23% (3)	54% (7)	23% (3)
Parent Carers			20%	20%	60%
Has the High Needs Pathway been helpful in other ways, e.g. providing information? (parents only)		10%	20%	30%	40%
Parents	Much worse	Slightly worse	About the same	Slightly better	Much better
Since the start of the High Needs Pathway, are your child's needs....		10%	10%	30%	50%

3 respondents accessed support from the Community educational Psychology Service

Question		Not at all	A little	Quite a lot	A great deal
Was the support helpful?				100%	0%

2 respondents accessed support from the High Needs Play Therapist

Question		Not at all	A little	Quite a lot	A great deal
Was the support helpful?				100%	0%

Feedback from schools about how support from SISS teams could be improved

Most of the feedback from the 50 schools' respondents was very positive with most of the requests made for change being largely for more staff and more hours or for traded services to be made free of charge.

Team	What could be improved	Actions/ comments
Autism Team	<ul style="list-style-type: none"> ➤ The service provided doesn't meet the needs of students with autism. The specialist teachers can only do meetings and lesson observations and anxiety reports. These add nothing to the inclusion of young people. We need specialist staff to deliver small group interventions and to really address the complex needs of our young people. When we have put in requests for support and work has been done, there has been little impact. I think you need to go to a traded service as the autism team feels like it is a box ticking exercise. This is a terrible shame as most of the individuals are great ... but they are constricted by working practices not of their design. It just isn't working and causes me workload issues trying to use up the hours. ➤ More flexibility to work with more children who have been accepted for assessment but not yet assessed- not just once. Planning meetings by emails- rather than an hour of allocated time. That's how other traded siss teams work. ➤ Access to specialist advice for parents, especially for newly diagnosed children. This used to be offered but is no longer available. I know there are courses etc, but this isn't the same. 	<ul style="list-style-type: none"> ➤ There was only one response with feedback of this nature. From the 42 schools who replied 80-90% felt quality of support and impact on inclusion and outcomes is good/ very good. We would ask this respondent to contact the Head of SISS or the Autism Team Manager in order that we can further understand the feedback provided. We can also discuss a reduction in hours if this hasn't already been actioned. ➤ The team's priority is to support with children who have a diagnosis, infant schools are given more time relatively as that may be when children with complex needs are awaiting a diagnosis. Widening this offer, would mean reducing the offer to children with a diagnosis; however the balance of this offer will be reviewed in 2024-25. ➤ The traded teams also offer face to face planning meetings, and this is advised to make best use of time, except where schools have very few hours. This is the same for non-traded teams, however where schools have large numbers of pupils with autism and a greater quantity of hours we advise termly face to face meetings in order that the autism teacher can work most efficiently and effectively with your school. ➤ The aim of training up AET leads in schools is that they can offer this support, alongside the parent groups/ training. It is also possible to use hours allocated for bespoke work with parents if required.

	<ul style="list-style-type: none"> ➤ Access to blocks of time in same way as SEMH team. ➤ We would like it if the team could provide more direct work with pupils similar to the CLD and SEMH teams. Also, if they could provide recommendations for pupils who are on the ASD referral pathway. ➤ It is great, again online videos to support with strategies used in the classroom. 	<ul style="list-style-type: none"> ➤ Blocks of work with an ISP are available through a High Needs request for pupils with a diagnosis- please do discuss this with your named teacher. ➤ See above- but current offer enables schools to use allocated hours for pupils on the Specialist Assessment Service waiting list. ➤ Interactive videos for use with schools and for the Local offer are a priority for 2024-25.
SPI Team	<ul style="list-style-type: none"> ➤ Better relationships with school staff. ➤ Visual and hearing teams are not always aware of pupils that have joined us. ➤ It has been difficult as the one pupil who qualifies for PD support is relatively 'low profile' so has limited intervention from the team. SISS PD worker gave recommendations regarding how to support the pupil, but this was not delivered on a formal report but instead through an email. The content of the email was very useful, but a more formal system would help with the paper trail for when the pupil moves on. ➤ Reports to be provided after reviews have been completed. 	<ul style="list-style-type: none"> ➤ Please raise any relationship concerns with either the SPI Team Manager or the Head of SISS, so that they can be understood and addressed to ensure there are good working relationships in place with all staff and any issues are addressed. ➤ The team receive referrals from the health service teams, if they are not involved with a child the SENCo would need to complete a referral with all paperwork. This is available on the Local offer and school extranet. ➤ Both of these points have been noted and will be addressed. Any advice given should be provided on a proforma, even if initially it is given for speed in an email. ➤ There are timescales of 10 working days for receiving draft reports – please raise any concerns about deadlines not being met with the member of staff and then their line manager.
SLCD Team	<ul style="list-style-type: none"> ➤ More support for children- the waiting lists for SALT are huge- so children may not have a SALT referral to SLCD until later. Could SLCN team help support whilst they are waiting? ➤ Could they work with children on SALT waiting list? Even if once just to bridge the gap between year long waiting lists. ➤ Because wait times are so long [NHS] then you have to use CLD to support SLCD needs. ➤ More re-visiting of previous high needs children -previous high needs children have to be rereferred. The high needs request is 	<ul style="list-style-type: none"> ➤ School SLCN Pathways are being reviewed and need to be finalised. Due to the gaps and waiting list with SaLT it is possible for schools to use screening tools/ own assessments to inform interventions and then purchase CLD language assessments. This can then be a pathway into the SLCD Team support without a SaLT diagnosis of a severe speech and language disorder. Pupils will be considered at triage Panel. This team is very small however, so caseload does need to be prioritised. ➤ Traded services are able to support and advise, but not offer direct work from an ISP.

	<p>too onerous. so many children are finding communicating verbally a challenge.</p> <ul style="list-style-type: none"> ➤ If the support in an EHC plan says Speech and language the team should be supporting the child- other teams have termly visits identified in an EHC plan. The LA is at times double funding this service and stating that SALT is needed in EHC Plans- a SLCN practitioner could carry out some of the support. ➤ Less paperwork for them to complete. This is a lot for us to pass onto teachers around targets when teachers are already overstretched in the classroom. ➤ Consistent block of direct work from a member of your team as we do not always have capacity to implement recommendations. ➤ Quicker communication of panel decisions ➤ I do not always find correspondence timely. ➤ As the NHS support has been so limited, we rely more and more on the SLCD team to fill the gap. I believe some of our pupils could really have done with more than just a few sessions of ISP support, but I do realise that they are trying to maximise the number of pupils they can work with. 	<ul style="list-style-type: none"> ➤ Schools don't need to rerefer to the team but do need to submit a request for support which details the impact of recommendations and interventions previously advised. We will look at the form and evidence required to see if this can be further simplified. ➤ This will be fed back to the EHCP Team. ➤ This will be reviewed along with the offer from the team to ensure it meets needs of schools, alongside the SLCN whole school training and SLCN leads training. It is important recommendations are deliverable. ➤ Unless there is a block of intervention advised through a HN request the team is advisory and provides recommendations for school to implement as part of their SEN Support offer. ➤ Timescales will be added to the pathway and processes for the Panel and this will be feedback to the Business support Team ➤ Please speak to the teacher concerned and then their line manager should their be issues @ timely communication. ➤ ISP sessions are offered in a 6 week intervention block, please do contact the CLD Team Manager to discuss this issue further.
<p>SEMH Traded Team</p>	<ul style="list-style-type: none"> ➤ Comments on cost and also change of named teacher in a couple of schools. ➤ We have had our allocation split this year between 2 members of staff. The second member could only come on a day which was not convenient to us... ➤ Doesn't always offer value for money in the same way CLD support does, especially when it comes to how hours are 'spent'. We didn't feel like school had as much control over SEMH hours as CLD hours. 	<ul style="list-style-type: none"> ➤ The service is costed to cover costs and is similar to other LAs. ➤ We do try to reduce change of staffing in schools; however, this is not always possible with competing priorities. ➤ Schools should feel they have control over hours delivered. Please discuss this with your named teacher and share the different ways of working and what you would like to move forward. If this does not resolve matters, please do speak to the SEMH Team managers and/ or the Head of SISS.

	<ul style="list-style-type: none"> ➤ Team teaching ... showing exactly how to do it ➤ Page numbers on reports. ➤ Wider range of up to date research based approaches - often the same approaches offered. ➤ More specialist advice which is over and above what I would recommend. ➤ We would value a wider repertoire within the team to include creative and animal therapies We operate a recognition over reward system and lots of the old practice is based on reward. 	<ul style="list-style-type: none"> ➤ Team teaching can be provided to model strategies- please request this in your planning meetings. ➤ Reports should have page numbers on them. We will continue to check when proof reading reports, but please return a report without page numbers and ask for it to be corrected. ➤ The team have a wide range of different interests and training- this is something that is prioritised and is a focus in team meetings and team days. Please do raise this with managers so we can look into it and answer any questions. ➤ Whilst we have been able to offer play therapy within the High Needs team, currently wider creative therapies are not part of the offer- but please raise in the High needs Pathway review. Animal therapy is probably beyond our offer though!
CLD traded team	<ul style="list-style-type: none"> ➤ More personalised recommendations- less generic or ones we already do. ➤ Could online videos of strategies for teachers be available as sometimes it is difficult to timetable in training for staff meetings. ➤ The price for the service is very high, meaning schools may not have the budget to be able to prioritise and purchase at the current cost. 	<ul style="list-style-type: none"> ➤ The team won't add unnecessary recommendations if a school is providing appropriate support but will take this point onboard when looking at developing reports and advice to schools. ➤ This is something we will be looking at, particular as part of our ARC offer. ➤ See above
High Needs Pathway	<ul style="list-style-type: none"> ➤ More work with pupils; more ISP access to advice surgeries; to be available for more children, not only children who are at risk of permanent exclusion. ➤ If a child is high need, then the level of support is never going to be quite enough from the school's point of view - but having said that, we have been very fortunate with the support we have had. ➤ Impact isn't seen in school once the worker has left Relationships are built and games are played but no impact on the child's ability to access school life and reduce suspensions or reduced timetables. ➤ Wider therapies 	<ul style="list-style-type: none"> ➤ The pathway enables schools to now access free support for pupils with SEMH needs and twice weekly ISP support. To increase the offer in ways suggested would either increase cost to the LA or reduce number of pupils seen- this can be part of the review discussion. ➤ The overall data and qualitative feedback does show there is an impact when the HN Team work with the team in school, however not with all children. It would be great to do a case study on this so please do contact us. ➤ Wider therapies can be considered within a review.

2. Feedback from families 2023 – 2024:

Grading: 5 (very good) - 1 (very poor) with 3 being satisfactory. Scores are rounded and so may not add up to 100% * some responses from comments link to other services, but for validity of survey data we have still included.

Team	1	2	3	4	5
Sensory and Physical Impairment Team 56 responses		2% (1)	7%	18%	73%
Autism Team 42 responses			2%	17%	81%
SLCD outreach Team 6 responses			17% (1)	17% (1)	67%
High Needs SEMH Team 10 responses				50%	50%
SLCD ARCs 2 responses	Data not included due to low numbers				
SEMH Team 35 responses			9%	23%	69%
TOTAL: 125 parent responses					72%

REFRESH Parent Carer Survey- 10 parent carers responded

- ◆ 90% strongly agreed/ agreed that they felt supported by the REFRESH Team. 10% neither agreed/ disagreed.
- ◆ 90% strongly agreed/ agreed that the REFRESH placement had supported their child 10% neither agreed/ disagreed.
- ◆ 90% parents strongly agreed/ agreed that the placement had helped their child develop the skills necessary to be successful in their home school.
- ◆ 90% parents strongly agreed/ agreed that the home school had a better understanding of their child's needs.

Sample feedback from parent carers for all SISS teams about what they valued most from the support given

Autism Team	SPI Team
<ul style="list-style-type: none"> ➤ The work that ... has done with my daughter has quite simply been life changing. ➤ Just having the support and people around us that understand my daughter is a massive comfort knowing they support what is best for her. ➤ ... has been an integral support to myself and my son, educating the educational setting re PDA adaptations and advocating tirelessly for my son. I have attended her training and have learned so much about how to assist my child and also have been signposted to multiple agencies. ➤ Both staff from the team have been fantastic helping myself and my daughter in her Primary school, they have been there to explain and suggest ideas to help my daughter when she's struggling and with her school anxiety. Completed observations and reports so the school can help her in class, stepped in when these things have not been used. Explained jargon to me in meetings. Pushed to help get an ADHD diagnosis I'm very thankfully they have been part of our journey. ➤ Practical tips so that school can support him more and he gets the most out of learning opportunities. ➤ We have attended training which was amazing, had an around the child meeting and the autism team has also worked with our daughter on anxiety and transition. ➤ The team have been instrumental in my son's progress this year. Nothing is too much trouble. Their knowledge and support is second to none. The team's ongoing support to our family has been invaluable and I genuinely don't know what our family would have done without them. We are forever grateful for their support and advice. 	<ul style="list-style-type: none"> ➤ Communication and Support from the specialist teacher to support myself as a parent and my daughters transition to secondary. ➤ The relationship built with my daughter which has led to her having another route to discuss her worries and anxiety outside of her parents and teachers ➤ All the team from siSS are available for either support or advise at any time they have made themselves available at TAC meetings and even as a shoulder to bear witness to our struggles through the whole year From Lisa down the whole team is professional and supportive throughout the different departments and they all are appreciated. ➤ The consistency of visits and ideas of play and sensory that we can implement at home and taking the time identify what my daughters enjoys, making sessions fun and is always willing to go at my child's pace to ensure she is working hard but also really enjoying our sessions together. ➤ I value and appreciate the dedication of the team. I feel they work hand in hand- they answer my questions and appreciate my concerns. I appreciate the time they have given to my child and how regular they are. The team have always gone above and beyond, and I have seen a significant improvement in my child's development since their intervention. I especially appreciate how the entire team works together, and shares information. I value how the team have become an extension of our family, and I would be lost without them. ➤ My child has had excellent support in school & helped with his transition to secondary. I feel like they understand his needs well and will ensure he gets what he needs so he can work to his best ability.

SLCD outreach and ARCS	SEMH Team traded
<ul style="list-style-type: none"> ➤ All over care and support ➤ Everything ➤ The onsite and individual support that is tailored to each child's specific needs. Being on hand to support guide the children and help with the support each child needs in the class and support with resources for their Individual learning needs. ➤ Recommendations given were valued. ➤ The fact they have attended meetings even though they couldn't work directly with ... due to his struggles 	<ul style="list-style-type: none"> ➤ I cannot thank ... enough for the work he has done with both of my sons and myself this academic year. Having someone the boys can share issues with and then having him help them to voice these issues has been so beneficial to us. One of my sons has completed a transition plan with ... - the colleges we have showed have been so impressed. ➤ For my son: He absolutely loves ... who comes out to do a 1:1 with him twice a week. She has been able to connect with my 'difficult to connect with child' incredibly well. For myself: ... has been so helpful in suggesting ways for myself (and his TAs) to communicate more effectively and assist in trying to get my son to be at school for more than 2 hours a day. The signposting to other services has also been very useful. ➤ The team taking the time out to check in with me and ask how xxx was doing when he was really struggling, and the school didn't know how to help him. ➤ Tailoring of support for my child and the profound positive impact it has had on him. ➤ How they go at the child's pace. They don't rush anything and they listen to what the child and the parents say.
High Needs Pathway	
<ul style="list-style-type: none"> ➤ Feel valued and supported as a family ➤ The support and suggestions during meetings for my son, he's not treated like another number but that of the clever but struggling boy he is. ➤ Having our voice heard and the work that has been done with our child ➤ How they included me in making sure my son got the best support and how nothing was too much 	<ul style="list-style-type: none"> ➤ The team taking the time out to check in with me and ask how xxx was doing when he was really struggling, and the school didn't know how to help him. ➤ Tailoring of support for my child and the profound positive impact it has had on him. ➤ How they go at the child's pace. They don't rush anything and they listen to what the child and the parents say.
REFRESH	
<ul style="list-style-type: none"> ➤ The support from the team has been so helpful in helping us and ... home school understand how best to support ➤ He has grown in confidence over his year at Refresh. We have also seen improvement in his ability to regulate his emotions. ➤ The placement has made ... understand his emotions showed him how to make some good friends and understand his anxiety. ➤ Her behaviour's better and she's able to communicate and tell us what she wants more and when she told she can't do stuff seems to be able control emotions. 	

Parent carer views on areas for development for SISS teams

SPI Team	<ul style="list-style-type: none"> ➤ My child has only been visited twice since attending her new school. One for the initial audio check and the second to drop something into the school. Previously, my child had a TOD visit her on a fortnightly ➤ Not at this time. However more frequent contact would help as I think the contact and support provided is very spaced out through the school year ➤ Feedback to be given on how they have supported child and the outcomes/progress. ➤ More funding. More of bringing children & families together with similar needs. Children's clubs online and in person i.e. BSL. 	<ul style="list-style-type: none"> ➤ The SPI Team works to a specification linked to national criteria- these determine quantity of visits. The SISS offer is well within the parameters of this, so it is unlikely visits will change, unless they have been impacted by staff absence this year which has impacted on some support. ➤ Parents should be informed of visit dates and receive information about sessions (needs parents to keep updated mobile numbers and emails with the service) – please speak to your advisory teacher about this as it may be an admin error. If issues persist speak to the Team manager. ➤ We grew family sessions this year and will be offering more with the new family hubs moving forwards.
Autism Team	<ul style="list-style-type: none"> ➤ To increase capacity to include post-16 support.... ➤ It would be nice if advice following observations was shared with parents rather than just being cascaded through Senco but I appreciate you may have time constraints. ➤ Consider observing children who are on the SAS waiting list to provide recommendations to School/families, rather than waiting for an official diagnosis. 	<ul style="list-style-type: none"> ➤ The sixth form colleges receive funding directly and so they need to commission our support- the college would need to approach the service to purchase our traded offer. ➤ We will monitor this more closely as all advice should go to both school and family. ➤ Schools receive hours of support for the year and can choose to use this support for observing children who are on the waiting list- or buy in a traded service.
SLCD ARCs and outreach	<ul style="list-style-type: none"> ➤ Keep the Arc at valley and create a secondary arc also. Don't move the children out of the arc until they are ready. Very much miss ... their expertise and knowledge of the children 	<ul style="list-style-type: none"> ➤ We are very sad to see the ARC at Valley close, but we are hoping to use the Balanced system this year to restructure SLCN support moving forwards. This has started with the SLCN training to schools and the plan to develop SLCN Leads in every school.
SEMH Team	<ul style="list-style-type: none"> ➤ This is probably not practical, but having an SEMH team member based permanently in a school would be amazing. ➤ Earlier intervention but again schools need to be on the ball with this. 	<ul style="list-style-type: none"> ➤ The SEMH team is a traded service so is bought in by schools. Schools have an SEMH offer detailed in their School Information Report which will provide early intervention and support, prior to the team becoming involved. The National

	<ul style="list-style-type: none"> ➤ To be informed on how many sessions are to be expected, when sessions are to take place & frequency if sessions ➤ Communication between the SEMH team and myself was rather lacking from the beginning but I understand that the service is overstretched. An introductory letter/email would have been much appreciated and an explanation as to how the sessions are loosely structured etc. But again, I understand the service is overstretched and I appreciated the phone call from X after the batch of sessions finished. 	<p>nurturing Schools Programme should also be supportive of schools in developing further their offers.</p> <ul style="list-style-type: none"> ➤ This feedback will be looked at, we are now at the stage that all parent carers should receive a letter at the start of an intervention and we are moving towards parents not being reliant on schools for information, however this can be tricky when we're not school based.
<p>High Needs Pathway</p>	<ul style="list-style-type: none"> ➤ Only received 2 hours per week, more hours would be better 	<ul style="list-style-type: none"> ➤ Our ISP support is shared across a number of children in order to increase it we would need to reduce the numbers of children seen, so these are difficult decisions. The team works closely with the team in school to upskill the key adult so that in between sessions they can continue to deliver the support.

3. Key developments, projects supported and achievements for 2023-24

Strategy for Inclusive Education

SLCN Universal training

Over half the schools in Solihull have now accessed the SLCN universal whole school training delivered as 2 sessions of 90 minutes to the whole school staff. The training has received incredibly positive feedback from teachers, support staff and senior leaders. Following on from the training, schools will be invited to develop the role of a 'Communication Lead' within their schools and training for this will be available in Autumn term 2.

Whole school nurture training

54 schools have signed up to the National Nurturing Schools Programme and our pilot schools are at the stage of attaining the award. Leads groups will then begin in 2025 to support and share good practice between schools who have the award.

EDI Champion training

16 schools have been involved in the EDI Champions project throughout 23-24 with 27 EDI Champions having been trained. There have been a number of exciting projects, and we hope that this project, due to finish in Feb 25, will continue until Dec 25 due to its success and our amazing School EDI Champions! Case studies will be produced at the end of the project.

NHS England Autism Excellence in schools project with Parent Carer Voice Year 3

The project in year 3 involved two local Authorities –Solihull and Birmingham. The Autism Team worked with 3 secondary schools, St Peters, Solihull Academy and TGA Kingshurst, to meet the brief of supporting autistic young people to understand their identity and ensure pupil voice is evident in practice. Feedback included:

School A:

- Felt the new range of resources were helpful in adding to the support they currently have on offer.
- Felt that the students had engaged really well with the specialist teacher and that they had all shared more personal information than was expected about their needs and how they wanted to be supported.

School B:

- SEN staff felt more confident to now deliver work on helping students understand their profile.
- Staff teaching students in subject lessons reported that the students were more confident to say they were autistic but unlikely to ask for changes.
- There was a need to ensure that staff throughout the school took note of the strategies and a need for consistent application. Discussion to be had with SENCo to support this.

School C:

- Having someone in who understood the needs and presentation of the pupils within an AP really helped.
- It may work better if specific training is delivered to school staff by the Autism Team on how to deliver the package and then the work can be covered internally as and when the students are able to engage. Trusting relationships are key for these young people and they often engage better with trusted, familiar adults rather than strangers.

Graduated Approach

The Graduated Approach has been published on the Local Offer and school extranet with feedback now being sought on this first version. This will be regularly updated, with changes to be agreed in 2024/25 by a group made up of specialist staff, school leaders, SENCOs and PCV representatives.

To incorporate new AET sensory profile pack into high need interventions.

This new resource has been trialled during this academic year with clear feedback to the team and will continue to be used as part of our high need intervention offer where appropriate in line with our sensory pathway.

High Need Intervention impact data:

% of pupils	Percentage of pupils who scaled			
	Scaled self with above 5 points progress.	Scaled self with above 3 points progress	Scaled self with above 1 point progress	Scaled self with no progress.
38%	49%	87%	100%	0%

Scaling indicates that all pupil who could scale saw themselves as making some progress with their targets following direct intervention support.

Parent workshops for parents of children with an autism diagnosis

Following feedback from schools and parents the Autism Team have developed bitesize/ coffee afternoon specific focus training sessions. These have received positive feedback.

Feedback from parent workshops remains powerful and never ceases to impress us:

'I will stop being so quick to dismiss my child's feelings and what they may be going through and immediately reverting to shouting. I will start actively listening to my child so I can gain a better understanding of how I can help them in their day to day activities. I will continue to upskill my knowledge around Autism and also pass this on to others, including family, friends and colleagues.'

Embedding the AET School Standards Framework and impact data:

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

Engagement the evaluation process:

96% of Primary schools engaged with setting targets and 80% of Secondary schools engaged with setting targets. Of these, 100% of Primary schools engaged with reviewing progress towards the targets and 100% of Secondary schools engaged with reviewing progress towards the targets *Not all progress results in a move from one step (colour) to another due to the complexity of the standard. There has been good progress towards meeting the standards by some schools, where lots of positive change has been embedded.*

Primary Schools /59:

No progress	Progress within a step	1 step progress	2 step progress
4 (no audits completed)	20	30	5

Secondary Schools / 15:

No progress	Progress within a step	1 step progress	2 step progress
3 (audits not completed)	6	6	0

Supporting parent carers has been a key priority this year. Events have included a technology workshops, an Early Years Family group, and the popular KS1/LKS2 Fire Station trip. Further development of social and educational opportunities are planned for 2024/25 making use of the new Family Hubs.

Audiology – the SPI team continue to embed practice and innovative technology across their caseload and provide highly informative specialist audiological information to grow the knowledge of parents.

“I loved this event, plenty of information to go home with.” Parent attending audiological workshop 2024.

Moving and Handling – The SPI team completed training in mainstream settings this year and received fabulous feedback from the delegates. New Manual Handlers have been trained to allow for succession planning.

Room acoustic testing continues to support with identifying learning spaces with the best acoustic properties within the school environment for the deaf person to aid curriculum planning.



Picture shows pupils with a vision impairment making new friends and enjoying playing games whilst developing visual skills and hand eye-coordination at the Family Hubs.

SPI Team – Tribunal work

The team supports EHCP/Tribunal work, and this year received exceptional feedback for their assessment advice.

“I just wanted to give my thanks for the superb report, Record of Advice for EHCP/Tribunals. It is on one of the best reports of this type that I’ve seen.” Professional – June 2024.

4. Staffing

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

Sensory and Physical impairment Team	Autism Team	Communication and Learning Difficulties Team / SLCD ARC and Outreach Teams		Social Emotional and Mental Health Team
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) SLCD Lead (outreach) Hilary Peace		Manager: Jane Shaw Assistant Team Manager Stuart Tonks (traded team) Head of REFRESH: Chris Ball
Role	Full-time equivalent	Number of staff	Vacancies Sept 2023	
Deputy Manager (REFRESH and ARC provision)	1fte	1	-	
Team Managers	4fte	4	-	
Assistant Team Managers / Educational Audiologist	4fte	5	-	
Lead teacher for SLCN outreach and FTC for EDI Lead	0.9fte	2	-	
Head of REFRESH	1fte	1	-	
Specialist Teachers	25.7fte	33	None- 2 for Jan 25 (VI and SEMH)	
Inclusion Support Practitioners/TA and audiology tech	19.6fte	23	SLCD ISP vacancy 1fte	
HLTA and Play therapist	1.8fte	3	-	
Total	58fte	72		

5. Caseload Information

Non Traded Teams	No of children on caseload 2023 – 24) 2.7.2024	Number of high needs requests accepted	Number with EHC	Number at SEN Support	Number of new referrals
Hearing Impairment	237		57 (-14)	171	32
Visual Impairment	143		51	89	18
Physical Disabilities	146		65	57	30*
Multisensory	56		38 (+14)	0	9
SPI Team TOTAL	582		211	317	89
Autism Team	1732	813 (targeted) 141 (High Needs ISP) 83 (AIM)	731	813	689
SLCD Team outreach	325	83	117	208	44
SLCD Valley/Bishop Wilson ARCs	11		3	8	N/A
SEMH High Needs Pathway	48		17	31	36
SEMH EHCP TEAM work	32		32	0	22
SEMH VIRTUAL SCHOOL	118		16	60	118
TOTAL	2848		1127	1437	998

Traded Teams	No. of children open in year	Number with an EHCP	EHCP under assessment	Number at SEN Support	No SEN or not on COP	Not known	No of new referrals
Communication and Learning Difficulties Team	622	113	26	347	125	5	310
SEMH Team	993	136	9	580	244	19	801

Key points:

- Caseload for the Autism Team rose by 172 from the previous year with an increase of 146 having an EHCP and 188 not being receipt of SEN Support. There has also been an increase in referral to the Autism Intense Monitoring Team (AIM) for pupils struggling to attend, this is due to better identification through SISS creating attendance reports for pupils with autism and discussing this with SENCoS at planning meetings.
- The complexity of pupils with regard to EBNSA has seemed to be considerably more evident. The team have begun to reflect on what AIM is or what the level of support is that would be required for these pupils. In light of this and capacity considerations we will begin next academic year with a full review of our whole team offer and what we consider school allocated offer. Our aim will be to refocus our support to ensure the best possible outcomes for pupils across our schools, refining our offer to ensure our support has the right impact at the right time, coupled with schools graduated approach. This will be done in consultation with stakeholders and communicated clearly.
- Hearing Impairment – numbers of referrals stay in line with previous years although the number of children with cochlear implants has risen, thus levels of support remain high for rehabilitation in this area of caseload work. Visual Impairment - this area of specialism has seen an increase in the number of new referrals over the year, seeing a total of 18, the highest for a few years.
- SLCD outreach caseload increased this year by 130 children with a reduction in the amount of new referral work, due to gaps in NHS SaLT. In 2023-24 there have been 5 pupils on roll at Valley ARC and 6 at the Bishop Wilson provision. Valley ARP will be decommissioned in July 2024, when the current year 5 cohort move to Key Stage 3. The criteria to access SLCD outreach and ARC support will be reviewed this next academic due to the issues with waiting time for access to NHS SaLT assessment and a diagnosis of a speech, language, communication disorder.
- The progress and attainment of pupils in the ARC is tracked using a variety of tools, some of which allow very small steps of improvement to be measured. Generally speaking, the children are making commendable gains in all aspects of literacy and language and, in most cases, maths too. The ARC End of Term reports detail progress and attainment very clearly.

- For the CLD traded team the workflow process has recorded 615 provisions for the CLD team. Access arrangement requests, Level 1 and Level 2 assessments remain the most frequently requested. 358 boys have received assessments in comparison with 257 girls.
- Across the SEMH Team, including REFRESH there were 9 new members of staff inducted during the year- feedback from schools has remained high as these staff bring new sets of skills and expertise to share within the teams. For a break down on work delivered see the Team Report. 62% of referrals to traded service identified as male with 686 in the primary phase and 307 in secondary, the latter having increased by 37%. There has been a notable increase in referrals for reception, Year 8, Year 10 and Year 11 pupils. Once again 25% of children referred have not received any support at SEN Support prior to referral for specialist support.

6. Traded services

Number of schools purchasing traded learning and SEMH support in the next academic year 2023 - 2024 through an annual Service Level Agreement.

Team	Primary	Secondary	Independent/OOB	Total schools	Specialist settings/ AP	Total
CLD	27	10	2	39	8	47
SEMH	54	10	3	67	9	76

CLD Team

- For September 2024, Castlewood School (specialist SEMH setting), St George and Theresa Catholic Primary School and Kingswood Independent School have commissioned hours from the CLD team. In addition, the Virtual School have increased their hours from 210 to 360 hours.
- Two schools have ceased their CLD contracts for the new year: Coppice Academy have decided to buy within their MAT and Forest Oak.
- Twelve existing schools have increased their annual hours and ten have reduced their buyback. The overall change to CLD team SLA hours for the new academic year is minimal.
- Additionally, the team has covered 82 hours of spot-purchased assessment time.

SEMH Team

- The team have been commissioned by a new secondary and primary school but lost 2 secondaries, one due to a change in MAT arrangements. Currently supporting 85 % of mainstream schools in Solihull, which remains constant.
- 10 schools purchased support mid-year and 2 who previously did not subscribe went on to purchase SLAs in 23/24.
- 16 existing primary schools and 3 Secondary increased their buy-back. 6 Primary and 3 Secondary have reduced their buy-back.
- Solihull Academy purchase support for all its' Solihull settings, including the main site, Apollo primary provision, Saturn Centre and Daylesford Academy. Castlewood Specialist SEMH school have purchased support for the first time.
- 12 schools opted to buy in additional support within the year through a spot purchase; totalling 116 additional hours of support requested from the team mid-year.

Other traded work

The Sensory and physical impairment Team has provided a traded service to Kingswood Independent School who purchase individual support for a deaf pupil.

7. Training

Centrally based training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET – Making Sense of Autism - Schools	Mix of school staff.	35	100%
AET – Good Autism Practice	Mix of school staff.	42	100%
AET – Leadership - Understanding Good Autism Practice & The AET Frameworks	Various school leaders	15	100%
AET – Leadership, Inclusion and Structural Reasonable Adjustments	Various school leaders	6	83%
AET – Progression Framework	Teachers / TAs / SENCOs	0 (no uptake)	N/A
AET – Autism and Anxiety	SENCOs / SLT	8	100%
AET – Autism and Inclusion/Exclusions	SENCOs / SLT	0 (no uptake)	N/A
AET Early Years Making Sense of Autism	All staff	13	100%
AET Early Years – Good Autism Practice	Teachers / TAs / nursery staff	21	100%
New SENCO training	New SENCOs and those new to Solihull	10	100%
Dyscalculia Training	Teachers and Learning Support Staff	4	100%
TA toolboxes	Learning support staff	9	100%
Supporting children and young people with SEMH needs	Schools	12	100%
Youth MHFA	Schools and Inclusion Service	8	100%
Nurture Groups in Schools	Schools	6	100%

Comments from delegates

Early Years Making Sense of Autism:

A really informative and useful course. The course leaders made you feel comfortable and were very knowledgeable.

Some great practical ideas to help deal with every day scenarios when dealing with the child I'm working with.

Early Years Good Autism Practice:

There were several stand out moments from the session that I will bring forward with me and implement into my practice.

I enjoyed the videos where we heard from autistic adults who explained how their stimming and other sensory seeking behaviours felt euphoric and brought such joy. It provided a new perspective that I can share with parents who are concerned around these behaviours.

Schools Making Sense of Autism:

I found the session useful and informative for myself but I was particularly pleased with the content of the sessions for new members of staff to our school. I think it does not matter how many times you complete Autism training modules, there is always a new strategy you can learn to help the children. I wish more training was offered to parents of children who are not diagnosed with Autism to really help achieve a more inclusive and tolerant school community. A great training session overall.

I am now going to stop making displays and environment a distraction. I am going to start a now and next board for some of the children in my class. I am also going to continue focus on the children's interests as rewards.

Schools Good Autism Practice:

The information from the point of view of the child was really helpful. It gives a really honest sense of their self and how we can best support and talk to them.

I was impressed with the amount of information that was included in the session and the detail. What I found the most useful was the breakdown of the sensory categories.

Dyslexia and dyscalculia training

Excellent Dyscalculia course giving a good insight, I have taken away a range of strategies and resources. Thank you!

Amazing and inspiring Dyslexia training! Thank you so much!

YMHFA

*I found the whole course so useful. I have learnt so much and so happy to of been able to attend the course (**Haslucks Green primary school**)*

I thoroughly enjoyed the 2-day course and feel my confidence in this area has increased. I look forward to sharing this with my colleagues.

*(**Solihull Academy**)*

Supporting children and young people with SEMH needs

*The practical scenarios and activities were great and very realistic. Thank you so much. Such a valuable day (**Smithswood Primary**)*

Thank you for useful information and ideas (**Fordbridge**)

Nurture Groups in Schools

Boxall profile, game ideas such as web of connection and understanding the basis of nurture, importance of selecting the pupils to support etc. The importance of the different elements of nurture, activities, surroundings, connection etc. Have already implemented ideas from the training! (**Alderbrook**)

Thanks so much for the Nurture Training - it will help me improve practice in school and in the setting up of nurture groups next summer term. (**Cranmore Infant school**)

Small group, great knowledge and experience. (**Forest Oak**)

Traded training (out of school's SLA hours)

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
Access Arrangements: Training for Readers, Scribes and PAs	Light Hall Learning support assistants and SENCO	14	100%
Quality First teaching	Hockley Heath School	10	100%
Dyslexia Training: Parts 1 & 2	Coppice Academy	30	100%
	Marston Green Infant Academy	31	100%
	Tudor Grange Academy Kingshurst	13	100%
Introduction to Dyslexia	Light Hall School Teaching Assistants	13	100%
Zones of Regulation	Fordbridge/ St Patricks COE Primary	31	100%
Emotion coaching	Bishop Wilson primary school	28	100%
P.A.C.E.	Greswold Primary/ Bishop Wilson Primary/ Fordbridge	105	100%

Declarative Language	Monkspath Primary/ Coleshill Heath/ Streetsbrook Primary	44	100%
Anxiety Workshop	Dorridge Primary/ Bentley Heath Primary/ Lady Katherine Leveson	112	100%
Beyond the behaviour	Olton Primary School	43	100%
Beyond behaviour for Lunchtime Supervisors	Olton Primary School	20	100%
Solution Circles for LSA	Marston Green Infant School	6	100%
Parent anxiety workshop	Kingshurst Primary School	6	100%
An Introduction to DBT part 1	The Elms	5	100%
ADHD awareness	Windy Arbor/ Blossomfield Infant School	48	100%
Trauma and Attachment aware	Bentley heath primary School	17	100%
Beyond the behaviour- Anxiety	Kingswood Independent School	22	100%
Supporting children who are demand avoidant	Cheswick Green Primary School	14	100%
Developing Emotional Resilience	Bishop Wilson Primary School	18	100%

Comments from delegates:

It was lovely to be included in this approach to training, not to be lectured but calmly taught (Olton Primary)

Great knowledge and realistic at times to be useful in class. A reminder of good practice in class (Blossomfield Infant School)

Useful to have short videos and links to books resources etc (Kingswood Independent School)

I found the resolution of challenging behaviour most beneficial and emotional coaching tactics (Greswold Primary School)

The Specialist teacher was engaging and insightful. She gave a good mix of theory, personal experiences and ideas to take into the classroom. (Bentley Heath Primary)

Practical examples to use with staff/ children - research/evidence-based discussions and information passed. (St Peters Secondary)

Useful strategies to use in the classroom to support ADHD children and all children. Also, how ADHD is diagnosed (Windy Arbor Primary)

Commissioned and bespoke training

Course name	Delivered to:	Total number of participants trained	% graded course overall good or outstanding
AET Autism and inclusion (Exclusion) Modules	Solihull Education Inclusion Service	12	100%
AET Developing Play	Childminder Network	44	100%
AET Early Years Developing Toileting	Childminder Network	5	100%
AET Early Years Making Sense of Autism	Childminder Network.	13	100%
AET Making Sense of Autism	Solihull SISS	68	100%
AET Making Sense of Autism	Aston Filed Middle School, Bromsgrove	44	100%
AET Good Autism Practice	Mill Lodge ARP	6	100%
AET Good Autism Practice	Solihull Educational Psychology Service	7	100%
AET Good Autism Practice	Solihull Foster Carers and Social Care	14	100%
AET Making Sense of Autism	Parent session – 4 primary schools	24	100%
Deaf awareness – staff	Tudor Grange, Arden, Parkhall, Lighthall, Loadheath.	170	Not provided
Deaf Awareness - peer	Knowle, Parkhall	38	Not provided

Deaf awareness peer and staff (assemblies)	Oak Cottage, Tudor Grange, Haslucks Green Jr School	2059	Not provided
MSI awareness.	Reynalds cross and Victoria college full staff	53	Not provided
VI Awareness Training & bespoke to a child	Burman Infants, Fordbridge Primary EY Team, Smith's Wood Primary	43	Not provided
Hoist Training	Balsall Common	3	Not provided
Moving and Handling Training 22nd Feb 2024	Mainstream settings and school staff	11	Not provided
Moving and Handling Training – July 17 th	Mainstream settings and school staff	18	Not provided
MAKATON signing for babies' course	Meriden/ Dickens Heath/Shirley Heath	37	Not provided
Training on Cerebral Palsy, Duchenne muscular dystrophy, Down Syndrome, wheelchair training	Windy Arbor Nursery, Streetsbrook Infants, Meriden Primary, St Margaret's Primary	20	Not provided
Early Years SPI training	SMBC Early years staff and schools/academies	15	Not provided
Introduction to Dyslexia and dyscalculia	Education Inclusion Service	23	100%
Universal whole SLCN training	32 schools- all staff	400+	100%

Comments from delegates

Making Sense of Autism – Childminders Training.

Concepts that are new to me were well explained and presented.

A very good course, so informative.

Developing Toileting – Childminders Training.

Very knowledgeable ladies lots of ideas and tools to take away.

Lots of practical ideas that I can now use in my setting and passing ideas onto parents.

Good Autism Practice for Solihull Educational Psychologists

Great depth of knowledge of trainer, really brought to life with examples.

Lots of ideas for practical suggestions for schools, plus discussion around the Solihull context.

Good Autism Practice for Foster Carers and Social Care staff

I was impressed with the amount of information that was included in the session and the detail. What I found the most useful was the breakdown of the sensory categories.

Autism and Inclusion

The course covered a lot of ground and was extremely relevant to the work of the Education Inclusion Service.

Training was excellent and relative to my work in exclusions and refreshing to hear that there are other professionals supporting the reduction in exclusions and providing guidance in understanding the behaviour of children with additional needs. I will support in recommending this training to other teams and schools.

February 2024, SPI Team course

Excellent course and tutor could do with longer as lots to take in, but did cover for lots for the amount time. Maybe a staff training day as could do a longer course

Dyslexia; dyscalculia and SLCN training feedback

So many useful strategies, explanations and tools to help our children further!

I enjoyed the research based content of the presentation. Very clear delivery and well paced!

I enjoyed this course and found it useful to bring awareness of SLCN and now as a TA I can help with this in the classroom.

Very informative, particularly interesting to learn about DLD as I had not been aware of this before. Good use of tasks for engagement. I will be able to now implement strategies.

Training and support groups for parents

Understanding autism parent workshops

The autism team have continued to offer parent workshops – Understanding Autism – each term for families with a child who has an autism diagnosis. Parents have been able to sign up for a face-to-face workshop or could opt for an online version via Microsoft Teams.

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

The organisations who have supported these sessions are: Solihull Parent Carer Voice; Our Voices Heard; SENDIAS; Solihull NHS Occupational Therapy; Autism West Midlands; Spencer’s Retreat; Landau – All Age Autism Directory; Experts by Experience - a local family who talk to parents about their experience – 2 adult young people, one is autistic, one is autistic and also has ADHD. A parent also joins to support most sessions.

Course name	Location of training	Total number of parents/ carers trained	% graded course overall good or outstanding
Parent Workshops -	Parents of children with an autism diagnosis in Solihull schools	56 families.	100%
VI Family Event	EP Hub	3	100%
SPI HI Early Years Stay ‘n’ Play	Fordbridge	6	100%
Fire Station (R – Year 3)	Fire station	11	100%
Tech information event	Windy Arbor Community Room/Olton Library	15	100%
Little Owls	John Lewis Community room.	5/10 most weeks	n/a

Comments from delegates

Parent workshops- understanding autism

The trainers have been so helpful, and they made the training comfortable for me to understand and they went at a reasonable pace, all i want to say is thank you for a lovely training session.

I will stop being so quick to dismiss my child's feelings and what they may be going through and immediately reverting to shouting. I will start actively listening to my child so I can gain a better understanding of how I can help them in their day-to-day activities. I will continue to upskill my knowledge around Autism and pass this on to others, including family, friends and colleagues.

Jacinda was super and the intimate nature of the session meant we were able to get to know our peers and really talk about our individual specific circumstances and gain feedback both form Jacinda and peers.

Fabulous course really helped me have a deeper understanding and what the schools know already. Wendy had a wonderful energy as a trainer and gave brilliant examples, engaging and approachable - thank you!

Thank you so much for all of the fantastic insights. I have not only felt supported and heard but have learnt so much, especially about sensory triggers and overwhelm for my daughter.

'I thought the session was lovely, plenty of activities, friendly space for the children. We were both put at ease and I'm glad we attended.' **SPI Parent - Family Event**

"Thank you very much for an engaging session, there was lots of chat afterwards....xxx wants lots of resources for her sessions, which is great!" **SPI Parent - Family Event**

8. Case Studies - Sample case studies- further examples are available in individual team reports.

Case Study 1 – Autism Team High Need Interventions: PUPIL X – Primary

Pupil:	X
SISS Autism team Member:	Siouxie Austin & Sophie Bradley
Start date of intervention:	20.01.2024
End date of intervention:	24.06.2024
Reason for Request for support:	X is displaying distressed behaviours due to his fixed mindset and his difficulties in seeing other’s points of view.
Focus for intervention:	<p><u>Intended outcome of intervention</u> <i>(agreed between school and advisory teacher – Taken from AET Progression Framework)</i></p> <p>TARGETS:</p> <ol style="list-style-type: none"> 1. 1.2 Identifies own emotions 2. 2.4 Uses taught strategies to manage emotions and behaviour
Context:	<p>X is in year 3. He had input from the SISS Autism Team at his previous school, Y Infant school. This included an observation, sensory and anxiety report.</p> <p>After a suspension from X school following a physical attack on his teacher, the school used the SISS Autism Team reintegration resources to support his reintegration back into school. The SISS Autism Team were also asked to support. It was reported to the team that X has a fixed mindset and can fixate on teachers and behaviours that he does not like. School were completing Big A with X to help him to understand his diagnosis and he has also been part of a Zones of Regulation group. School completed a sensory profile for X and put an Autism Needs Based Plan into place.</p> <p>The SISS Autism Team were asked to complete an up-to-date observation to offer further support and advice to school. Sophie Bradley observed X on 16.1.2024 and school submitted a request for support to the team for support with X’s rigid mindset and managing his emotions in February 2024 following this observation and advice. Sophie Bradley also attended his EHCP review in May 2024.</p>

Initial school and family concerns:

See above. When initially raised with SISS Autism Team by school, X had received a suspension for physically hurting his teacher when dysregulated. School had used reintegration support resources from the SISS Autism Team and had included X in a Big A group. He had also received some 1:1 support in school.

Concerns were mainly focussed around X's fixed and rigid mindset which often resulted in his use of inappropriate words and behaviour towards others. He had received support to use Zones of Regulation but was refusing to use these strategies in class. X had written very inappropriate things on his work.

Pupil Interventions:

Block of High Needs support for 6 sessions from ISP SISS Autism Team. X showed reluctance to engage with his 1:1 ISP sessions. However, he completed some really useful pieces of work which showed he can consider other people's viewpoint and start to consider that other people may have differing views, and how to manage his emotions when this happens.

X completed an 'anger mountain', which is a diagram to pinpoint his biggest anger triggers and strategies he can use to help cope. X identified triggers which were mostly noise related, or other people, and suggested that 'leaving the room' was a solution for all of his anger triggers. School had ensured that X can have access to the Yellow Room when he needs to self-regulate and during the sessions, we discussed ways he can communicate to an adult he needs to leave the room for a break. So as not to look different or stand out from his peers, X agreed to trial the use of red and green pens. X will put a green pen on his desk when he is feeling happy and regulated and he will swap for a red pen when he needs a short break from the classroom.

School currently uses Zones of Regulation; however X was somewhat reluctant to use the board. Siouxsie suggested that adults in the classroom model the use of Zones of Regulation to all the children in the class to encourage the use of emotional regulation strategies, as needed. If a whole class approach was adopted, then X wouldn't feel separated from his peers in this activity.

During the sessions, X completed a short piece of work surrounding fixed mindset and realising that other people may have different views. X was good at listening to another viewpoint but not at accepting that it's ok to have a different view to his. Siouxsie suggested that school use social stories to help explain situations where others have different ideas and how to accept that it's ok to have conflicting views with someone and to move on with the task he's doing rather than dwell on it further. X can become fixated on others' ideas or actions and then label them as 'sexist' or 'feminist'. This is true to the most recent round of PE in which the class have been learning dance and yoga. X refused to take part as he views those sports as being 'for girls'. X might benefit from writing his views down in a journal where he can leave his negative thoughts at school and not carry them over to the next lesson or next day. It helps for some children to write thoughts down which may be inappropriate to say out loud as they still have an outlet for a thought which will, inevitably, come out anyway. X was shown some examples of journaling and he has said he would like to give it a try.

Staff training/modelling/Support:

- Model the use of Zones of Regulation board. Give X examples of how you are feeling so he feels confident to use the board independently.
- Provide X with resources so he can create a journal. Actively show interest in his ideas and thoughts but do not reprimand him for using swear words in this journal. This is an appropriate place to use them.
- Ensure X has a red and green pen and ensure he knows how to signal to an adult that he needs a break (red pen).
- Ensure X has access to the Yellow Room for a space to self-regulate.
- Staff to consider transition support into Year 4 to alleviate any anxiety X may have about his new teacher, teaching assistant, classroom location etc.
- X has responded well to 'The Big A' work with Jayne Edwards. Consider carrying this on into the new academic year with focus on fixed mindset.
- Give X short bursts of sensory activities to keep his sensory needs in balance and avoid any distressed behaviours caused by overwhelm. Sensory breaks need to be built into his timetable and be proactive rather than reactive to his needs.
- Staff to refer to X's Autism Needs Based Plan.
- Staff to refer to X's Sensory Report written by SISS Autism Team which contains lots of advice and strategies.
- Use social stories to help explain situations where others have different ideas and how to accept that it's ok to have conflicting views with someone and to move on with the task he's doing rather than dwell on it further. [What Is A Social Story? - Carol Gray - Social Stories \(carolgraysocialstories.com\)](https://www.carolgraysocialstories.com) [Social stories and comic strip conversations \(autism.org.uk\)](https://www.autism.org.uk)

Feedback Comments:**From X:**

"I would like it if adults listened to what I want and don't make me do the lessons I don't want to do. Dance is for girls and I am not doing it. I like the idea of the red and green pen because it is less obvious that I need a break and I don't look different from anyone else."

From Class teacher

"Thank you Siouxsie. Today in our Big A group we are celebrating a super year for X. With the added support of SISS, X has developed into a lovely person to have at school. He is now willing to listen to advice, tries very hard not to swear (though sometimes a few inappropriate comments still slip out!) He is able to take himself out of a situation to avoid conflict and sits calmly with his bag on his back outside the office until he is ready to return. We are able to reason more with X after the SISS input and he is beginning to realise that thinking first avoids the consequences!

It is great to see the change and the evidence that sees X coming to school happily each day and that minor blips are few and far between."

Autism Team Members:

Siouxsie Austin & Sophie Bradley

Date: 17.07.2024

Case Study 2: SISS Autism Team Case Study 2024 – PUPIL X – Secondary

Pupil:	X
SISS Autism team member:	Jacinta Sing (JS) and Sam Mannion
Start date of intervention:	19.01.24
End date of intervention:	10.05.24
Reason for request for support:	X has difficulties understanding her emotions and how to regulate them. Understanding what ‘my autism means for me’. X often gets overwhelmed and shows distressed behaviours by shutting down.
Focus for intervention:	<p><u>Intended outcome of intervention</u> Agreed between school and advisory teacher – Taken from AET Progression Framework</p> <p>TARGET/S: Emotional Understanding and Self- awareness 2 Managing emotions and behaviour. 2.3 Takes part in planning and preparing strategies to manage own emotions and behaviour: Participates in identifying strategies to help self-regulate. 4 Self Awareness 4.3 Understands own Diagnosis. 4.4 Identifies difficulties.</p>
<p>Context:</p> <ul style="list-style-type: none"> ➤ Autism Diagnosis April 2023 ➤ X joined X Secondary School in September 2023 (Y7) ➤ 28.09.23 Observation and Advice. Specific support strategies advised. Parent workshop offered. JS ➤ 13.11.23 TAC meeting- On waiting list for SOLAR. X showing more distressed behaviours. Discussion and review of strategies. JS ➤ 17.11.23 Sensory Report-Advice and strategies-JS 20.11.23 Anxiety Report-Advice and strategies- JS 29.11.23 Request for High Needs support ➤ 19.01.24 - 10.05.24 High Needs ISP intervention-SM ➤ 10.05.24 Final session therapeutic letter- To support a positive understanding that the sessions are now complete and a reminder of the strategies we discussed during the sessions SM ➤ 07.06.24 Summary of Intervention & Needs Based Plan-SM <p>Pupil Profile:</p> <ul style="list-style-type: none"> ➤ When I feel overwhelmed, I cannot talk it’s like my vocal chords have been ripped out. ➤ When I show distressed behaviours, I scratch my arms and hands, this is when I feel very anxious. ➤ I often feel sad at school number 2 on the happiness scale. ➤ Eye contact is tricky for me. 	

- I often don't understand what people mean.
- I find it challenging to work out how somebody else is feeling.
- I cannot cope with sudden change as I find predicting what might happen very stressful.
- I cannot manage crowded places and loud noise.
- I worry that I will get things wrong

Initial school and family concerns:

- X would often become heightened and anxious, especially if there were any changes, this would lead to overwhelm and distressed behaviours
- X would shut down become unable to speak and would scratch her arms and hands (drawing blood).
- X Unable to access learning and lessons due to overwhelm

Pupil Interventions:

- What autism means to me? My sensory differences. What are shutdowns and meltdowns?
- How to check in with myself i.e. Zones of regulation. Interoceptive body mapping for clues about where we feel our emotions in our bodies.
- Emotions in others. How to identify these. How thoughts, feelings and behaviours are connected.
- Fight, flight and freeze.
- We practised mindfulness to calm her thinking as X often has many thoughts at once.
- "Chuck it Bucket". Is it a fact or a thought? How to challenge unhelpful thoughts. My stress bucket.
- 54321 grounding game and some calm breathing strategies.

Staff training/ modelling/ support:

- 23.11.23 – JS - Training sessions for Learning Support Assistants – 2 Sessions delivered to all LSAs. Specific advice regarding 3 areas of difference and anxiety support strategies. Individual pupils' presentation and differences discussed – including CRP
- Discussions and feedback with Learning Support staff during school visits - ISP Intervention - SM
- Ongoing advice and support – discussions during Planning Meetings – JS and when in school/ catch up with SENCO and support staff

Feedback Comments:

Pupil:

- At the start of the sessions X said that she felt sad at school and in the blue zone on the Zones Board. She was number 2 on the happiness scale out of 10.
- During the final couple of sessions X seemed happier, was joking and smiling in the green zone and number 5 on the happiness scale and 6 at home.

- X has started using autism words such as 'shutdown'.

28.06.24 – Pupil Voice session with JS

- X was able to immediately engage in the language of emotion check in and told JS that she was “8.5” and “Green”
- X reports that her parents use number scaling at home with X for emotion check ins
- “Thinking about what is a fact and thinking what is just a thought is really helping. If I have a lesson I don't particularly like I can think about the lesson a lot before and worry but now I can sometimes think is it real or an assumption or thought? Fact or Thought helps me”
- “Realising there can be other strategies rather than sitting and thinking.
- Trying not to focus on things that aren't really affecting me. For example, if a teacher is yelling at somebody I try not to focus on it cos they are not shouting at me. This really works.
- “In loud environments then focussing on something else like looking at the floor really helps because it gives me something to focus on instead of the noise”
- X told me that she uses noise reduction ear plugs (Loops) “These are helpful to use in school like crowded places”

28.06.24 – Support staff feedback/ key adults in Learning Support (SENCO absent)

Parent:

- Is accessing Learning Support less frequently than before Intervention
- Still scales herself as 8.9 or 9 but fewer visits to Learning Support
- Not in crisis as much as before (was very often)
- Not asked for weighted blanket in months – this was at least once a week in the past
- Was on reduced timetable and did not attend on Wednesdays – this was temporary provision. X now attends Learning Support all day on Wednesdays as a break in her school week. She completes art activities and will complete STEM activity next.
- She is more able to share how she is feeling.

LSA

- Reaching out for support more
- More open and honest and will write notes and scale herself e.g. ‘I am a 9 and I want to hurt myself and I'm telling you so you know but I don't want to talk about it'. Following some regulation time sorting or
- Diamond Art X will usually self-regulate and be able to discuss how she felt – approaching staff when she feels ready to do this.
- Can discuss 'sensory overwhelm' and use language of autism with staff
- Asked for help from adults in more general ways. X used to keep worries to herself until she got home but now she seeks support from trusted adults. E.g. broke her ID card and asked for help when worried about this

Autism Team Members: Jacinta Sing and Sam Mannion

Date: 28.06.2024

Case Study 3: Vision Impaired Team

Child: Adam

Context/Background

Adam has a diagnosis of Neurofibromatosis Type 1 – a genetic condition which causes nerve tumours to grow where they shouldn't. An MRI scan confirmed two large benign tumours on his brain and behind his eye and confirmed Neurofibromatosis. Adam also has tumours on other parts of his body. The tumours on his brain and behind his eye are likely to affect Adam's ability to process visual information, particularly in cluttered environments. Adam has damage to the optic nerve in his right eye. Adam's eyesight is not going to improve, but the hospital team are keen to ensure that it does not worsen.

Using the Kays Crowded Near Test, Adam was able to identify pictures equivalent to point 5 font size. However, for comfort Adam should have text presented in no smaller than size 12 font on uncluttered backgrounds.

For text on cluttered backgrounds, Adam would need larger text such as 16 font size. Adam needs to sit at least **2.5 times closer** to see the same detail as his fully sighted peers. Adam wears glasses full time.

Adam's distance vision can affect his social skills: seeing facial expressions at a distance, mobility in unfamiliar situations, on steps and seeing anything at a distance, e.g., displays, whiteboard, actions, and demonstrations. Adam often needs objects/pictures enlarged or brought closer to them so that they can see the detail clearly and ensure they does not miss any learning opportunities.

Adam needs all printed resources modified to his specifications in his pupil profile to ensure the best chance of success.

During a monitoring visit in January, it became apparent that Adam's 1:1 TA was scribing for him, and therefore he was reliant on adult help to record his ideas. From observations and talking to Adam and the staff, it became clear that he enjoyed using a laptop to access some games related to times tables. Having spoken to his TA, Teacher, and his Mum, they agreed that Adam enjoys using a laptop and would benefit from developing his skills to enable him to record his own ideas and work independently using technology such as by learning to touch type.

Interventions applied and current plan.

1. Touch Typing Skills

- Due to Adam's vision condition, they have been developing their touch-typing skills as an alternative means of recording their work during a block of intervention with a specialist TA.
- To achieve an accuracy of 85% and 5 wpm.

- To consolidate his learning of the home row keys.
- To learn the letters on the top row – r,u,e and i.

Adam can seem quite isolated at school. He spends a lot of time with his 1:1 TA working on different work to the rest of the class.

Challenges overcome.

1. Touch Typing Skills

- Adam has 1:1 adult support in lessons to support their vision needs, helping them engage in learning and to do 1:1 instruction if they cannot cope with whole class teaching.
At the start of the year, this 1:1 support had little understanding of his vision impairment and no knowledge of touch-typing.
- Typing lessons were not being completed in school time.
- Poor internet connection/Wi-Fi in school.
- Adam found some of the keys in the home row very difficult and began to refuse to take part in these parts of the lessons.

TVI and ISP supported his 1:1 TA to understand Adam's vision impairment and what can be done to support him. The ISP has also worked with Adam's 1:1 to go through the touch-typing programme in detail after a session with Adam. As a result, his 1:1 understands how to get Adam logged in and how to lead the format of the sessions. This member of staff should now be able to assist Adam when completing touch typing lessons during school time. Equipment was checked and charged on a regular basis and a quiet room was sourced that we could work in with good access to Wi-Fi.

Adam was also invited to attend a Family Group event with other children with VI and their families to support him to meet some peers his own age.

Outcomes achieved.

- Adam's 1:1 TA now has more understanding about how to support him with his vision impairment.
- Adam has now completed lessons 1-25 in his touch typing and is improving his speeds and accuracy.
- Adam has been completing some typing lessons with his TA in school.
- Adam has achieved the target of 85% accuracy and 5 wpm in touch typing on multiple occasions.
- Adam has made great progress with his touch-typing. Adam has also been practising in school to enable him to develop his muscle memory and with a view to transferring his skills in the future.
- Adam has been enjoying touch-typing more and is able to access the whole home row now that adjustments have been made to his finger position.
- Adam has also developed his concentration and attention span during activities during the 1:1 session he has with the ISP.
- Mum has said she wants Adam to practice at home. To facilitate this, she is going to attend a session and watch, so she can support him to continue his learning at home, this is in the process of being rearranged as she couldn't attend the session organised last week.

- Adam is now regularly achieving 5wpm and 85% accuracy or better.
- Adam is finding it difficult to use all 8 fingers in the home row position during lessons which contain words – but he is giving it a good go. His accuracy is improving on Lesson 14 First 8 keys which requires him to type words.
- Adam’s attention to activities seems to be improving. The computer seems to hold his attention and he engages well with the full session.
- Adam thoroughly enjoyed the Family group event. He made friends with two other children and was playing with them for the duration of the session. When asked, he said he had really enjoyed it.

Adam’s views:

‘I like level 6 on here (typing club) and playing the games’ and ‘I have learnt more keys.’ When asked about the Family Group event these were his responses:

Did you enjoy the session? Yes

What did you enjoy about the Family group? The fish game and the jumping (sensory room activity).

Was there anything you didn’t like? The chick eggs didn't crack.

Would you come again? Yes

What would you like to do at the next session? Bring lots of games - car games.

Views of the family

Adam’s Mum has expressed that she is pleased he is learning an alternative means of recording his ideas. She has also asked to come to a session so she can learn how to help him practise at home.

Adam’s Mum also wrote that she ‘really enjoyed coming and Adam loved it too, thank you so much’ about the Family Group event they attended. She also said that she feels ‘Happy meeting staff who support Adam’ and that ‘There is a lot of support for Adam and me’.

Name of persons completing the pro-forma: Harriet Craven and Lauren Edmonds

Date completed: June 2024

Case Study 4 : SISS SEMH TEAM

Current year group:	11
School/setting:	Alternative Provision
Start date:	06.09.23

1. Reason for referral

- Regular incidents of verbal and physical aggression.
- Refusal to follow adult instructions.
- Unable to ask for help from adults.
- Not aware of his triggers to anger and unable to self-regulate his emotions.

2. Intervention plan

Direct work with an SEMH advisory teacher

- Weeks 1-3 – Relationship building, ideal self, aspirations, careers guidance to build aspirations.
- Weeks 4-6 – Self-esteem, self-identity, circle of control, zones of regulation, triggers to anger, emotions in the body.
- Weeks 7-8 – Dialectical Behaviour Therapy (DBT) skills from Distress Tolerance and Emotional Regulation.
- Week 9 – Support with transition.

School support

- Weekly communication with staff to follow up on progress and keep updated about incidents in centre.
- Contribution to Individual Pupil Profile targets and strategies.
- Sharing DBT resources to support with the continuation of work.
- Transition support with pupil and advice and guidance to centre.

3. Outcomes achieved

- Xxxx engaged well in the sessions and was always keen to attend.

- Xxx was able to build and maintain a positive and trusted relationship with the SEMH teacher and the wider community in the centre. Xxx was able to talk more openly about his feelings with trusted adults.
- Xxx was able to make new friends with peers.
- Xxx was able to reflect on incidents and be open and honest about situations that had happened at his previous school and outside of school, leading to his arrests.
- Xxx is able to say how he was feeling using the scaling activity and described his anger as being felt in his stomach.
- Xxx found it difficult to express how his actions have negatively impacted his mental health and felt that he didn't need support in this area.
- Xxx is felt apprehensive about his move to a new school but talked positively about his future and hoped to gain experience in a trade through an apprenticeship.

4. Feedback

Pupil - "I have enjoyed the sessions. I am still nervous about starting at main site as I have liked being at Saturn. I will try to use some of the things you have taught me. I definitely don't think I will be that angry again. Thank you..."

School – "Xxx has settled really well and is much more engaged with his learning. He has built some positive relationships and I think you have helped him learn some skills that will help him settle in his new setting..."

Home – "Thank you for all your support. Xxx has definitely been more positive and a different person since starting at Saturn and working with you. Thank you for your regular updates..."

Target Measured Evaluation (TMEs)				
Area of Work	Start score	Best hopes	End score	Points progress
Target 1 To be able to know how he is feeling and understand his triggers to anger.	2	5	7	5

Case Study 5: SISS SEMH TEAM CASE STUDY

Current year group:	7
School/setting:	Junior School
Name of specialist teacher:	Claire Kennedy
Start date:	05.03.2024

1. Reason for referral

- Xxx levels of anxiety were significantly impacting upon his ability to sleep and concentrate in school during the Summer Term of Year 6. It was also beginning to impact upon attendance, which had always previously been excellent.
- Xxx was on the waiting list for 1:1 sessions with SOLAR but the school, family and Xxx felt that he needed some immediate support.

2. Intervention plan

SEMH advisory teacher

- Teach and rehearse cognitive behaviour approaches to manage / challenge anxious thoughts – using ‘Panicosaurus’ book as a starting point.
- Develop visual reminders of cognitive behaviour work and strategies for managing anxiety to use at school and at home.
- Develop and practice a range of cognitive and physiological strategies for managing anxiety.

Other services:

- Work covered and outcomes were shared with the SOLAR practitioner prior to him beginning 1:1 sessions with them.

School support

- A range of strategies were put into place to support Xxx in school. These included Learning Mentor support, motor breaks, learning aids, resistance band on his chair, sensory activities and time out of the classroom.

3. Outcomes achieved

- Xxxx sleep improved significantly. At the beginning of our sessions, he reported that he 'barely sleeps and he feels tired all of the time'. At the end of our sessions Xxxx reported that he was getting at least 6 hours sleep per night and was only waking once or twice in the night.
- Xxxx reported feeling less worried. Initially he felt that worries occupied his mind 70-80% of the time. At the end of intervention he felt that this had reduced to 40-50%.
- Xxxx felt that he was able to concentrate better in class because he felt able to manage smaller worries effectively. He found taking motor breaks particularly helpful in helping him to 'reset' when managing minor worries. Bigger worries remained harder for Xxxx to manage and these still sometimes impacted on his ability to concentrate.
- Xxxx attendance during the summer term of Year 6 was excellent. He felt confident about his SATs tests and was present for them all. He was already making plans with his family to overcome his anxiety about travelling to secondary school by train and had a generally positive outlook about this transition.

4. Feedback

Pupil

Xxxx commented that he felt more positive because he was more confident that he had the 'tools' to manage his worries and he knows that he has lots of people to support him in school and at home.

Home

Email from Xxxx mother.

'We are so grateful for the work you have undertaken with Xxxx. He is more confident, regulates better, sleep is much better and he has so much more resilience. He has looked forward to your sessions every week and has come home every Tuesday full of energy ready to tell me what you've been doing. He has shown everyone his key ring that you have made and talks about it all the time.

What you have done is wonderful, and I'll be forever thankful.'

Target Measured Evaluation (TMEs)				
Area of Work	Start score	Best hopes	End score	Points progress
To be able to utilise strategies to manage his anxious thoughts	4	6	7	3

Specialist Teacher Signature:

