

What input do we receive from Therapists/Advisory Teachers/other specialist support services?

Staff at St Mary & St Margaret's are committed to working with external professionals in order to meet the individual needs of all children.

We continue to work with:

- Solihull Specialist Inclusion Support Service (SISS) – advice is given on Autistic Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) Difficulties, Sensory and Physical Impairments and Speech, Language and Communication Development (SLCD). Solihull LA have a designated 'Early Years' team to support younger children in Nursery or prior to starting school. A linked advisory teacher is allocated to us from each SISS team and the school works closely with them to plan support effectively. The ASC team will only work with children who have a diagnosis of ASC and who are experiencing difficulties accessing school. Professionals who support children with Speech and Language difficulties work on a caseload basis and support individuals and their families during their time at school to ensure their on-going needs are met. Referrals to SLCN team are made via an assessment by a Speech & Language Therapist. Some of the teams have Inclusion Support Practitioners (ISPs) who work with individual children. The SEMH team has developed a High Needs Pathway for children who are at risk of permanent exclusion and will support and advise to prevent this from happening. The school SENCO meets with the advisory teachers from each of the teams regularly to plan monitoring and assessment visits each term; decisions are based on current needs ascertained by school concerns.
- In Early Years if a child is identified as having additional needs they may be referred to the Early Years Support & Assessment Team (EYSAT). Referral criteria includes significant delay in three or more areas of development. The named Area SENCO may visit school to observe a child then offer written advice. Advice is then implemented as part of the 'plan, do, review' cycle.
- For children who are struggling to make good academic progress we use specialist teachers from SENTAA. They support school in meeting their statutory responsibilities in relation to pupils with special needs. They deliver high quality cognitive assessments, interventions, training and advice for school in order to enable children to make the best progress possible. Where appropriate specialist teachers from SENTAA are able to diagnose specific learning difficulties such as dyslexia or dyscalculia.
- Occupational Therapy – offers advice regarding specialist equipment and programmes. If children have had an OT appointment staff will make every effort to ensure that any recommendations made in a report are followed up. Staff are also involved in referrals and reviews with OT.
- School Nurse & Health Visitor – available on request, they offer support to write care plans for children with high need medical conditions. The school nurse service also delivers Auto-injector (Epi-pen) and Asthma inhaler administration training to staff each year. School can also refer children to the school nurse service for a range of needs; for example, bed wetting or behavioural difficulties. Where a child has a life-threatening condition, their Care Plan is written in conjunction with their specialist consultant from hospital. Care plans are reviewed annually. Please refer to our Supporting Pupils with Medical Conditions Policy for further information.
- Physiotherapy – offers advice regarding programmes for individuals. Recommendations are followed up according to suggestions made in professional reports.

- Speech and Language Therapy – assessment, advice and monitoring of children with speech, language and understanding difficulties. School staff will support children to work towards targets set out in reports. School can refer children for assessment by Speech & Language therapy services. Children with significant needs will be offered blocks of therapy and this is followed up with specialist reports containing advice and suggested strategies to be used in school.
- Specialist Assessment Service – a multi-disciplinary team that assesses children with complex needs, including Autism Spectrum Conditions (ASC).
- Diabetic Nurses – provide training and support for children in school who have been diagnosed with Type 1 diabetes.
- Child & Family Mentor – working with children and families to support as appropriate with a focus on mental well-being.
- SENDIAS – a parental support service from whom parents can access support during the process of referral for Statutory Assessment.
- START team –there are now two dedicated teams within START. One team works on new assessments only (the Assessment team) and the other team works on the review process (the Review team). Each case has a point of contact for annual reviews or any on-going cases where an EHCP has been issued. Assessments are carried out on a case-by-case basis; therefore, the person carrying out each new assessment may differ. However, there is always someone available to discuss cases with school and visit us and meet with parents where appropriate. SENAR is the equivalent team that we work with for children who reside in Birmingham.

School can refer to any of these agencies once a child has been identified as requiring additional support and parental consent has been obtained. Prior to any referral, staff will discuss concerns with parents and sometimes staff may encourage parents to talk to their GP about the needs their child is displaying.

Each of these agencies support individual needs for specific children whose difficulties are more specialised than can be met by staff in school although staff will follow recommendations and implement support where possible.

Solihull Community Educational Psychology Service (CEPS) provides professional psychological services for children, young people and families in a wide range of educational and community settings. They use the expertise of psychological theory and research to develop an understanding of even the most complex situations, addressing a wide range of child and adolescent developmental issues, including special educational needs. This is a traded service in Solihull.

The English as an Additional Language Team (EAL) also work closely with the school as appropriate.

Some services are traded and the school budget is planned according to needs of children whereas other services are provided via local health authority and so are free at the point of need.

Each service is responsible for its own processes for performance management and safeguarding training of their staff that enables us to be confident of quality assurance and meeting the requirements of our Child Protection and Safeguarding policies. The school Business Manager ensures that appropriate DBS checks have been made for anyone visiting school and all visitors are

issued with badges that indicate whether it is appropriate for them to be left alone with children. School has clear knowledge of who to talk to in the case of any concerns about external agencies.

