2014/2015 saw the biggest upheaval in Special Educational Needs and Disability (SEND) since 1981. The Government was late in presenting the final SEND Code of Practice and continues to revise it and add further regulations and duties as time goes along. The DfE has described aspects of the SEND programme in Sandwell to be ‘impressive’, especially the quality of our Transfer Reviews. Regional feedback for SEND judges progress as ‘good’ and we are confident that we can achieve full implementation by 2018.

Like the majority of schools in Sandwell, Inclusion Support has a long established child centred culture where collaboration with parents has been central to its long-term effectiveness. In line with the SEND Code of Practice Inclusion Support has been able to build on its work with parents, for example, establishing a Parent Liaison post as part of the preventing exclusions initiative and working alongside parents as part of their child's graduated assessment pathway.

Many of our most effective developments have embraced person-centred activities and this is especially so in the area of Social, Emotional and Mental Health where the new initiatives are already enhancing existing practice. These initiatives include Therapeutic Mentoring, The Pastoral Leaders Course, The schools' WELL-NET strategy, The BLISS strategy for primary schools and the newly devised Sandwell Wellbeing Profile and Charter Mark for Schools.

Over the last year Inclusion Support has worked with over 70 partners, for example, providing a hospital screening programme for 12 week old babies who may have hearing difficulties. A second example relates to supporting DECCA create a new curriculum for supporting children and young people understand the problems surrounding ‘consent’ and peer-group and sexual exploitation.

You will see from the first part of the Annual Report that Inclusion Support's evaluation and feedback results from schools, social care and parents have been sustained, in that, over 90% of judgments indicate that the services are ‘satisfactory, good or excellent’. For schools the overall figure is 93.5% approval rating. At Inclusion Support our aim is to achieve exceptional and sustainable outcomes for the children, their families and our partners in Sandwell.

As we look towards 2026, and taking into account changes in Sandwell’s school population, we will need to collectively review the future of special educational needs in Sandwell: 2026 Inclusive Learning and Special Education Review.

Dr Kevin Rowland
Principal Educational & Child Psychologist
and Group Manager Inclusive Learning
Overall Results of Inclusion Support’s Service Delivery

Consultations undertaken by Inclusion Support Staff during 2014/2015

The Graph shows the greater amount of consultation time was spent with school staff.

Number of hours spent in direct contact with children and parents

The graph shows that nearly 17,000 hours of time was spent in direct contact with children and over 600 hours in direct contact with parents.

Total number of hours spent in SEND residential schools (non-LA), case conferences and delivering training in schools

Inclusion Support trains over 2500 participants each year (including pre-school staff) and over 2000 hours are dedicated to this area of work.

Total number of hours spent that Inclusion Support Staff have dedicated to casework by each professional group

Casework continues to be a priority for Inclusion Support staff spending 29,888 hours with casework. The different amounts of time reflect the size of the professional group and scope of the professional group’s work.
Historically, Sandwell has been a top performer when it comes to services for vulnerable children and young people, especially those with SEND.

This table shows the number of actual contacts with children and young people undertaken by each professional group. The differences in contacts should be considered alongside the amount of time each group spends with children, for example, the team for visually impaired children work differently to the team for hearing impaired children because of the direct interaction and use of sign language.

### Key Performance Indicators for SEND 2014/2015

Here are some statistics that you might not be aware of.

<table>
<thead>
<tr>
<th>SEND Area</th>
<th>Sandwell</th>
<th>Regional</th>
<th>National</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribunals</td>
<td>2.4% per 1000</td>
<td>-</td>
<td>4.8% per 1000</td>
<td>Sandwell has amongst the lowest number of SENDIST tribunals in England</td>
</tr>
<tr>
<td>% Statements or Plans</td>
<td>2.2%</td>
<td>3% (1st)</td>
<td>2.8%</td>
<td>Sandwell has the lowest number of children with Statements of SEN in the West Midlands</td>
</tr>
<tr>
<td>Statutory Time Frames</td>
<td>93%</td>
<td>70%</td>
<td>60%</td>
<td>Sandwell is in the top 10% of LAs in meeting statutory deadlines</td>
</tr>
<tr>
<td>240 Parents</td>
<td>100% satisfactory or above</td>
<td>-</td>
<td>-</td>
<td>Of the 240 parents who were sampled in 2014-2015 100% reported being satisfied with Inclusion Support</td>
</tr>
<tr>
<td>Schools</td>
<td>93.5% satisfaction approval rating</td>
<td>-</td>
<td>-</td>
<td>Over 50 schools were sampled and were asked to judge Inclusion Support on 5 areas of work for 8 teams. The service achieved 93.5% satisfaction rating</td>
</tr>
<tr>
<td>OfSTED ratings for Special Schools</td>
<td>100% good or outstanding</td>
<td>-</td>
<td>-</td>
<td>All of Sandwell’s special schools have an OfSTED rating of ‘good’ or ‘outstanding’</td>
</tr>
<tr>
<td>OfSTED ratings for Focussed Provisions</td>
<td>89% good or outstanding schools</td>
<td>-</td>
<td>-</td>
<td>89% of Sandwell’s Focused Provisions are placed within schools that have a ‘good’ or ‘outstanding’ OfSTED judgement</td>
</tr>
<tr>
<td>Secondary School Permanent Exclusions</td>
<td>23</td>
<td>4th lowest record of permanent exclusions regionally</td>
<td>-</td>
<td>28% reduction in permanent exclusions when compared to last academic years figures</td>
</tr>
<tr>
<td>Primary School Permanent Exclusions</td>
<td>8</td>
<td>5th lowest record of permanent exclusions regionally</td>
<td>-</td>
<td>Figures have stayed the same for Primary schools when compared to last academic years figures</td>
</tr>
</tbody>
</table>

Table shows SEND statistics in Sandwell Metropolitan Borough Council.

Feedback from the DfE (verbal feedback, Charlie Palmer) highlighted that Sandwell is considered to be a ‘good’ Local Authority for SEND and that the implementation of the new SEND legislation is deemed to be on-track. The implementation of SEND is founded upon a 3 year change management strategy and there are two years left before full implementation. Our aim is to achieve ‘outstanding’ at that point in time - 2017.
Inclusion Support Early Years

Inclusion Support Early Years (ISEY) and Child Development Centre (CDC) is based at the Coneygre Early Years Centre in Tipton. We support children with Special Educational Needs and Disability (SEND) in their early years from birth up to 5 years. We work with other agencies to provide appropriate packages of support and methods of early intervention in our centre, in the home and in our community.

The team consists of staff from Health and Education
- Service Manager
- Early Years Co-ordinator
- 10 Development Workers
- 2 Area SENCOs
- Business Manager and Admin Assistant
- Health Care Assistant

Last year:
- We received 326 referrals
- We provided ongoing support for 271 children
- We successfully transitioned 88 children into school
- We facilitated 3 weekly multi-agency assessment playgroups
- 118 Paediatric clinics were held supported by 3 Consultant Paediatricians with 773 patients attending

Implementing the Code of Practice 2014

Over the past year we have worked collaboratively with SEN team and colleagues from Inclusion Support and Children’s Community Therapy services to establish the Early Years Panel. The panel was set up to support the early identification of children with SEND who have the involvement of multi-disciplinary teams and may require an Education Health Care Plan in their early years. The panel has been responsible for collating ongoing assessments of children, monitoring their progress, considering future educational provision and initiating Community Assessment Meetings (CAM). We held 26 CAM’s leading to meaningful co-production of transition planning and in many cases, formal Statutory Assessment towards Education and Health Care Plans.

Training
- 51 SEND training programmes
- 690 practitioners
- 16 twilight workshops around Outcome Focussed Planning and One Page Profiles, 222 practitioners
- 96% satisfaction rating of good and excellent feedback exceeding our target of 90%

Future Service Development

Looking forward we will be further developing our Twinkly Tuesdays group supporting children who may require a Multi-Agency Assessment (MAA) for Autism. The group aims to provide ongoing support to parents by modelling play, interaction and communication. Being able to assess children in a playgroup environment is key to understanding their needs in readiness for appropriate provision and transition into school. A key feature of the group will involve working closely with the Complex Communication and Autism Team (CCAT), Educational and Child Psychologists, a designated Speech and Language Therapist and an Occupational Therapist.

Feedback from Parents and Professionals

“We had very wonderful support from Mel who was frequently encouraging Nathanael in every aspect. And all his needs was promptly met.”
29.07.15

“Gracie has learnt a lot from Physical Fridays which has helped her a lot with her development.”
05.06.15

“Frankie’s Early Years Worker is a credit to her profession. We will miss her help and support.”
19.05.15

“I would highly recommend this service – all Early Years Workers were excellent, always ready to listen to me, offer encouragement and support and made Jeon feel safe and develop in his confidence.”
26.10.14

“It is a pleasure to be supported by such a strong team. They are efficient, friendly and extremely knowledgeable all within their own fields and each other’s. A massive thank you to all staff at Inclusion Support.”
Lyng Primary 18.05.15

“We would like to thank the ISEY team for the excellent partnership formed and for the training session (Tuning into Behaviour) provided to all staff.”
GNG Nursery 09.09.14
**Educational and Child Psychologists**

There are 11 full time Educational and Child Psychologists (ECP) who have expertise in applying community and educational psychology to support toddlers, children, young people and their families. We do this by providing casework, consultation, training, research and support for schools, social care, public health and other organisations.

**What we do**
- Casework with children and young people in nursery settings, schools and communities
- Consultation and supervision for colleagues in education and other agencies
- Statutory and non-statutory assessments and intervention with children who have diverse and complex needs
- Training, project work and research
- Support for critical incidents in schools
- In the year 2014/2015 a total of 1621 children and young people were seen by our ECPs
- In the year 2014/2015 a total of 1255 consultations relating to children and young people were carried out.

**Statutory Work**
Statutory work forms a significant element of the work of an Educational Psychologist. In the academic year 2014/15 almost one third of all psychological reports written had a statutory function.

Statutory - 210, Other - 335, Total - 545

**Support for Social Care**
Two Senior Educational and Child Psychologists co-ordinate support for colleagues in Social Care for Multi-Systemic Therapy and Parent Cognitive Assessments.
- Improve family relations
- Reduce aggression
- Reduce criminal behaviour, drug and alcohol abuse
- Improve young people’s school progress
- Help young people to form positive relationships

**Social Emotional and Mental Health in Sandwell**
Amongst the ECPs two Senior Specialists have been appointed to oversee the development of Social, Emotional and Mental Health initiatives in Sandwell. Developments so far include:
- A comprehensive mental health audit of all schools in Sandwell
- The development of an Emotional Health and Wellbeing Framework
- The development of a Social, Emotional and Mental Health Charter Mark

**Training for school practitioners**
ECPs have been involved in developing and delivering a range of training courses that aim to support the school as an organisation as well as using the application of psychology and evidence based approaches to develop the practice of colleagues in schools including:
- Trauma and Attachment
- Therapeutic Mentoring
- Pastoral Leaders
- Bereavement and Loss
- Attachment and Relationships in the Classroom

**What was the Feedback?**
- “Awesome session.” Pastoral Leaders
- “Excellent - really made me think about the behaviours of the children I support.” Attachment and Relationships in the Classroom
- “I feel I now have the skills and confidence to support children through bereavement and loss.” Bereavement and Loss

**Therapeutic Work**
Educational Psychologists continue to develop their range of skills and practice in order to deliver a first class service to the young people of Sandwell. This year, a number of the ECPs have added to the range of their therapeutic skills developing therapeutic techniques such as Sand Tray Therapy and Therapeutic Stories.

**Research, Training and Development**
Six Educational and Child Psychologists provided essential professional supervision for five trainees at various stages in their training on the University of Birmingham Doctoral training course. In addition to this, a new Research Unit has been formed which comprises of a team of Psychology graduates who work alongside the ECPs and carry out a range of exciting research projects stemming from the work of the ECPs.

**Video Interaction Guidance**
Training in the use of Video Interaction Guidance has been undertaken in which a number of ECPs have gained an accreditation and are using the technique with families and practitioners in schools to help improve the quality of interactions with young people.

**Post 16**
Following the recent legislative changes, partnerships are now being developed with local post 16 educational providers, further expanding the range of work for Sandwell ECPs.
 Behaviour Support Team

The Behaviour Support Team comprises seven experienced teachers and provides behaviour support to every mainstream school in Sandwell. The teachers are allocated an amount of time per school based on a needs analysis. The majority of Secondary Schools are Academies and trade directly with Inclusion Support via an agreed Service Level Agreement (SLA).

 Behaviour Recovery

24 schools are now trained in using whole school behaviour recovery approaches. This year we have moved towards higher levels of consistency by promoting whole school training for all staff including teaching staff, support staff, lunchtime staff and senior leadership teams. The training supports the new OFSTED framework for personal development, behaviour and welfare. The focus on ‘management of own feelings and behaviour’ provides the ideal opportunity for schools to begin to develop a whole school ethos that promotes emotional well-being and emotional intelligence.

PPEPSI meetings (Preventing Permanent Exclusions, Promoting Social Inclusion)

Over the past two years the introduction of PPEPSI meetings have further supported the excellent work of schools and leadership teams in preventing exclusions. The meetings are held in schools to support leadership teams in making informed decisions and support looking at alternatives. The meeting is based on the Hayden Risk factor model. At each meeting the Schools Child Educational Psychologist, Behaviour Support Teacher, Primary Development officer Haleema Yousaf and manager of the Behaviour Support Team attends to support the school in taking next steps.

Impact of PPEPSI Meetings

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of meetings</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>19</td>
<td>2 permanent exclusions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Remain in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PRU placement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managed transfer</td>
</tr>
</tbody>
</table>

BST’s Impact Measures

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Number of activities</th>
<th>Impact of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation</td>
<td>240</td>
<td>80% positive outcomes</td>
</tr>
<tr>
<td>Behaviour Tracker and Plan</td>
<td>109</td>
<td>85% positive outcomes</td>
</tr>
<tr>
<td>Group work initiatives</td>
<td>12</td>
<td>100% felt group work supported improvement</td>
</tr>
<tr>
<td>1:1 work with children</td>
<td>86</td>
<td>94% felt improvement</td>
</tr>
<tr>
<td>1:1 work with staff</td>
<td>30</td>
<td>100% said strategies supported improvement</td>
</tr>
<tr>
<td>Working with parents</td>
<td>80</td>
<td>100% Positive feedback</td>
</tr>
<tr>
<td>Review using tracker/checklist</td>
<td>547</td>
<td>77% positive impact</td>
</tr>
</tbody>
</table>

PPE Team

The core PPE has six full time staff and work work in primary schools. Two additional members of staff provide support for re-integration programmes and parent liaison.

The PPE continue to provide an excellent level of support to schools and prevent exclusions from taking place. This year has been particularly busy with the number of emergency cases rising to 24 out of the 48 referred for support. They have continued to extend their skills through professional development building a bank of therapeutic resources to use with children and extending cognitive behaviour therapy approaches. Alongside this they have continued to excel at preventing exclusions with 92% of the children they have from being permanently excluded.
The Learning Support Team

The Learning Support team is composed of 8 teachers providing a capacity of seven full time equivalent posts. Within the team, we have an extensive range of experience across the age range from 3 to 19 years, including special schools and alternative provision. There are senior post holders for Literacy, Numeracy, Physical and Medical Needs.

We work across primary and secondary phases. Each school has a named Learning Support teacher. Casework, development work and training are negotiated with schools at the beginning of each academic year, reviewed mid-year and may change according to the needs of the school.

Learning Support Casework Activities in schools during 2014/2015

In June 2015 the Learning Support team carried out a pupil progress survey with SENCo's (Sample: 292 pupils)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Sample SENCo Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the pupil made progress this year? (The rate of progress relates to the individual pupil, taking their special educational need into account, not the average expected rate of progress for pupils of a similar age.)</td>
<td>93.5%</td>
<td>&quot;Good progress. Intervention effective.&quot; &quot;Has returned to class literacy lessons with support.&quot; &quot;Excellent progress in reading, comprehension and spelling.&quot; &quot;Learning no longer a concern.&quot;</td>
</tr>
</tbody>
</table>

No progress noted: 19 pupils (6.5%)
Of 19 ‘no progress noted’ 9 (47%) were referred on to other Professional Groups

- 4 (21%) to Specific learning Difficulties Team
- 2 (10.5%) to Behaviour Support Team
- 3 (15.8%) to Child and Educational Psychologist Team

SENCO support: National Award for Special Educational Needs Co-ordination

Members of the Learning Support Team are associate lecturers on the National Award for Special Educational Needs Co-ordination accredited by the University of Birmingham. The University of Birmingham is a Department for Education and National College for Teaching and Leadership approved provider for the National Award for SEN Coordination.

This Masters level programme reflects the updated changes to the National College for Teaching and Leadership learning outcomes framework and is closely aligned to changes in special education needs and disability policy, provision and practice.

This programme is ideal for SENCos who wish to meet the statutory requirements for undertaking the role of SEN Coordination.

Over the last 8 years, 100 Sandwell SENCos have gained the National Award for SEN Coordination, 81 from Primary schools, 14 from Secondary, 4 from PRUs and 1 from a Special School.

Sample quotes from past students about the impact of the course:

“*A huge leap in confidence alongside a growing knowledge/understanding of the issues surrounding SEN and the role of SENCo.*”

“*It has enabled me to answer questions from staff, lead the role forward, provide further advice or signpost to others and speak with authority.*”

“*It has allowed me to reflect critically on the responsibility of the role of SENCo and highlighted the need to involve parents/carers in decision making and target setting.***”

The Sandwell Provision Management Tool

After discussion with SENCos, the Sandwell model Provision Management tool was developed to enable SENCos and senior leadership teams to analyse the impact of interventions for all children receiving them, not just provision for children identified as having SEND.

The excel spreadsheet allows analysis of the impact of interventions for a range of different groups (according to gender, pupil premium, SEND, ethnicity, birth date) or individuals. It costs provision, making it easier for school staff to see exactly how much is being spent running a particular intervention, as well as working out how much money has been spent on individual children. This information is vital for Education, Health and Care Plan applications as well as informing governors about the impact of interventions and value for money. This resource was given free of charge to Sandwell schools after colleagues attended a briefing demonstration session. It is now available on the intranet. For further information, please contact: Karen_Daley@sandwell.gov.uk
Including children and young people with an autism spectrum disorder challenges us all, yet those times when they make sense of our confusing social world, learn a new skill or share an experience with their friends are among the most satisfying.

We have more than 500 children and young people with an autism spectrum disorder in our authority. This affects their ability, to varying degrees, communicate with, and relate to, other people.

Our special schools are supporting 35 children, with 3 under assessment.

In the academic year 2014/15, The Complex Communication and Autism Team (CCAT) worked with 186 children and young people. The graph also illustrates the number of MAA diagnostic assessments and statutory assessments for which CCAT contributed information.

Our special schools are supporting 49 children, with 2 under assessment.
Complex Communication and Autism Training
CCAT continued to deliver a programme of training related to ASD including ASD awareness, structured teaching approaches, using visual strategies to develop social understanding, sensory integration and managing behaviour. Our training was consistently evaluated as good or better by participants.

Outcomes
For the second year of using the ASD specific evaluation, 100% of participants indicated an increase in their knowledge and understanding of ASD or commented that their existing rich knowledge and understanding had benefitted from a ‘refresh’.

“You match the theory to the practical so well.” - KS1 Teacher, Sandwell Primary School

Towards Independence Hierarchy
CCAT supports schools with the implementation of strategies and approaches to develop communication, interaction, independence and self-management skills. These range from structured social skills groups to individualised strategies. The outcomes of these interventions are difficult to measure, particularly when considering whether children and young people can use these skills in different situations. CCAT has developed a ‘Towards Independence Hierarchy’ for measuring communication and independence development linked to the P-Levels and end of Key Stage statements.

The TIH is currently being piloted with individual and small groups of children.

Interventions: Making a difference to Children’s lives
CCAT advise on many evidence based interventions which include:

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Use of Language Programme (SULP)</td>
<td>Specialist Development Officers lead the setting up of SULP groups in both Primary and Secondary schools. Progress in social communication skills are consistently evidenced through this intervention. Evaluation by a Secondary Academy described emerging positive and supportive peer relationships within their group.</td>
</tr>
<tr>
<td>Identiplay</td>
<td>A modelled play strategy which can also be adapted to teach self-management skills. Evaluation by a Primary School described emerging small world play skills and language to comment and describe.</td>
</tr>
<tr>
<td>Mediated Play Buddies</td>
<td>A shared play strategy which prepares children for their role in play with peers. Evaluation by a Primary School indicated some involvement by a pupil in peer led play. The pupil had previously only played in solitary activity.</td>
</tr>
<tr>
<td>Visual CBT based Approach</td>
<td>An intensive, individual approach combining visual materials with principles of cognitive behavioural therapy. Evaluation by a Secondary Academy indicated that the specialist work had been so effective in reducing a student’s anxiety that she was able to attend school.</td>
</tr>
</tbody>
</table>
The Specific Learning Difficulties Team (Dyslexia and Dyscalculia)

The Specific Learning Difficulties Team (SpLD) is composed of 4 specialist teachers providing a capacity of 3 full time equivalent, supporting children and young people across the primary and secondary phases.

The SpLD Team evolved from the Individual Pupil Support Team (IPS) which taught pupils with a statement of SEN for Specific Learning Difficulties (dyslexia). The role has expanded considerably with the emphasis now being on assessment, training, consulting and support for schools, to achieve the best possible outcomes for their pupils.

Whilst much of the work focuses on pupils with dyslexic-style profiles, support also includes literacy access, dyspraxia and dyscalculia (which are a fairly recent and rapidly growing area of work).

Schools access the SpLD Team through a member of their allocated IS school delivery team. This allows support to be targeted more rapidly to those pupils who would benefit from SpLD Team input.

SpLD Casework

Over the academic year 2014/15, the Team worked with pupils in 14 high schools and 71 primaries, and dealt with a total caseload of 203.

Well over 80 per cent of the pupils referred to the Team this year have been identified during their primary school years, with over 65 per cent prior to Year 6. Each pupil has received a comprehensive assessment of need, and a rigorous individual programme of activities tailored specifically for delivery to them.

Training is also offered on an individual basis to those members of school staff involved with the delivery of programmes.

Ages of pupils at referral

Specific Learning Difficulties Training in 2014 - 2015

The SpLD Team also works to support and enhance schools’ capacity to support pupils. One significant way of achieving this is through training; which can take the form of modelling strategies with individual staff, whole or part school bespoke training, or centrally-delivered courses.

The team regularly delivers courses across a variety of settings. These are constantly updated to take account of research and developments in the field. During 2014/15, the team delivered a total of fifteen such courses, training over 180 delegates.

Each training course is evaluated for both its quality and, at a later date, its impact. The specific outcomes of all Inclusion Support’s training are published annually in the booklet ‘Training, Innovation and Development’. Over 2014/15, delivery of courses by the Team was felt by 100% of delegates to be ‘satisfactory or better’, and by 98.5% to be ‘good or excellent’.

Dyscalculia: New Developments

This year, the SpLD Team has built upon previous research and achievements to produce a couple of high-profile initiatives.

Firstly, the initial delivery of the ‘Introduction to Dyscalculia’ one-day training package took place, and was a very well-received by delegates from a number of Sandwell schools.

In addition, the ongoing commitment to the identification of specific Maths difficulties has led to the formulation of an assessment or ‘test’, which is currently being piloted by the team in various schools.
Sensory Support: Hearing Impairment Team

The team is comprised of six qualified teachers of the deaf and one specialist support practitioner. By the end of July 2015 we were working with 348 children of all abilities across a range of settings. The vast majority of our caseload is in the age range 0-19 but, because of the new legislation relating to special educational needs and disability (SEND) we may work with young deaf people who have an Education Health and Care Plan up to the age of 25. The number on caseload is a small increase on last year and continues a recent trend. In 2014/15 we received 62 new referrals of which 55 progressed to new active cases. Much of the support from the HI Team is targeted directly at schools and families.

Working with families in central to our work and our involvement starts after the diagnosis of a hearing loss. In the case of children identified through the Newborn Hearing Screening Programme this can be from the age of 12 weeks, with our first contact being within 24 hours of notification. We work closely with families to maximise the opportunities for language and communication development in the crucial early months and years of life including the offer of our Sensory Tots baby and toddler group. We also act as a link for parents with other agencies such as audiology services to ensure maximum benefit from hearing aids.

In schools our main focus is on advising schools on strategies to maximise access to the curriculum. We also offer support to schools and families in a number of areas:

- Maintaining language and communication development
- Effective teaching and learning strategies to ensure the inclusion of hearing impaired students, including advice for exams and staff mentoring
- Advising on what supportive technology may be appropriate such as radio aids and soundfield systems and how to make best use of them

In addition to the support detailed above the HI Team also supports Sandwell’s two enhanced provisions for deaf children at Hargate Primary School and Wodensborough Ormiston Academy. These provisions cater for deaf children with a higher level of need usually around language and communication. At Hargate Primary School the increase in numbers in the Early Years continues and we are working with both schools to address the long-term implications of any fluctuations in numbers.

Social Opportunities

Our social opportunities programme has continued for another year offering exciting opportunities for language development and meeting a deaf peer group. These are a combination of day trips and residential stays all of which are designed to build confidence and self esteem. Our monthly cookery club for secondary pupils is a fun, language rich experience, and allows the young people to learn to cook confidently and safely. The club has now established a link with Ikea’s catering department and looks forward to their support in the future.
Social Opportunities

Our social opportunities programme runs across the Sensory Team, including young people with both visual and hearing impairments.

We have had another successful year offering a range of day and residential activities and trips including:

- A weekly Youth club for Secondary aged young people
- A monthly cookery club held at Shireland Collegiate Academy where young people have the opportunity to shop for provisions as well as making delicious meals
- Residential visits to Dodford farm near Bromsgrove, the Forest of Dean camping and a festival near Bromsgrove

Horse riding provides a hugely enjoyable learning experience for our youngsters. The personal, social and educational outcomes are powerful in reinforcing long-term personal success and confidence.

Sensory Support: Visual Impairment Team

The team is comprised of seven qualified teachers of the Visually Impaired who work a 5.5 full time equivalent and four specialist support practitioners, who work in a variety of Settings with young people, Parents/Carers and staff within the areas of: Braille, Habilitation (mobility and independent living skills), ICT including touch typing and resource modification.

By the end of September 2015 we are working with 368 children of all abilities across a range of settings, between the ages of a few months old to 22 years.

We put great importance on engaging with families to offer support and advice. For parents with babies, we run a weekly Sensory Tots playgroup at the Coneygre Arts Centre. We also act as a link for parents with other agencies such as ophthalmology services.

In schools our main focus is advising and training staff on strategies to maximise access to the curriculum, contributing to Education Health and Care plans and liaising with other agencies for example Health including Occupational therapists, Physio’s, Travel Trainers and Connexions.
**Visual Impairment Active Cases - Degree of Visual Impairment**

Graph showing the degree of visual impairment for active cases.

**Visual Impairment Active Cases - Gender**

Graph showing the gender distribution of active cases.

**Visual Impairment Active Cases - Phase of Education**

Graph showing the number of cases and the phase of education.

**One Data as at September 2015 (data in hours)**

Graph shows output data.
Critical Incident Emergency Response Team (C.I.E.R.T.)

The C.I.E.R.T. is essentially a rapid response team that is able to offer immediate assistance to members of a school population when a traumatic incident is reported.

It is recognised that both staff, pupils, families and members of a school's community can experience a range of personal reactions when faced with a traumatic situation in a school. Some people experience 'shock' at a later point and support takes account of this. Educational settings therefore need immediate support to manage situations that can be highly distressing and medium-term follow-up.

The C.I.E.R.T. team currently consists of 18 members of staff at Inclusion Support represented across the multi-professional teams.

The C.I.E.R.T. provides support for those directly involved in, or are affected by traumatic incidents that usually happen suddenly or unexpectedly. Those ‘close’ to the situation would be overwhelmed and find it difficult to cope. Examples of such events may include:

- Serious injury to a pupil or member of staff
- Fatality resulting from an accident or natural disaster
- Victim of violent crime
- Long-term illness

Between June 2014 and July 2015:
- 14 Incidents were reported to C.I.E.R.T
- 12 Instances of active involvement were carried out by C.I.E.R.T

C.I.E.R.T. Principles

- Our principle aim is to facilitate schools to manage the primary impact of a Critical Incident
- We provide immediate advice, guidance and support to the headteacher and follow this up with establishing a support group of staff (core group)
- We offer psychological support from the very beginning to help reduce the possible impact of Post Traumatic Stress at a later point in the emergency
- Action would usually involve an initial telephone contact with the Head Teacher within 60 minutes of the first alert. Depending on the nature of the incident a face-to-face meeting on the school site will be arranged at a mutually convenient time
- Telephone advice may be sufficient in the first instance
- Advice, guidance and support for staff in managing trauma in school is available and will include managing reactions such as anger, guilt, withdrawal and how to provide pastoral support
- The C.I.E.R.T. may deploy support in school for staff, pupils and families. This would be agreed with the Head Teacher
- Follow-up action would also be agreed with the Head Teacher to ensure that vulnerable individuals presenting with on-going traumatic reactions are supported
- Medium to long-term support for people may be arranged with the appropriate agencies
- All C.I.E.R.T. interventions are evaluated and all learning is shared through regular debriefings and training

What happens when a C.I.E.R.T alert comes into Inclusion Support?

1. Admin staff alert Alison Bayliss, Anthony Atwell and Kevin Rowland
2. There is a risk assessment and the team of 10 is alerted to the incident
3. A site visit is negotiated with the school / EY setting
4. On arrival there will an up-date briefing with the head teacher and other staff / governors
5. Staff wellbeing check: core staff (directly affected), staff indirectly affected, and all staff
6. Pupil wellbeing check: core group, associated group and all pupils
7. Family and community check
8. Action plan - proportional to the incident, the impact on everyone and the ages of pupils
9. Implementation and allocation of roles with built in check-ins and reviews
10. Debriefing and sharing up-dates: continual (excellent communication is critical)
11. Debrief and evaluation
12. C.I.E.R.T. debrief and learning

The responses include explanation of individual impact (staff, pupils, family etc) and the organisational responses needed to manage the incident in school or early years setting.

The responses might include setting up a peer-support programme, staff de-briefing and operationalising appropriate rooms / facilities. Counselling and support groups may be established for pupils, staff and families, and on occasions there may be a need to arrange for some brief-therapy interventions on-site.
Current developments

The C.I.E.R.T. is developing two draft documents to support schools. The first is described as an initial ‘consultation pack’. The purpose of this is to guide school personnel through the early period of the occurrence of a C.I., with a focus on specific protocols to better manage the situation.

The second document is a ‘resources pack’ which will include booklets that schools may use to support pupils as required.

The C.I.E.R.T. is based within the Inclusion Support Service, at Connor Education Centre, Connor Road, West Bromwich.
Inclusion Support
Expertise • Experience • Excellence

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