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 Disorder (ASD), Social, Emotional and Mental Health (SEMH) Difficulties, Sensory and Physical Impairments and Speech, Language and Communication Needs (SLCN). SISS also have a designated ‘Early Years’ team to support younger children in Nursery or prior to starting school. A linked specialist teacher is allocated to us from each SISS team and the school works closely with them to plan the allocated time effectively. The ASD team will only work with children who have a diagnosis of ASD. The ‘Early Years’ team and those 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. Some of the teams have Inclusion Support Practitioners (ISP) who work with individual children. The school SENCO meets with the specialist teachers from each of the teams regularly to plan monitoring and assessment visits each term; decisions are based on current need ascertained by school concerns.

- 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 and advice for school in order to enable children to make the best progress possible.

- Occupational Therapist – offers advice regarding specialist equipment and programs. If children have had an OT appointment staff will make every effort to ensure that any recommendations made in a report are followed up.

- 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 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.

- Physiotherapist – offers advice regarding programs for individuals. Recommendations are followed up according to suggestions made in professional reports.

- Speech and Language Therapist – 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 Disorder (ASD).

- Diabetic Nurses – provide training and support for a child in school who has been diagnosed with Type 1 diabetes.

- Family & Community Mentor – working with children and families to support as appropriate.

- 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). We have a Link Review Officer who is our point of contact for annual reviews and 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 in Birmingham.

Each of these agencies support individual needs for specific children whose difficulties are more specialised than can be met by staff in school.

Educational Psychologists and staff from 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 has its own processes for performance management of their staff that enables us to be confident of quality assurance. School has clear knowledge of who to talk to in the case of any concerns about external agencies.