



Haringey Education Inclusion Team (EIT)

Impact Report 2022-3

Introduction: Who we are

A team of experienced teachers and specialist support workers who provide support, advice, and training to ensure that every child and young person with Special Educational Needs or Disabilities has full access to learning opportunities in the home and their educational setting.

Our aim is to minimise barriers to accessing the curriculum, so that children can achieve their potential, contribute to their school communities and transition smoothly between key stages.

Promoting inclusion and well-being is at the core of our service.

We are a diverse team of highly experienced educational professionals with expertise across a range of areas.



**Early
Years**

Portage
Area SENCos

**Sensory
Support**

Hearing
Vision

**Language
& Autism**

Language
Autism

Team Offers and Caseloads

portage home visiting team

The Portage Team is a team of qualified play specialists who support families of children under 5 with special educational needs or disabilities to use practical everyday play ideas to support their child's development.



How do we work with children?

Portage Visitors have a small caseload of children who they visit weekly or fortnightly. They work closely with parents and other professionals to identify where the child is in their development and the next steps families would like them to achieve. They then show families how they can achieve these next steps by modelling play ideas, lending toys and suggesting activities which incorporate specialist advice in everyday play

As well as home visiting, the Portage Team work with the specialist health visiting team to run the **Huddle**. This is a stay and play for children under 5 with special educational needs or disabilities where they can access support and advice on toileting, sleep, behaviour, learning, play, resources and starting nursery as well as have fun and meet other families.



How do we work with parents?

Portage visitors work closely with parents to help them understand the early years and SEND systems and help them navigate these services to ensure all the right support and challenge is in place for their child.

They work with parents to help them keep a shared record of the child's progress and what works well and doesn't work well for them. They use this to support children to transition smoothly into educational settings.

Portage Visitors support parents to access community activities and resources, including additional funding that may be available to support their child, so they and their child can be fully included in the community.

How do we work with schools and settings?

The Portage team help parents find a nursery or school for their child. They then work closely with the school, family and other professionals to ensure the right support is in place to help the child settle in quickly and make progress.

Referral to the Portage Team:

Children who meet the following criteria will be considered for Portage:

- Child lives in the Borough of Haringey and is not attending an early years setting
- Child is under 5 and has complex health needs or a disability from one of the following groups:
 - Neurodisability (e.g. cerebral palsy, chromosomal and genetic conditions and syndromes)
 - Neurodevelopment disorders (e.g. autism)
 - Severe physical and/ or learning difficulties/ developmental delay
 - Profound and multiple disabilities
 - Severe sensory impairment (blindness or deafness)
 - A degenerative illness or complex and severe health problems that are life limiting
- Child receives or has been referred for multiagency input from 3 or more agencies*
- Children who have significant social communication difficulties but are not accessing multi-agency input from 3 or more agencies, may be eligible for **Portage Pulse**. This is a short-term Portage input consisting of a 6-month package of play ideas and support to transition into an Early Years Setting

A referral can be made to the Portage Service by a parent or professional by emailing (iasp@haringey.gov.uk) stating that they would like Portage and attaching evidence of the child meeting the criteria above. A referral will only be considered if the parents/carers have given their consent.

For further details,
please contact:
portage@haringey.gov.uk
or phone 0208 489 5039



Portage Updates

- Difficulties recruiting to EY Inclusion manager in summer 2022, led to the appointment of an interim while role was being regraded to a teacher post. Interim was short-lived, leaving post vacant until March 2023. Inclusion lead covered post but this led to instability in service and impacted delivery of offer
- One 0.4 fte Portage visitor left in February 2023, delays in finance signing off recruitment and compliance led to the post being empty for 5 months. One PV acted up 1 day a week but team capacity was impacted. This led to a waiting list for Portage of up to 3 months. The new PV has now started and the waitlist has now cleared.
- Referrals to the service have been relatively stable over the last year.

Team	Number of children on caseload on 1/7/22	Autumn 22 - Number of new requests for involvement	Number of children on caseload on 1/12/22	Spring 23 - Number of new requests for involvement	Number of children on caseload on 15/3/23	Summer 23 - Number of new referrals	Number of children on caseload on 1/7/23	Number of new referrals
Portage	45	11	32	9	33	13	40	13

area sencos

The Area SENCOs are a team of qualified early years professionals who have extensive experience of working with children with a range of special educational needs or disabilities. They work with private, voluntary, and independent Early Years settings across Haringey to ensure there is sufficient expertise and experience amongst local early years providers to support children with SEND.

How do we work with children?

We do not work directly with children, but we provide support and advice for settings to enable them to meet the needs of individual children on areas such as:

- Reviewing progress to support with the identification of next steps
- Accessing further support
- Appropriate targeted strategies to support the child.
- Modelling of support and intervention



How do we work with families?

- An annual transition into school conference – *Choosing Positive Futures*. This provides parents with information around Haringey's education system and procedures as well as the types of places available to children in mainstream education or special school.
- Email helpline for general enquiries about how Haringey supports children with SEND in the Early Years.

How do we support settings?

- Each Haringey PVI has a named Area SENCO.
- **Termly consultations** to provide settings with advice and guidance on the development of inclusive practice and understanding SEND systems and processes.
- **Training programme** on SEN issues & initiatives. The training is varied and based on need. For example, central based training on ASC, evidence-based language programmes, developmental play and target setting. Training also takes place in individual settings based on their needs.
- The Area SENCO Team organise an in-depth 5-session training programme for new Early Years SENDCO's so that they can fulfil the responsibilities of the Early Years SENDCO role within their setting. This involves having appropriate arrangements in place to support children with SEND. Completion of this training programme results in the SENDCO being awarded the **Haringey Early Years SENDCO Award**. This award enables parents to have confidence in the setting's ability to meet the needs of their child.
- **Early Years SENDCO Network** – termly opportunity for developing and disseminating good practice on all aspects of SEND as well as keeping SENDCOs up to date on the range of information, advice and support services, to promote effective work with parents of children in the early years.
- **Cluster Groups** – Area SENCOs attend the half-termly cluster groups run by the Educational Psychology Service for PVI neighbourhood clusters. These provide an invaluable opportunity to discuss individual children, strategies to support them and learn about best practice in Haringey.



Referral to the Area SENCO Team.

- The Area SENCO team do not take direct referrals as they work with an allocated casework of settings. Families and settings are welcome to email the areasenco@haringey.gov.uk with any queries.

For more information,
please contact:
Areasenco@haringey.gov.uk or
on 0208 489 5039

Area SENCo Updates

The Area SENCo team was also impacted by the instability in the Early Years Inclusion Team manager post. There was also some long term absence in the team which led to a reduced offer in the summer term.

The team introduced their new offer in Autumn 2023 which involved no longer taking pupil referrals but working directly with settings to develop the quality of the universal and targeted provision for children with SEND through a consultancy model. Settings are able to seek advice for individual pupils through the EPS cluster groups and inclusion fund offer

sensory support team *hearing*

We are a team of Qualified Teachers of the Deaf and a Communication Specialist (British Sign Language) working across the boroughs of Haringey and Enfield. We support children with an identified hearing loss, both in the home and in all types of educational settings (except schools for the Deaf or resourced bases for the Deaf). We become involved with families and children from their diagnosis, often as a young baby. Our work includes supporting and advising families and carers throughout their child's educational journey.

What we offer:

We provide support, advice, and training to ensure that every deaf child has full access to learning opportunities in the home and their educational setting. Our aim is to minimise barriers to accessing the curriculum, so that children can achieve their potential and contribute to their school communities. We liaise with a range of other services such as audiology, speech therapy, SEN, and educational psychology. Promoting inclusion and well-being is at the core of our service.

How we support children and young people?

- Technical support and advice with hearing aids, radio aids and cochlear implants.
- Liaison with local audiology services including informal assessments of listening
- Support language and communication development
- Contribute to formal assessments including EHCPs where appropriate
- Reports to relevant professionals

How we support families and children under 5?

- Support and advice to understand hearing loss and with introducing technology
- Supporting families with emotional wellbeing
- Regular home visits to encourage good play and communication skills
- Liaise with other professionals about early listening/language development
- Sign language support offered at home
- Support with choosing and transitioning into first setting
- Baby and Toddler group



How do we work directly with children and young people in educational settings?

- Deaf awareness sessions for the pupil and their peers
- Healthy Deaf Minds sessions run centrally for Key Stage 2&3 pupils
- Observations of pupils/sessions and 1:1 pre/post-tutoring where appropriate
- Transition preparation and readiness
- Questionnaires to support achievement and promote pupil voice
- Assessment of functional listening
- Support to develop life skills such as managing technology, self-advocacy, emotional well-being, social interaction, positive deaf identity and self-esteem.

How do we work directly with schools/settings and colleges?

- Training for staff to develop an understanding of deaf awareness, deafness, and amplification
- Monitor and advise to promote an effective listening environment
- Advice on classroom/teaching strategies/resources to encourage inclusion and equal access
- Transition planning to overcome potential challenges
- Provide hearing profiles to demonstrate hearing status and listening strategies
- Identifying and inform targets for IEP and annual review meetings

Referral to the Sensory Support Team - Hearing:

Referrals can be sent directly to the team if a child has a hearing loss confirmed by an audiology clinic (signed consent must be obtained from parents). Specialist hospitals also send referrals directly to the service following appointments.

For more information, please contact:

sensorysupport@haringey.gov.uk
0208 489 5039/8388

Hearing Support Team Updates

The team started the year with a couple of changes; a new 3-day a week QTOD on secondment from a local HRP and another back from maternity leave.

The caseload had increased significantly over the last two years, particularly for the Enfield children and so we negotiated a change to the contract which would enable us to recruit an additional QTOD. Sadly, the time taken to renegotiate the offer, signing the recruitment off from our end and then the temporary candidate we recruited pulling out on medical grounds meant we have not had the increase in staffing and have struggled to deliver the children's NATSIP criteria. We will start the new academic year with the additional teacher which will alleviate some pressure on the team, although we remain under-staffed compared to national levels.

Caseload numbers have remained stable this year

Team	Number of children on caseload on 1/7/22	Number of new requests for involvement	Autumn Term		Spring Term		Summer Term	
			Number of children on caseload on 1/12/22	Number of new requests for involvement	Number of children on caseload on 15/3/23	Number of new referrals	Number of children on caseload on 1/7/23	Number of new referrals
Hearing	180	5	178	8	168	13	184	7

sensory support team *vision*

The Vision Impairment Team are a team of specialist advisory teachers (QTVIs) and a Habilitation Specialist (mobility and independent living skills) that offer a range of support for children and young people with a diagnosis of a vision impairment. We work in all Haringey mainstream educational settings, from aged 0 – 19 years. We become involved with families and children from their diagnosis, often as a young baby. Our work includes supporting and advising families and carers throughout their children's educational journey.



How do we work with children and young people, families and settings?

Under 5s

- **Support in settings** (nurseries, childminders, carers) to encourage the development of early social skills through guided play; fostering the development of early independence skills; environmental safety audit; training staff; transitions into new settings; provide vision profiles
- **Support families and carers**, through home visits and regular contact, to help understand their child's diagnosis and the implications it may have for their education. We also signpost any relevant information and support available in the borough
- **Liaise with a range of medical professionals** about developmental issues
- **Contribute to formal assessments**, such as EHCPs

Pupils aged 5-19

- **Regular visits to educational settings** to ensure staff have a good understanding of any relevant vision impairments; advise on reasonable adjustments to enable full curriculum access; provide vision profiles; undertake functional vision assessments; transition advice and support; regular 1:1 meetings with students to support social & emotional wellbeing and to develop self-efficacy skills
- **Training of school staff** on how to adapt learning materials and resources
- **Contribute to formal assessments**, such as EHCPs and attending annual reviews
- **Provision of specialist equipment** and training if needed, such as magnifiers
- **Specialised individual teaching**, including Braille when appropriate
- **Regular contact with families and carers** to advise and support throughout their child's education



Mobility and Independent Living Skills

Our Habilitation Specialist teaches children and young people with a vision impairment to:

- **Move around safely, efficiently and independently** as possible
- **Develop independent living skills**, including home visits to support families
- **Provide sighted guide training** for people working with a child or young person with a vision impairment
- **Conducts environmental audits**, to ensure settings are risk assessed and adapted for children and young people with a vision impairment

Referral to the Sensory Support Team – Vision:

Referrals can be sent directly to the team if a child has a confirmed vision impairment from a medical practitioner (email: sensorysupport@haringey.gov.uk). Signed consent must be obtained from parents. Specialist hospitals also send referrals directly to the service following appointments.

For more information, please contact:
sensorysupport@haringey.gov.uk
0208 489 5039/8388

Vision Support Team Updates

We started the year with some significant changes to the caseload. Our two high involvement children (twice weekly visits) both moved on to their next stage of education and were no longer being educated in mainstream Haringey Schools. We had had a significant increase in under-3s with a visual impairment referred in the previous 6-months. This combined with long-term difficulties recruiting to our empty habilitation specialist post, led to a mini-restructure of the team. We reduced the amount of QTVI support by 2 days a week and created a vision support assistant post which was also a training post for a habilitation specialist.

The restructure was not smooth as delays in the compliance team meant the VI Specialist support assistant was not able to work independently until mid-October. However, once she was signed off the post allowed the team to increase the breadth and depth of its support for children, young people (CYP) and families. This has included regular sessions on touch-typing, technology, braille and pre-braille skills with a number of CYP with a vision impairment. It has also helped improve communication with parents so that any event information and other sign posting is more targeted and sent promptly.

She successfully completed the first year of a Habilitation Specialist course at UCL and is now qualified as a Habilitation Assistant. She will complete the course next year to become fully qualified. She will be delivering some traded work with a local college over the next year.

The team has also focused on developing its curriculum for young children over the last year in response to the change in caseload.

The caseload continued to show a significant increase in the Autumn term but has appeared to stabilise now.

Team	Number of children on caseload on 1/7/22	Number of new requests for involvement	Autumn Term		Spring Term		Summer Term	
			Number of children on caseload on 1/12/22	Number of new requests for involvement	Number of children on caseload on 15/3/23	Number of new referrals	Number of children on caseload on 1/7/23	Number of new referrals
Vision	103	3	112	10	113	1	114	3

language support team

The Language Support Team consists of two part-time specialist teachers who work with mainstream school staff and other professionals to improve the educational outcomes and life chances of children and young people with Speech Language and Communication Needs (SLCN)



Offer for Haringey Mainstream schools:

Support for schools working to develop whole school systems to support language and communication skills for all children, with a focus on those with SLCN. All primary and secondary schools will receive up to 2 consultation visits over the year which are personalised to the school's needs.

Whole school planning support:

- Each school is supported to create a communication action plan, which is then reviewed, and next steps agreed, as part of the continual cycle of plan, do and review.
- Support to include the development of language in policies and teacher planning, including communication friendly classrooms and high-quality teaching strategies.

Targeted support:

- Focus on aspects of SLCN identified by the school.
- Guidance on assessing children with SLCN
- Support for interventions, including Talkboost (Early Years, KS1 and KS2).
- Follow up discussions after staff have attended central trainings where appropriate.



Advice/guidance on resources, training and signposting, including:

- Screening and identification of SLCN.
- Checklists of SLCN strategies
- Interventions to support communication.
- Information on training packages including Word Aware, Elklan Communication Friendly Settings, Language Link and Train the Trainer Packages that SENCos can deliver in their schools.
- Strategies to gain pupils' views and support them in thinking about their own learning.
- Signpost parent resources to SENCos, including materials that schools can use in parent workshops/training
- Whole School Support. Bespoke school-based training: this can include after school, INSET day training for whole staff/some staff on areas around supporting language, memory, vocabulary etc. A referral to be completed for this Training Support. This is sent out to all schools at the start of each academic year and can be obtained from the team email below.
- Central Based Training is on offer from the LAST via the HEP website, a comprehensive package of training is on offer, details are listed further in this booklet. Training can be purchased individually, or a 'package' can be purchased that includes access to all of the EIT Training plus one bespoke twilight session for your school)

How do we support children and young people?

- Consultation on children at SEN support (yr. 3 and above) who are failing to make progress or at risk of exclusion due to their SLCN despite targeted intervention.
- Children in year 3 with a diagnosis of Developmental Language Disorder (DLD) will take priority in our school consultations.
- Children who transfer to mainstream schools from West Green Language Resource in year 3 at SEN support will also take priority.
- Discuss priority children with Senco. LST to provide advice and signposting to resources, interventions, approaches and training as appropriate.

How do we work with families?

The Language Support Teachers do not work directly with families but will discuss relevant support and packages where applicable with SENCos at the consultation meeting.

Referral to the Language Support Team:

The Language Support Teachers do not work directly with children. However, children with language needs including a diagnosis of DLD (Developmental Language Disorder) can be discussed at the consultation meeting.



For further details, please contact the Language and Autism Support Team last@haringey.gov.uk or on 0208 489 5039/3466

Language Support Team Updates

After being a small but stable team for many years, we were excited to start the year with a SLCN Specialist support assistant to deliver the KS2 inequalities project with COVID recovery grant from the NHS in Northumberland Park. Yet again we suffered with delays due to the compliance team and our new assistant was unable to start until October 2022.

The project ran well for the rest of the year, delivering evidence-based interventions for 7-9-year-olds in 4 schools, giving us some great learning for the development of the new Schools SLCN pathway (see separate slide)

Otherwise, the offer remained stable with the teachers working across all the mainstream schools in Haringey and delivering a central traded offer.

autism support team

The Autism Team are a team of Autism Specialist Teachers and Support Workers that offer a range of support for children with a diagnosis of autism, mainstream Haringey schools and families.

How do we work with settings?

- **Reception Transition support:** - tiered levels of support dependent upon need for all children entering Reception (in a mainstream Haringey school). All SENCOs can expect a welcome pack of resources from the LAST team in the Autumn Term, explaining how the Reception package works. If a child is diagnosed after the school start of the year and you feel you need additional support, please email the Language and Autism Team on email address below.
- **Secondary Transition support** – Children transitioning to a Haringey mainstream secondary school are offered support via liaison with both the primary and secondary school. Please update us of any new Year 6 diagnosis.
- **Post 14 Transition support** – support for secondary schools to begin the Transition to Adulthood planning for autistic young people from year 9, with a particular focus on year 9 and 11, including supporting the transition to local post 16 places.

- **Individual pupil Advice and Support** can be requested for autistic pupils from KS1-KS5. This support can include attending meetings; classroom observations and written advice; contributing towards support plans and analysis, peer awareness support. This service is offered free of charge for children with an EHCP, otherwise for children at SEN, support can be purchased through traded services. **A referral form to be completed for this pupil support. This is sent out to all schools at the start of each academic year and can be obtained from the team email below.**

- **Whole School Support** Bespoke school based training: this can include after school, INSET day training for whole staff/some staff on autism/communication and issues affecting pupils at the school, e.g. non-attendance due to anxiety, understanding and supporting behaviour etc. this can also include school assemblies. A referral to be completed for this Training Support. This is sent out to all schools at the start of each academic year and can be obtained from the team email below.

- **Central Based Training** is on offer from the LAST via the HEP website, a comprehensive package of training is on offer, details are listed further in this booklet Training can be purchased individually, or a 'package' can be purchased that includes access to all of the EIT Training plus one bespoke twilight session for your school.



How do we work with children and young people?

- **All About Me** - Direct post diagnostic support work explaining the autism diagnosis available from year 5 onwards (usually offered in year 6).
- **Muswell Hill Youth Club** a weekly Youth Club for Years 7-11 from Mainstream Haringey Schools – must know of their diagnosis.
- **The Gaming Connection** – a weekly Youth Club at Bruce Grove Youth Space for autistic pupils - Year 9 upwards and attending a mainstream Haringey secondary school, Sixth Form or college.



How do we work with families?

- **Family Seminars** – (For families of children diagnosed at the Child Development Centre - under 11 years) A post – diagnostic follow up session for families that have received a recent diagnosis for their child. These programmes are run termly – one for parents of children 5 and under, one for parents of children 11 and under. Families will be invited to a Family Seminars session at the point of diagnosis at the CDC, however if they cannot make that session, they can send an email to the team email below to find out the date of following sessions.
- **EarlyBird** – The Language and Autism Team continue to run the EarlyBird programme, where the need arises, these programmes are now run less frequently than they were in the past and families need to access the Family Seminars programme first before requesting a place on the next available EarlyBird programme.
- **Family coffee mornings and courses** (for families of autistic children of all ages)– half termly coffee mornings and courses on a range of topics which provide families opportunities to network with each other.

Referral to the Autism Team:

A referral for advice around accessing education and other school related issues can be made to the Autism Team by the young person's school or college with parental/young person's consent. The setting needs to complete the **Autism Referral Form B form**. This is sent to school SENCOs at the start of each academic year and can be requested on the email in the orange box.

For further details,
please contact:
the Language and
Autism Support Team
last@haringey.gov.uk
or on 0208 489
5039/3466

Autism Team Updates

The team started the year fully staffed and underwent an expansion mid-year as part of a safety valve project to reduce reliance on outreach support. There were some delays in the implementation of the expansion due to the signing off of the recruitment process, but it was all in place for the summer term – with an internal promotion leading to the creation of a lead specialist support assistant to manage all the support assistant posts, freeing up capacity for the team manager, an additional two new support assistants post and an additional day of specialist teacher time.

The offer was reviewed for the year, with the parenting support offer being reallocated to Early Help, the post-diagnostic offer being adjusted to a more flexible age offer, specialist support to pupils with EHCPs becoming traded and specialist support to pupils at SEN Support becoming core.

There caseload continues to rise and there was a significant increase in requests for involvement over the year. This led to increase in wait times and did not lead to a decrease in requests for EHCPs so the offer is being reviewed for next year

Team	Number of children on caseload on 1/7/22	Number of new requests for involvement	Spring Term		Summer Term	
			Number of children on caseload on 15/3/23	Number of new referrals	Number of children on caseload on 1/7/23	Number of new referrals
Autism	1030	31	1150	74	1220	41

Casework

Individual Child Support

Team	Autumn 2022		Spring 2022		Summer Term 2023	
	No of pupils seen	Number of visits	No of pupils seen	Number of visits	No of pupils seen	Number of visits
Autism	186	354	173	337	211	478
Hearing	72	212	88	181	105	188
Vision	97	176	100	211	89	266
Portage	45	182	39	172	40	229
Total	400	924	400	901	445	1161

Your words and insights about J. are so kind and spot on- he is an extraordinary young person and it brings me so much joy that he felt able to share so much of himself with you. You are an amazing person and so incredible at the work you do- I am so grateful for you!

Thank you for the amazing project work you did with him- the booklet is fantastic and well treasured at home! He was very pleased to share with others some of the great facts he'd learnt about the neurodivergent mind; It's a great source for him to refer back to when he's ready. Thank you again for supporting J. and our family!

My son's QTOD is absolutely amazing. When my husband and I think about leaving London, he often jokes we can't go because we'll never get another TOD like her. I struggle to find the words to say how helpful and supportive she has been to us - both in the early years dealing with the diagnosis, supporting us through the process of getting an EHCP, and now in making sure the right support is in place in school. She's armed us with information, helped us understand the challenges our son faces, and gone above and beyond on numerous occasions. We couldn't speak highly enough of her.

I would like to highlight our QTVI as being exceptional, effective and passionate with the support I know she offers to many including my daughter. So, I copy her in this email, so she hopefully feels that we hugely appreciate her and her teams work in Haringey. She continues to make my daughters education, safety and confidence so much better.

Long term work on orientation and mobility and independent life skills

T is in Y14 with *Right eye Atrophy* – a loss of nerves carrying visual information to the brain and ***Left eye Papilledma*** – swelling around the optic nerve that carries messages to the brain

- Right eye no useful vision (some light perception), Tom has tunnel vision in his left eye, Reduced peripheral vision
- Tom will take longer to digest visual information and he may tire more quickly, Tom may miss facial expressions, body language and social cues, Fast moving activities/games will be challenging, Depth perception and balance affected
- I first came to work with T in Y6. We worked through transition which involved familiarising T with the layout of the school and location of specific buildings. As well as ensuring road safety was paramount when crossing outside the school via a zebra crossing.

Once in the new building, T worked on continued familiarising in this new setting to ensure that he was able to negotiate this environment without any further assistance and once again did not compromise his safety at any time. During his study at APS, we commenced work on travel training and started to undertake bus travel to local areas to ensure T built a mental map to give him the opportunity to eventually travel to places completely independently and arrange to meet family and friends if he wanted to.

We introduced using a mobile phone to communicate and to notify where he was in order to meet and if he was running late. This took some time for T to fully comprehend to use effectively, however, to date, I can report that when I message T of my next visit, he is very efficient at responding and confirming if the time is convenient, demonstrating his understanding of how best to use the phone.

During T's study at APS, we entered into Covid. At this time to avoid having zero interaction from staff, we met for Zoom calls fortnightly where T would decide a menu to cook, and I would request T to purchase salient ingredients. We would then work through the cooking instructions with me facilitating on zoom. T seemed to really thrive with these sessions and initiated what he wanted to cook and prepare for the next session each time.

T moved from APS at the end of his study to Barnet and Southgate College where our specialist team, myself and the QTVI continued to support T. T had chosen catering, and this is where he developed his passion for cooking and presenting food. I would visit T once a term and support staff as needed. We also worked on mobility around this area (Southgate) to ensure when T was able to venture out of college independently. He was familiar with routes to take to find appropriate cafes and food places of choice. On leaving this educational establishment, feedback I received, was that T had been an excellent student and very able to eventually work within the catering profession.

From here, T moved to New City College in Hackney, where he undertakes full time catering and also works in the college restaurant serving and undertaking other duties to complete full training in catering and presentation. He has also undertaken work experience in a hotel which was very successful. This is a huge accolade to T who continues to fulfil his objectives. He also travels independently using bus/tube/trains to get back and forth from college.

Reflection

With reflection, without T's full cooperation, I am unsure as to whether he would have excelled as he has. However, he touched on this area of work and was a very keen cook at home so we focused on this area. With this support and facilitation from family and school staff and myself, T was able to make the decisions as to where he wanted to study and has a good perspective of what he would like to do after training is completed. Obviously Covid was an unexpected time for everyone, but it was about changing a potentially negative situation into a positive by concentrating on what we could do when unable to conduct face to face visits. We were able to diversify and with the cooperation of the student and family, coupled with adaptability and flexibility, it resulted in a fantastic end result where ultimately the student was able to confirm his decision towards the subject area that he has now gone into in further education. This impacted positively on all service areas and family felt thoroughly supported throughout.

T has explained that he feels that this has been successful period in his educational career because he was always given the opportunity and direction to have a voice in the best possible way for him to access what he needed to become an active member of society and to always be fully inclusive.

Portage Intervention

A was born with Tetralogy of Fallot in May of 2019. She was referred to Portage by the paediatric team for some support in September 2021. She was my first referral

A was being supported by S&L, the paediatric team at Evelina and GOSH, dieticians, health visiting team and a consultant cardiologist as she had surgery on her heart in November 2019. From the onset, I could see that A was displaying behaviours that were linked to autism, but I could tell from her mums' language that this was not something that she was ready to accept.

Her mum was an older mum who had encountered multiple miscarriages throughout her life and A was likely to be her only child. The family were isolated as dad lived abroad and her mum was frightened to take A out. Due to the ongoing pandemic mum was constantly concerned about A's health and wanted to shield her at all costs from picking up any type of sickness.

Her mum was really concerned, as a midwife she could not fully understand the physical needs of A but could not understand why she didn't talk, could not follow instructions, was at times aggressive, fixated on certain play ideas, showed no signs of being toilet ready, in fact she was overly interested in the contents of a full nappy. Or would take it off and use the floor. Her mum was embarrassed at the smells of her house, the smears/drawing on the walls, sofa, TV and was incredibly anxious which was affecting her own health and well-being. Nursery for A was absolutely out of the question as her mum believed that it would make A ill and possibly threaten her life.

A had no social skills, was overly tactile with strangers and had never had any experience of being with her peers. A was not being stimulated and was stuck within the confines of her flat and needed to be able to explore the wider environment for her own mental wellbeing, growth and development.

In order for A to grow, thrive and reach her milestones these concerns and needs have to be addressed. In my opinion her mums' concerns were valid but we could work around them so that we have a positive outcome for all. Upon speaking with the other professionals, they confirmed that A was at no greater risk than any other child if mum stuck to the rules i.e., wearing masks, and washing hands and being in ventilated spaces with other people. It was also suggested by S&L that A gets referred for an autism assessment. Her mum was not in agreement with any of the above. In fact, she was against them "labelling" her child and became quite angry that they would even suggest that she was not in apparent danger by mixing with the public or sending A to nursery. Her mum was going to refuse the assessment and wait until A reached 5 before sending her to school.

What I did Arranged meets in the park and other outdoor spaces. Lots of reassurance and gaining her trust by being transparent. Listened: when mum was angry at the system for failing to see how "sick" A was. Invited mum to Huddle. (She did not attend). Invited another parent who had a nonverbal autistic child and a neurotypical child to our park meet up (both consented after much convincing of A's mum) Found literature on autism and gave it to mum to read. Met up in park cafés/libraries & other outdoor spaces to speak about any fears, concerns, myths regarding autism/nursery. We had lots of conversations! Arranged some nursery visits and accompanied mum. Early support plans to track progress. Modelled games and activities with mum to encourage learning and development. Sign posted mum for support with A's toileting and strategies to deal with ongoing issues. Referred mum to Markfield for support with DLA funding and other support.

What was the impact? Her mum was apprehensive and anxious, but she came to all the nursery visits and took A with her. She went from being totally against it to it being a possibility. When we visited BWF nursery mum was pleasantly surprised, she was able to ask a lot of questions and was excited and quite emotional when she realised that all that I had been telling her regarding A going to nursery were confirmed by the SENCo and that they would be able to support A's learning. Other professionals were happy with the turnaround of mum as they had been trying to encourage her to find a setting for A.

During the visits, it dawned on her mum that A was quite a bit different from the other children and accepted the idea that A may be autistic. We did get a diagnosis of autism, but mum was ready to accept it and work with the professionals to support A's learning and development.

A started nursery in September 2022. The staff said that she had settled in well and mum was able to leave after the recommended settling in time.

Her mum was happy and was able to go back to work part time.

Reflection: Being new to this role, it took some time for me to be able to gain all the information that I needed quickly enough to support this parent as rapidly as I would have like to have done. That being said, I was happy with my conduct. I believe this worked as I was able to gain mums trust from the onset so she felt comfortable taking my advice and by working together we got the best possible outcome for A.

L.A.S.T. Intervention

Background:

- N was diagnosed as autistic aged 9 years and 8 months. She had already experienced significant levels of trauma – being moved from a previous primary school and being permanently excluded from another. Despite a positive start to Year 6, N soon began experiencing difficulties with friendships, and became frustrated, unhappy, and confused. School contacted .L.A.S.T. as it was finding it difficult to meet her needs, and felt she was at risk of permanent exclusion again. Staffing changes, friendship issues and other factors resulted in an incident which led to N being given a fixed-term exclusion. School felt that N was struggling in the mainstream environment and believed that N needed a small, nurturing provision. Playtimes and transition times were extremely challenging. Following several incidents, school told N that she was not allowed to go on school trips. The resulting shame and low self-esteem led to N self-harming at school. Staff were increasingly concerned and held a TAC meeting to discuss referral to Haringey Learning Partnership (HLP) and to consider alternative education placements.

Input:

- In my role as KS2-KS3 transition Support Lead, I ensured that N and her parents were fully supported during her transition to secondary school. I ensured there was robust communication between home/school and other external agencies/ practitioners regarding issues and any strategies/approaches which supported N in Year 6.

On our introduction/initial visit, I accompanied N on a taster day at her new secondary school. The school visit was positive, and a good opportunity to see how N responded, what she was drawn to and what appeared important to her. This joint visit built a good foundation for our working relationship going forward. I began transition support by updating the All About Me project N had completed in Year 5. This update was a more accurate reflection and therefore more relevant and useful to her secondary school.

- I attended N's Annual Review where the challenges N faced with friendships was highlighted. I met with N regularly for the next term to complete focused work around friendships and to listen to N, highlighting that her voice matters and to help her to devise bespoke strategies.

- I attended every 'return to school from exclusion' meeting to clarify why the exclusion was necessary and to facilitate teamwork/support/strategies/approaches moving forward.

- I supported at N's initial introduction to her new L.S.A. (from HLP) to help N to relax and accept her new Keyworker. I helped the Keyworker to understand N's profile and advised on useful strategies/approaches. Following initial meetings, I worked collaboratively with the Keyworker to get them up to speed with where we were in N's transition process and develop next steps.

- I attended all meetings that were held to discuss how to best support N through the secondary transition, working collaboratively with Parents, Primary/Secondary SENCOs, CAMHS, EP, LAST, and HLP to share information and maintain consistent and cohesive support.

- I accompanied N on transition visits to secondary school and advocated on behalf of N, keeping her voice at the heart of discussions with secondary school staff. From September 2022, I visited the Secondary school weekly for the first half term. These visits were crucial to supporting N's transition, allowing me to troubleshoot issues before they became problems/ liaise with the keyworker/SENCO to ensure there was consensus around plans moving forward.

- I supported N's SENCO and Keyworker to generate robust support-plans and appropriate risk assessments for the Year 7 trips, including the residential trip and have continued to monitor N's progress and attended all Annual Reviews.

Outcomes/Impact:

- N made a successful transition to her mainstream Secondary school and the Home/school relationship has been repaired.

- School has been receptive to advice and has implemented suggested strategies and approaches, developing a more child-centred, inclusive ethos which celebrates strengths. Support was carefully monitored and adjusted to promote independence and N is now functioning independently at school with minimal support.

- N is happy and successful at school, has friends and trusted/familiar adults. N's independence, autonomy, self-advocacy, and self-esteem have all increased. There have been no further incidents of self-harm or fixed-term exclusions and a move to Specialist provision is no longer being considered.

Reflection:

- Timing is a critical element of the success of the transition process. Beginning early allows time for listening to the young person carefully and building a familiar, trusted relationship. Meetings and discussions are more relaxed and thorough when there is time to highlight the opinions, preferences and concerns of the young person, their family, and schools. Allowing time to trial plans/ strategies and fine-tune, increases the likelihood that approaches will be successful in the new setting.

- Comprehensive planning, clear communication and collaboration were also key elements to facilitating a smooth transition from Primary to Secondary school. Professionals had a clear framework of both broad and detailed objectives which built towards N's long-term aspirations via small, specific, attainable steps.

- Uniting the team around the young person led to more curiosity, creativity, problem solving, and gave N, her family and school staff a greater sense of reassurance, positivity, and security.

Setting Support

	Autumn	Spring	Summer
LAST	64	51	51
AREA SENCO	73	73	56
INCLUSION	12	29	18
TOTAL	149	153	125

The team supply the help and support that enables the setting to give young children the best start to their educational life

Cannot praise the Autism support workers enough, so helpful, enthusiastic and knowledgeable- they worked incredibly well with the particular pupil but even more than that, the support and encouragement of our staff was so great for morale, confidence and learning how to support children with complex needs.

I have been able to ask for advice and support from specialists from the Inclusion Team at any time and I always get a response and the help that I need for individual children. The specialist knowledge of their area of expertise has been invaluable.

Support for a setting to meet the needs of a child with VI.

Background Information: M was referred to the Vision Impairment Team in January 2020 when he was 3 months old. He had retinoblastomas in both eyes (cancer) that covered the macular part of his eyes, which is responsible for determining detail. He had no useful vision at all and was unable to detect a bright light in a dark room. M had chemotherapy from a young age which proved successful at stopping any further growth. However, the cancer in his eyes will always be there and although M has regained some of his vision, he is registered as severely sight impaired (SSI) with a visual acuity (sharpness of vision) of 6/30 (Snellen). This means that M would need to be 6m away from an object to see it that his fully-sighted peers could see from 30m, ie. 5 x closer. M's near vision is similar, with objects/text needing to be 5 x larger for him to comfortably view them. M started attending Woodside Children's Centre from September 2020 for three days a week. This year, he attends Into The Woods (ITW) forest school for the other 2 days. ITW Staff were concerned that they could not meet Marco's needs without further funding to allocate him a 1:1 adult. The nursery had never had a child with a vision impairment before and Maria (his keyworker) had no experience of this in any previous roles. Staff were concerned that M was not socialising/playing with the other children in the group and would only do things with Maria – his keyworker. He would often scream and have tantrums until Maria worked with him. *"It'll be great to work with Tim to make a joined-up plan for supporting M, and to figure out a way to fund this"* (SENCo) Parents have always encouraged M to challenge himself and sending him to the forest nursery was a huge challenge for him. Parents are keen that M learns how to use the vision he has to be best of his ability and to help him develop strategies to compensate for his vision loss. Parents felt the nursery were being too concerned about M and the support he needed. They felt Maria was being too overprotective but did not know how to tell her this. When the parents first told me they were thinking of sending M to a forest school, my initial concern was for his safety. Due to his SSI, M needs to mentally map areas so that he can navigate the areas safely. With Woodside nursery this was fairly easy for him to do, as the layout did not change. He is extremely comfortable in that space and rarely has accidents or issues. However, as the forest nursery changed its 'camps' each week and they often went for walks through the woods, M would have to be constantly using his vision to keep himself safe. Therefore, it would be hard to predict how M would react to changes in the setting coupled with varying light levels and weather conditions. And on top of that, I'd never experienced a forest nursery before so was completely out of my comfort zone.

What I did: Met with the manager of Into the Woods to discuss M and his needs, Half termly visits to the setting, Advice given to staff about the nature of M's VI and how it would affect him, Modelling of how to support M in the forest environment, Training given to staff, offering strategies to help support M; Explored extra funding options for the nursery; Organised Habilitation involvement

What was the impact? My perspective: Over the year, staff have been willing to take on board my advice and have become more comfortable with supporting M as they have got to know him and his visual needs. In particular, his keyworker Maria has changed the way she approaches support for M. Maria now treats him more like the other children in the group, which has helped M develop his independence and a range of strategies to cope. M is now much more comfortable with the other adults in the group and will often do activities with them and without Maria. M is much more independent in the setting, taking himself off to explore. He was not doing this at the beginning. The SENCo is happy with the progress M has made. She now feels his needs can be met without additional funding/adult. M is now more sociable with the other children and will often play alongside others. M will be attending the nursery for a further year before transitioning to school. **Parent perspective:** Following initial concerns at the beginning, parents are very pleased with how the year has gone and have signed him up for another year. They are happier with how Maria and the staff support M and encourage his independence. *"Thanks for helping with this, I think your plan is brilliant"* (Mother) *"It looks like they are going to be able to manage it better with your help! I know it requires effort, but he is getting so much out of the forest!"* (Mother) *"I think she [Maria] has changed her attitude in general and things are going much better!"* (Mother) **Nursery staff perspective:** The nursery SENCo and staff involved with Marco are pleased with how the year has developed and feel more confident supporting a child with a VI. *"Thanks so much for your report, and for going to visit and train the teachers. I'm so glad things seem to be going well, both for Marco and for the teachers"* (SENCo) *"I'm so glad you found Marco having such a great time in the woods! Great that he's navigating it all so well"* (SENCo commenting on Habs visit) On my most recent visit, Maria reflected that she had learnt a lot about supporting a child with a VI over the Maria felt she had been too overprotective at the beginning, and further to my involvement had become more relaxed with him now.

New model of support from Area SENDCOs

Background Information CE nursery is a private nursery which is registered for 48 children, and a new SENCO was appointed in September 2022. At the beginning of September 2022, the manager informed me that they had appointed a new member of staff who would take over the SENCO role, which formed part of her wider role as curriculum lead. (Previously the manager had held the SENCO role). An initial joint visit was arranged with the SENCO and Manager, as part of our consultation model of working, which would then in turn help us plan together what areas of inclusion the setting wanted to develop.

What I did Initially it was difficult to confirm a date for our 1st meeting, as our original date had to be changed as it became a bank holiday for the Queen's funeral – and then it was challenging to find a clear slot in all our diaries. 1st consultation meeting was held on 22/11/22. Before we started the meeting, I asked the SENCO to do a little walk around with me, giving her the opportunity to flag up any areas she felt the setting were strong in, along with areas that she felt required further development. She identified that the setting was very well resourced and provided interesting activities for children, which was supported by a predictable routine. She identified that some staff required support around developing children's language. During our 1st consultation, it became clear that the SENCO, (who was SENCO trained in another borough) could talk with confidence about early identification, and what steps to take when a concern was raised i.e., further observations, meeting with parents, implementing a range of strategies. She was able to talk about the agencies children could be referred to and she knew and understood about setting targets for support plans. However, when I dug deeper on several of the children we discussed, no referrals had been made, nor had any support plans been written. I discussed with the SENCO what were the barriers to her completing the necessary referrals and associated paperwork and offered her support to do so. Her manager who was in the meeting, said she was under the impression all these things were in hand and was shocked that they were not. At this point, the SENCO walked out of the meeting, and when she returned 10 minutes later, she was very defensive, and the meeting stopped being productive. We agreed to meet again a few weeks later to resume the consultation. Before I left, I made it clear to the SENCO that I am available to support her. Follow up meeting was held on 15/12/23 to finish the consultation. The manager was not present at this meeting. I reassured the SENCO, once again, that whilst I may have to challenge where needed, I am there to support her. She told me that her and the manager had a big argument after I left last time, around the issues that I had raised. She told me that she now recognised how things had slipped for the children concerned, and she felt overwhelmed about how much there was now to do. Together we prioritised the outstanding tasks, so that she had a clear plan on what was required i.e., submit an EHC needs assessment, meet with parents to make any necessary referrals, agree and set support plan targets. We also agreed what strategies of support needed to be implemented i.e., using visuals, small group work (attention autism), setting up calming space etc. Some of these plans i.e., setting up the calming space would take a while to achieve, while others could be achieved very quickly. I visited on 16/01/23 to offer feedback on her attention autism session, which she had been running since my previous visit (SENCO had received training in her previous job in running these sessions). Meetings had been booked in with parents to discuss next steps for several children and we discussed further targets. During this visit I could see that visual timetables were being used, along with now/next boards to support transitions for several children. 2nd consultation visit was held 31/03/23 – intervention space/calming area had been set up and several small group sessions had been timetabled. From this meeting, SENCO wanted to develop staff's skills in using questions with children to extend their language and thinking skills. I sent her examples of open questions, that she planned to place around the nursery to remind staff to use. 3rd consultation visit held 06/07/23 – all children now have up to date support plans which are reviewed with parents. Successful transition meeting held for children moving to reception and new children requiring additional support had been identified. In-between consultation visits, I supported the SENCO with the necessary paperwork to make a successful EHC needs assessment, along with the required education advice. Support was given around completing top up request/reviews and encouraged her attendance at the EPS cluster group meetings, and termly SENCO network meetings. The SENCO now reaches out regularly, to check in with anything she is unsure of, or needs another viewpoint on.

What was the impact? Despite a rocky start, the SENCO has been very receptive to advice and ideas given, both from myself and from the EPS cluster group meetings. She has successfully applied for and been awarded Top up funding for several children and one of their children is currently undergoing an EHC needs assessment. They are now using a wide range of inventions and strategies to support children's developmental needs i.e., the use of visuals is now embedded across the nursery, with key Makaton signs being used, and story probs have been introduced. The work we did together on supporting staff to ask less closed questions i.e. "what colour?", "what shape?", "what number?" question has resulted in staff regularly using more open questions such as "I wonder if....", "why do you think....", "how did this....." The SENCO has set up an intervention space, which she continues to develop. The area consists of a calm seating area, an area to support children's emotions, with mirrors, a "how are you feeling?" barometer with cards giving ideas on how children can be supported to move to a better regulated state. The SENCO has set up and timetabled various intervention groups, based on the needs of children identified i.e., an "Attention Autism" group, a SLT group for vocabulary building, a group to support emotional development/regulation, a group to support children to share/take turns. The setting was inspected by OFSTED on 28/04/23 and judged Outstanding. OFSTED report noted ***"Interventions and targets are excellent for children with special educational needs and/or disabilities. This helps all children to make rapid progress in their learning and development. Children who speak English as an additional language are given a tremendous amount of support with their language and communication development"***. Email from Managing Director 25/05/23, after OFSTED inspection ***"Thank you for all your support over the years! It has been a long hard road but we're so proud of what we have achieved. The SEN aspect of our provision was particularly praised by the inspector, which meant a lot to us"***.

Reflection I was surprised how many gaps there was in this nursery's SEN provision, as on the surface it looked like they had a knowledgeable SENCO, working in a well-resourced nursery. The SENCO clearly had a wide range of SEN experience and knowledge, but I am glad that during our 1st consultation visit I dug a little deeper which uncovered the gaps mentioned above. I was initially concerned that our relationship had got off to a rocky start, when the SENCO walked out of our 1st consultation meeting. The SENCO has since told me that she needed to hear about all the things she had not done, to give her the "kick she needed" to do the best for the children at her nursery. Once the gaps had been identified I was able to work successfully with the SENCO to address them. To her credit, the SENCO has taken on board advice given and acted swiftly on the actions required. The SENCO was new to Haringey and had not yet had the opportunity to attend the EY SENCO training, she initially required some extra support from me, around completing Haringey paperwork and understanding the systems in Haringey. Going forward, due to the support she has received this year, I am confident she can now complete these independently. This piece of work has highlighted to me the importance of looking deeper at settings paperwork to ensure they are implementing the graduated approach to SEND support via assess, plan, do, review.

Training

	Autumn		Spring		Summer	
	No. of training sessions	Total No. of participants	No. of training sessions	Total No. of participants	No. of training sessions	Total No. of participants
LAST	16	475	17	1644	17	250
Early Years	7	135	7	112	5	98
Sensory	33	208	28	370	2	8
General Inclusion	6	159	2	55	1	34
Total EIT	62	977		2181	25	390

Love how interactive it was! kept me interested in the whole day!"

"The session helped us to envisage how we can use this effectively within our school"

"Presented very clearly and logically"

After great training I thought more about supporting parents and helping them to understand more about autism and how to help their child. I have put together the attached resource from ideas from LAST and ASC reports.

There was a lot of content! The first part of the meeting has enabled me to develop a CPD session for staff.

'I would like to say how enjoyable and informative the course has been to me and I now feel much more confident developing the paperwork side of SEND. It has really helped to inform my own practise and support those around me'

Listening Champions

Background Information

W is a large special school for children and young people with severe and profound learning difficulties. As the allocated Teacher of the Deaf for this school since September 2017, I have been able to build strong working relationships with staff and children. There are currently 22 children on role (2022-23) with hearing loss. I visit the school approximately fortnightly (for a half day) throughout the academic year to provide support, training and advice. With so many children with hearing loss, checking and maintaining their associated technology was becoming very time-consuming, impacting on the time available to see other children on my caseload. Children at the school have a range of technology – conventional hearing aids, bone conduction hearing aids, cochlear implants, radio aids and Bluetooth microphones. If there was an issue with technology at the school, this could only be resolved when I was able to visit, sometimes resulting in children having to be without fully functioning technology for a few days. This could be frustrating for staff, pupils and parents. Through discussions with my line manager in November 2022, we identified this as an area where I could change my working practices to provide a more efficient and responsive system for maintaining hearing technology in this setting. The Deputy Head of the school was also in agreement that this would meet a need in school for on-site hearing technology ‘first aid’ (January 2023).

What I did

I planned, resourced and delivered a 3-part bespoke training program for a group of core staff at the main school site, delivered after school. Staff volunteered for this ‘Listening Champions’. 5 staff attended sessions, with 3 completing all three sessions between March and May 2023. These staff included a senior leader, class teachers and support staff. The objectives were to ensure that there were staff onsite who could administer hearing ‘first aid’ to troubleshoot and maintain hearing technology, and to provide basic advice in relation to use of technology and best practise for deaf pupils.

The 3 hour course covered: *Types of hearing aid and cochlear implants – how they work and who uses them, Radio aids, mini mics and Bluetooth streaming, General care and checks, Basic troubleshooting skills including re-tubing hearing aids, Promoting technology use, including desensitisation techniques, Hearing aid ‘first aid’ kits, Developing a whole school ‘deaf aware’ ethos*

What was the impact?

From my perspective, it was very useful to have this extended time with staff when we could discuss issues affecting the deaf children in school. I was able to adjust the training accordingly as it progressed as well as provide ample time for the more practical aspects of the course. I can now direct other staff and parents to the Listening Champions within the school to solve minor issues that would have otherwise required me to visit the school site. All staff have direct access to me via email, but it is helpful for them to be able to go directly to a colleague for help on site. This means children that have any issues with technology fixed more efficiently than before, and key staff are more confident in doing this. It is not possible to get direct feedback from pupils. Microsoft Forms feedback – 3 staff completed this: I was also able to raise other issues for consideration and discussion in school. These were raising deaf awareness in general, consistent provision of appropriate visual communication strategies for deaf children who don’t tolerate their technology and ensuring that new/cover staff have an understanding of children’s hearing needs.

Reflection

I would set an expectation that all staff members attended all the training sessions (i.e. make this more clear in the offer to staff). Time permitting, it would be useful to offer a follow up session next term. This would give staff the opportunity to re-visit topics as needed and allow me to get further feedback on the impact of the training, particularly the wider school deaf awareness and related issues. A member of staff from one of the preschool sites wanted to attend the sessions but couldn’t due to logistic issues, so I would consider running the sessions again for other staff (particularly on the other sites). There was real value in having a sequence of allocated sessions in which we could learn and reflect together – TOD visits usually focus on one or a few children, giving little opportunity to reflect on the longer term impact of my support on a whole school basis. What made it effective – sessions had a planned structure but were flexible and adjusted along the way according to the needs and requests of staff. The sessions were highly tailored to this school and the particular pupils we work with. During the training, staff were able to reflect on the hearing needs of children they are working with and have supported in the past. This generated a useful discussion about what was working well and what could be improved specifically, and in general. Impact on my own service provision – this training should help to reduce the amount of time I spend troubleshooting and repeating information for new staff. This allows me more time to focus on other aspects of my support for this school, and for other CAYP. In terms of the impact on the wider service, the ‘Listening Champions’ training will be shared with colleagues who support other special schools, so that it can be adapted and used elsewhere.

How well did this training meet your expectations?	Average response: 5 (out of 5)
How clearly was the course content presented?	Average response: 5 (out of 5)
Was the balance of practical activities and presentation effective?	All three responded ‘yes’
Please rate the training overall.	Average response 5 (out of 5)
What was most useful?	Responses: ‘everything/practical strategies for everyday/practically re-tubing’

Autism and Girls

Background Information Over the past academic year 2022/23, the Haringey Language and Autism Team (LAST) have received a large number of requests for involvement for autistic girls. Indeed, LAST have seen the referrals for girls increase by 55% compared to last year. For the purpose of this case study, I have identified 3 autistic girls on my caseload I have been working closely with this year and will discuss strategies I have recommended staff employ in school, and parents use at home to support emotional regulation. Pupil A is an academically able Year 2 girl with complex sensory needs and diagnoses of Autism Spectrum Condition (ASC) and Sensory Modulation Disorder. Pupil B is in Year 3 and has a diagnosis of ASC with difficulties in social communication and interaction. She is working below age-related curriculum expectations. Pupil C is an academically able girl in Year 6 who has a complex profile. She has diagnoses of ASC, ADHD, Dyslexia and Dyscalculia. As part of the Autism and Girls project I have also co-planned and co-delivered, alongside the Haringey Educational Psychology Service (EPS), a training session for school staff - 'Autism and Girls'. Recent research has highlighted the challenges in identifying autism in women and girls. It is now recognised from research, clinical practice, and anecdotal reports that many autistic females (or those who demonstrate the less traditionally obvious traits of autism) are often not recognised. We know there are likely to be many autistic girls in our schools whose strengths and needs are not identified, who are undiagnosed, potentially misunderstood, and their differences missed. An important issue for these undiagnosed and 'missed' girls can lead to a lack of appropriate support in school, and a lack of appropriately trained teachers and support staff. These complex issues pose a challenge for Haringey LAST.

What I did: Work with school staff and parents to identify strategies to support emotional regulation and reduce the risk of the pupils reaching burnout by: Introducing the 'Energy Accounting' activity. Helping schools to set up 'intense interest' groups to promote self-belief, raise self-esteem and develop confidence. We have seen a positive impact when using a pupil-centred approach. We have noticed that teachers have been able to step back and let children direct their own learning, which further helps to develop independence and mobilise confidence within pupils. The intense interest groups have helped pupils to feel competent when talking to peers about a topic they know well. Peers also need to be educated about neurodivergence - a greater acceptance of difference means autistic girls won't feel such pressure to adapt. Promoting emotionally friendly communication and helping reduce anxiety by using an 'Emotion Coaching' approach. I have encouraged supporting staff to use language that reduces a shame response, to take away judgement and blame. Using 'we' instead of 'you' communicates the pupil is not alone and an adult will be there to support them to understand and talk about their feelings and emotions. Supporting the 3 pupils with transition to new classes by providing schools with examples of transition books and comic strip conversations that reassure pupils about the upcoming change. Creating and implementing a 'Happiness Box' for each pupil. I attended SEND Review meetings for all 3 girls and met with their key trusted adults and parents to share strategies. I signposted school staff and parents to a range of resources available to them to help them support the girls, e.g., books, websites (National Autistic Society, NAS), YouTube channels (such as Purple Ella and Pooky Knightsmith – autistic female advocates), and a parent-to-parent support group in Haringey, SEND PowerI planned (alongside the EPS) an in-person training for school staff to equip staff working with autistic girls, with the knowledge and strategies they require to successfully support autistic pupils (in particular girls) in school. Key objectives in the training included how to: understand our role and foster independence; build relationships of trust and understanding with the pupil and parents; adapt the learning environment; adapt our communication styles; highlight the importance of structure to create certainty and clarity; check understanding and communicate changes clearly; use strengths to help with challenges; and support emotional regulation

What was the impact? School staff have become more aware of the presentation of autistic girls, particularly those who are being missed for complex reasons, the largest of which are masking and presenting internally. Key staff and parents are more informed and have more information to enable them to support the girls effectively. The SENDCos in all 3 settings set up new interventions, e.g., special interest groups, Happiness boxes. The pupils are gaining a better understanding of themselves. Pupils B and C are beginning to ask for 'Happiness Box' time or time to decompress. SENDCos have shared the suggested strategies with staff. Some strategies are to be embedded as a whole school approach, such as Emotion Coaching and Energy Accounting for all autistic pupils. All pupils are working very positively with their supporting adults and SENDCos, whom they trust. Parents are attending a LAST training workshop (Sharing a Diagnosis July 2023). Parents of pupils A and C are very happy with the support in school and have said that the strategies suggested by the LAST team to help them at home (in particular energy accounting) is helping to regulate the girls' emotions in the home environment

The project is to be continued next academic year so that we can fully assess the impact of the suggested strategies. It is especially important to review the strategies since Pupil A and Pupil C are transitioning to new settings in September 2023. Pupil A to the adjoining Junior School and Pupil C to secondary school. It has been very supportive to work with both school and parents, who took a joined-up approach to supporting the girls. For example, using the energy accounting approach in both the home and school environment. The training with the EPS was not as well attended as we had hoped. We are planning to run the training again in Spring Term 2024 and will ensure we widely publicise the event, giving schools plenty of notice to sign up their staff to attend the course. It was beneficial to plan the training with the EPS, I have benefited from their experience and knowledge of working with autistic girls. I will continue to reach out to them for advice. It has been a difficult year for pupils A and C and their families as getting an autism diagnosis is very recent. It will be important to follow up with the families and to continue to signpost them to help and support available to them from LAST and in the wider community. It will be important to continue to inform SENDCos, school staff and parents and send them any up-to-date information available

Us in a Bus – Intensive Interaction training

Haringey
LONDON

Intensive Interaction Training for Pre-School Children



Intensive Interaction is an evidence based approach designed to help children who have Autism, Social Communication or learning difficulties. It works on their early interaction abilities—how to enjoy being with other people—to relate, interact, know understand and practice communication routines

This **free one-day** training forms part of the Haringey Early Years Inclusion offer and all settings claiming High level Early Years Inclusion Funding will need to have at least one practitioner who has completed the training.

The training will take place from 9:30—3:30 on the following dates:

Tuesday 14th June 2022	Wednesday 22nd June 2022
Monday 3rd October 2022	Thursday 6th October 2022
Tuesday 11th October 2022	Thursday 13th October 2022

Places for each session are limited and places will be allocated on a first-come first-serve basis.

Please register for your place [here](#) or if you have any further questions, contact Areasenco@haringey.gov.uk

12 Online training sessions for Early years practitioners to understand and deliver Intensive Interaction. The final two sessions were opened out to parents as we gained confidence in the project.

160 people attended the sessions across about 80 settings

Us in a Bus Intensive Interaction trainers delivered 7 blocks of sessions in Children Centre Stay and Plays – supporting both practitioners and parents.

The training has impacted in practice across Haringey Early Years Settings – practitioners are confident to use it to support young children with developmental difficulties – this has been evidenced in Inclusion Fund referrals, Early Support Plans, Family Seminars

What I'll do differently as a result of the training - *React differently in some situations where I know he needs to do what he has done to self-regulate – EY Practitioner*

I am just emailing to say thank you so much for allowing me & my child to have a place on the Intensive interaction course ran by the lovely ladies from Us On The Bus. It was really nice to learn in such a small group and J had a lot of fun playing. The intensive interaction we learned over the weeks really has helped myself as J's mum to understand him & communicate better with him.

Because we had already learnt & understood 'Intensive Interaction' at your children's centre when it came to his sessions of speech therapy, they were able to teach us a different way of communication which meant us as parents have 2 ways to now be on his level a little and try to communicate by gaining that little bit more attention from him which was much harder prior to learning with Us On The Bus. - Parent

AET Schools Training launched:

We have collaborated with Ambitious About Autism (who hold the Haringey license) to deliver the *AET Making Sense of Autism* and *Good Autism Practice* across all schools in Haringey

- We are currently training 6 trainers (3 specialist teachers, 3 school-based practitioners) to deliver the training
- We have delivered it in 5 schools.
- We have adjusted the training to take account of the Haringey context.
- We have 40 schools signed up for next academic year.

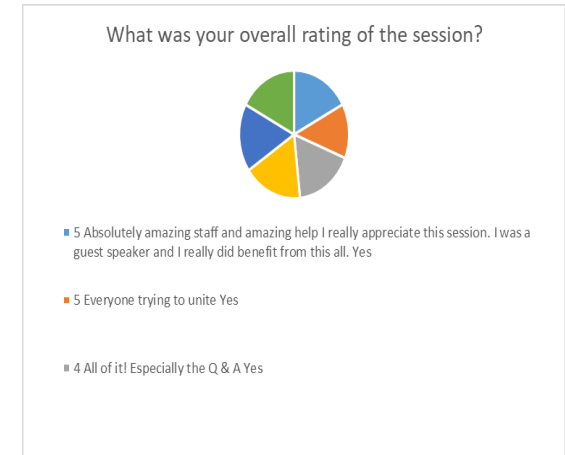
Events for Parents and Carers

	Autumn		Spring		Summer	
	Number of sessions	Number of unique participants	Number of sessions	Number of unique participants	Number of sessions	Number of unique participants
LAST	11	48	3	40	8	76
Early Years	1	13	0	0	2	16
Inclusion	2	80	0	0	1	96
Total	14	141	3	40	11	188

Secondary Transfer Event

	What was the most useful part of the session?	How would you rate
5	8 Practical discussion about how to help. I loved the timetable summary and cheat card ideas!	9
5	8 Meeting other parents with kids going to the same school.	10
3	10 About how the children are being supported and the main point of contact if anything happens.	10
5	9 Specific strategies to help settling, meeting other parents, and realising how much support is there from professionals	9
7	9 Tips on making the transition easier	10
5	9 Talk from Yr7 student, their experience, idea of the transition booklet to use with my child, practical suggestions e.g. timetable on lanyard, have emails of key contacts, problem solving cards. Opportunity to meet other parents.	10

Reception Transfer



What was the most useful part of the Sharing an Autistic Discovery Journey session

The videos from the parent and children

Videos of parents talking about their child's diagnosis

Hearing from other parents

Hearing the different perspectives

Hearing from autistic children

The video recordings is almost as good as having the people there.

Kind of already knew bits already so it reassured me

Hearing from the young autistic people and their parents. A welcoming, inclusive atmosphere.

Listening to when other parents felt it was time to tell their children about their diagnosis. Also the various responses the child or young persons had to being told was interesting to hear.

Parental Support to understand diagnosis

Background Information: S is a 3-year-old toddler and is the youngest of two children in the family. S failed the new-born screening. He was identified as having a severe to profound sensorineural bilateral hearing loss and absent microphonic cochlear. He was offered immediate amplification following a discussion about the importance of early amplification. S's mother was upset with the findings and needed time to discuss the results and amplification with her husband. Child S was referred to the Sensory Support Team in August 2020 pending parental consent. He was fitted with bilateral hearing aids in November 2020 after much resistance from the family. Contact with the family had to be remote initially via telephone and video calls due to Covid lockdown. He was referred to the Cochlear Implant Team at Great Ormond Street Hospital (GOSH), for CI assessment. From the initial contact with the family, it became apparent that Child S's mother was not accepting the audiological findings. Child S's mother reported the hearing aids were not needed because Child S was turning to voices and sounds around the home. After further discussions with Child S's mother, she felt able to share some of the challenges she was facing with the wider family. Child S's mother mentioned she was being blamed by her older siblings for the cause of the deafness. They told her it was a result of her being too outspoken and quick tempered during her pregnancy. The wider family insisted that S was not in need of hearing aids and that the deafness will resolve itself in time. This presented some difficulty engaging with S and his parents as it meant having to work against the family's cultural beliefs. As the assigned QToD, I needed to find a way to support Child S's mother to understand the deafness and how it will impact on his overall language and communication development. The situation presented the risk of S's mother refusing support, jeopardising the relationship and rapport developed between the QToD and clinicians. S's mother was reluctant to accept the CI referral, resulting in cancelling and rescheduling of hospital appointments on several occasions. The parents needed more time to think about the CI referral, although the clinicians were pressing for the parents to be made aware of the chances at achieving more successful outcomes with early implantation. The family arranged for a second opinion with the family GP abroad. Later they arranged a for a third opinion with an audio-vestibular consultant in Germany. Child S's mother was not ready to attend our toddler group or meet with other parents of deaf children. Child S's mother was not interested in support from the Pre-School Deaf Educational Instructor (PSDEI) to develop sign language

What I did Fortnightly home visits were established once face to face contact was resumed.; A very positive relationship was developed between the QToD and the family; Opportunities were provided for Child's mother to share her concerns freely and in confidence; Regular discussions to explain the audiogram results with Child S's mother and support her understanding of the deafness; Invitation to our Toddler Group to meet with other deaf children with cochlear implants; introduction to a family of an older CI user to show development and success of implantation; Shared research articles on the success of simultaneous implants versus sequential implants; **Joint home visits** with my line manager to share video clips of another cochlear implanted toddler's language and communication development; **Joint home visits** with the hospital based ToD to explain and discuss the CI procedure and aftercare journey; **Joint home visits** with the Specialist SALT to discuss the impact of deafness on language and communication development.

What was the Impact: Parents acceptance and understanding of Child S's deafness despite the wider family beliefs and blame. Parents understanding of the need for amplification and how it supports language and communication development. Child wearing hearing aids for longer each day. Child S's mother attended the toddler group and was able to engage well with other parents of deaf children. This also allowed her to see the PSDEI working with other families and interacting with the deaf toddlers through BSL. As a result, the parents agreed to the 3-day CI assessment, and this was completed in October 2022. S has met the criteria for cochlear implantation and the parents have accepted the outcome but still not yet ready to go ahead with the surgery. Cochlear implantation surgery is now scheduled for 17th July 2023 after several previous cancellations.

Reflection: This has been a very long difficult journey for this family from the initial identification of deafness to an agreement for CI surgery. Although I felt I was sensitive to the family's cultural needs, the delay in refusing involvement from the TOD initially along with refusal of amplification, has impacted negatively on Child S's language and communication development. Establishing and maintaining a good working relationship with the family has played a crucial role in this journey. At times the family had completely shut down any contact from professionals working with Child S and this required a careful and delicate approach to relinquish contact. I felt the pivotal point for this family came when I did a joint visit with my line manager to share video clips of another cochlear implanted toddler's language and communication development. Prior to this joint visit, the family had agreed to a single-sided implant against the advice from the medical consultant. Sharing the video clips with the family gave them a very real and relatable snapshot of a successful CI journey. The parents felt this made a huge impact on their decision making as they were able to do so based on tangible evidence. This has impacted on the Sensory Support Team's overall practise as it demonstrated the benefit of working collaboratively doing joint visits, when possible, to achieve a desired outcome.

VIG Intervention

Background Information: In February 2023 the Portage team were given the opportunity to have training in Video Interaction Guidance (V.I.G.) endorsed by AVIGuk, I have been implementing this for the last 4 months with 21-month old H and her mother. H is non-verbal and her parents can see how she does not participate in family interactions or connect with them and her 3 older siblings; they worry that H cannot express how she feels or let others know what she wants; as H grows older this is an ongoing concern for them; they are uncertain about H's future, to the extent that when I mentioned that H can go to nursery when she turns 2, it provoked an emotional response and disbelief that H could actually be in a nursery environment at all. During my weekly visits I observe how H does try to interact with what is going on around her by turning to sounds and sensory stimuli, such as when we play musical instruments to nursery rhymes, or when we use soft materials brushed on her skin; I see that she interacts by turning her head from side to side or opening and curling her fingers around the material. I want to show H's mum these responses with the use of the video clips to help her to see how H communicates with her when she initiates an interaction, or even when H initiates the interaction herself with her mum. To guide the V.I.G. process further participants are asked to form a 'helping question'; after discussing with H's mum about what she felt was most important, she decided that her helping question would be: *What am I doing to help H's communication, and what is the impact on H? (how is she feeling in this moment?)* This is our focus when looking at the video clips. H has a wide team of community health professionals around her, namely Physio, OT, Dietitian and Dysphagia Speech Therapist, in addition to consultant-led care at GOSH, and they each see her in their clinics. The dialogue is always between the professional and the parents, and although H's wellbeing and best interests are at the centre of all interventions, currently H cannot express her opinions or participate in any decisions that are made for her; for example, she cannot indicate how the medication she takes which helps with her physical movements and stiffness makes her feel in her tummy or elsewhere in her body.

What I did: I took several videos of the interaction between H and her mum in different situations, for example when H was eating, during a sensory activity and whilst H was being stretched and exercised. Under a cycle of supervision with an AVIGuk practitioner every 2 months, I looked at and discussed the videos I had taken and cropped them to then show H's mum precise moments of interaction in a 'shared review'. I used the 'helping question' to focus each shared review, and together with H's mum we explored what she thought H may be feeling when she initiated the communication between them, as well as wait to see if H initiated communication. H lives in a busy household, so I encouraged her mum to use the videos to watch for when H did start an interaction; sometimes these moments were very quick and could easily be missed if not watching carefully. Each shared review took about 30-40 minutes as it was important to give H's mum the time to watch the videos through and see how H was communicating and interacting

What was the impact? By staying quiet and waiting, and giving H some time, her mum noticed that H did use her voice to vocalise sounds and initiate communication. H's mum realised that in this way, she was helping H to communicate her needs, and have those needs met. For example, when H was being fed some pasta, her mum paused and waited for her to look up or make a sound, and when H did this her mum resumed feeding her. This did not happen every time, or consistently, but when it did it made H's mum very happy. Watching the videos brought on some emotional responses once again, similar to last year; at the start of this process, H's mum was worried about her communication and interaction, she believed that there was none, but the videos captured when H initiated communication; this gave her lots of hope that H's communication will develop and expand with everyone helping her. H's mum and dad have aspirations for their daughter now; they know that when H is supported with targeted communication methods she will interact in her preferred ways. Their aspirations now include the possibility of H attending nursery in September and going to school like her 3 older siblings. Together we visited the nursery at Vale School, and they were encouraged to see the specialist support H can get there. H's parents can share the outcome of the journey they have been on using the videos and guide the school as to how best help H to communicate, make choices and participate in her learning environment.

Reflection: Through the videos, H's mum and I have seen what the impact is on H when she was given time to respond, and this approach can be used effectively in all contexts that involve H and are relevant to her communication development, for example when she goes to nursery and when she attends her health appointments. V.I.G. is an excellent tool which focuses on the exceptions, a permanent image which shows possibilities and changes a mindset by bringing hope where there is despair, and positivity where there is thought to be none. It is an emotional process that has affected H's mum and me both, and our understanding of H's desire to communicate with those around her, albeit non-verbally, deepened as we saw her responses. Our roles as Portage Home Visitors enable us to work closely with vulnerable families, and we build our relationships on trust, so using a resource such as V.I.G. can be very effective. But the impact of the training on my working caseload is quite significant; it takes time to learn and manage the process of taking videos during the home visits, analysing them, sharing them in supervision and then with the family, and talking about what is being seen and how this makes the parents feel, with a view to easing concerns and adjusting habits or behaviours. I continue with the training although I have come to the end of H's cycle and will start the next one with a new child and their family. I will continue to utilise the advice given to me in supervision and will try to use my time effectively.

Events for Children and Young People

	Autumn		Spring		Summer	
	Number of sessions	Number of unique participants	Number of sessions	Number of unique participants	Number of sessions	Number of unique participants
Early Years	27	15	11	13	13	20
LAST	26	18	23	22	27	42
Sensory Support	6	8	6	10	7	13
Assemblies	0	0	1	400	0	0
Total	59	41	41	445	47	75

Baby & Toddler Group Sessions

Our next toddler group session will be
Tuesday 10th September 2023
Time: 10am to 11.50am
Where: Woodside Children Centre
 50 White Hart Lane N22 8JU

Please send a text to Seval with your children's name to confirm you will be attending. Her phone number is 07926744127 (text only)

Here are the dates for the following toddler group sessions.

Tuesday 3rd October 2023
 Tuesday 17th October 2023
 Tuesday 31st October 2023
 Tuesday 14th November 2023
 Tuesday 28th November 2023
 Tuesday 12th December 2023

A small snack or fruit will be provided; please let us know in advance if your child has any dietary requirements or allergies so we can plan accordingly. Thank you!

Rising Green Autistic Youth Club

Every Thursday in term time
 4-5pm

Address: 2A Lymington Ave, London N22 6JA

WHAT WILL HAPPEN!

I will arrive at the club with my parents at 16.00.

There will be other young people there. Some of us are shy, but we're all friendly. It will be safe.

At 16.00 is 'news time' - we share our news and listen to others. We try to think of good questions to ask others when they have given their news. If someone finds your news interesting, they might ask you a question about it.

At 16.30 we are free to chat, play, eat and catch up!

At 17.00 the club will finish; I will be picked up by my adult to go home.

WHY SHOULD I GO!

A chance to talk to people who might share similar interests.
 A chance to meet people who go to my secondary school.

Activities:

PSS and gaming space on comfortable sofas, Pool, Table Tennis, Air Hockey and access to a Sensory Room!

We look forward to seeing you!

Please contact Aarti Meisuria at aarti.meisuria@haringey.gov.uk to register your interest.

The Gaming Connection Online

Microsoft Teams

We planned to extend our collaboration with Tottenham Hotspur Foundation to offer joint Autism specific holiday activities. Sadly, THF were not able to commit to the project this year and it was ceased

SEND
 NHS Whittington
Haringey LONDON

WELCOME TO HARINGEY'S UNDER-FIVES WITH DEVELOPMENTAL DIFFICULTIES' LEARNING EXPERIENCE

Join us for an inclusive stay & play session that's lots of fun providing:

- Advice to support your child's communication & development plus support with nursery.
- Advice, information, support & referrals to health services for children with SEND.

A space for you & your child to meet other families where you can chat and play together.

For further details please contact: portage@haringey.gov.uk

WHEN AND WHERE?

Tuesdays
 09:30 - 11:00am
 Pembury House Children's Centre
 Lansdowne Road, N17 9XE
 (During term-time only)

Huddle

I found the huddle groups are amazing although I don't come so often. I feel that my son really benefits from it to socialize with other children and to meet other parents. Just I find it sometimes really hard that it's not from my community and it's also quite far for me to get there.

I really enjoyed going to huddle with my daughter.. It was really good for her to see and play with other children. We enjoyed the signing nursery rhymes. This helped with her making eye contact and listening.

My son in nonverbal and we have been attending portage huddle for about one year, at Woodside and at Pembury House Children Centres. Huddle has been useful as I have been able to meet the portage workers who have helped in giving general advice on how to play with my son. They have also helped in applying for my son's educational plan. The nurses have also provided valuable advice on things such as toilet training etc. They has been helpful in chasing my son's speech and language therapy referrals. Generally, it's been nice to talk to someone generally about everyday struggles with my son. Only suggestion would to be to have more indoor/outdoor messy play.

We love our Huddle session on Tuesday and wouldn't miss it. It is a safe space for us and we are happy to meet other families to share our experiences and see the little ones progressing. I had help to find nursery and referral, portage team has always been a great support. We also love the room set up with always different activities and children can pick what they like.

My foster child has been going to the huddle group. He enjoys going and taking part in all the activities. His support worker always engages with him and all the other support workers. They are very pleasant and gives time for everyone who is there. I look forward in taking him every week.

In January 2023, we introduced a second Huddle in response to parent feedback that the location of the existing one prevented them from attending, We ran the new group for a year, but numbers remained low. We provided support for local children centres to develop Intensive Interaction in their newly started specialist SEND groups to provide an alternative local offer



In person Autism Youth Club

Thank you to all involved in providing the Youth Club each Thursday - it really is appreciated, and the children benefit hugely. It's V's only place of identifying with other autistic people in a positive way.

P seemed happy when she came back from Youth Club. I'm glad she listened to everyone's news and hopefully she'll feel comfortable enough to share some of her own news next week. It's great that P engaged with the girls as essentially that's why she wanted to join the group. P looks forward to coming next week.

Thank you so much for yesterday at Youth Club. My son was so happy and did enjoy. It has really helped him to be settled in new school and environment from last year.

X really had a great time there while she was attending, and I think it was very good for her confidence, so thank you

He definitely enjoyed himself and he will be coming again this Thursday for sure

Thank you so much for having R. She thoroughly enjoyed the youth club session and excitedly asked to go back for more sessions.

She was very happy to have met a girl with similar interests and really can't wait to return. I haven't seen her this happy about a social club in a while. I really do hope this club will continue to run after these two taster sessions.

Many thanks to you and the team for all your help and support for T during all the Youth Club sessions. It's much appreciated. She's really enjoys going and it's been a great way for her to meet new people and make friends and it's given her something to look forward to on a regular basis.

I would just like to take this opportunity to thank you all for supporting and accommodating T and for being a listening ear to me.



I rate the Gaming connection,

A number too vast to quantify/5

Here's to many more years!

I'd like to take this opportunity to show you this hilarious short YouTube series. This came out years ago, but I think it still holds up. Give it a watch if you feel inclined

<https://youtu.be/t2lg1Wr6gK8>

What a year it has been. What a year indeed. In fact, that's putting it mildly, isn't it? I mean that is almost the nicest thing you can say about it really. I can think of a thing or two I'd add to that, "What a year it has been. And it was an absolute travesty for humanity." "What a year it has been. We had the shortest serving and arguably worst prime minister in UK history." "What a year it has been. It was like a teacher getting absolutely embarrassed in front of a GCSE geography lesson and then attempting to continue with the class."

Fortunately, for every upheaval every week there was a force to meet it. A spark of hope. A light at the end of the long, dark tunnel. A safe and entertaining lighthouse amongst the seas of despair. A Luke Skywalker to the evil emperor. I may be going off topic here but I don't care, with a name good enough to slap on a T-shirt it deserves all the praise it can get. And so, with my mouse in my hand and a joyous expression, here is my take on The gaming connection (I wanted to add the "online" part at the end of the title since it is more catchy, but now that there are in person events, that is hardly appropriate now is it? Thank you for ruining that opportunity, John!)



"Alas, 111 years is far too short a time to live among such excellent and admirable Hobbits"

The Gaming connection to me is like a World of Warcraft clan Inn, with the different clan members doing different things in different corners of the room, while the

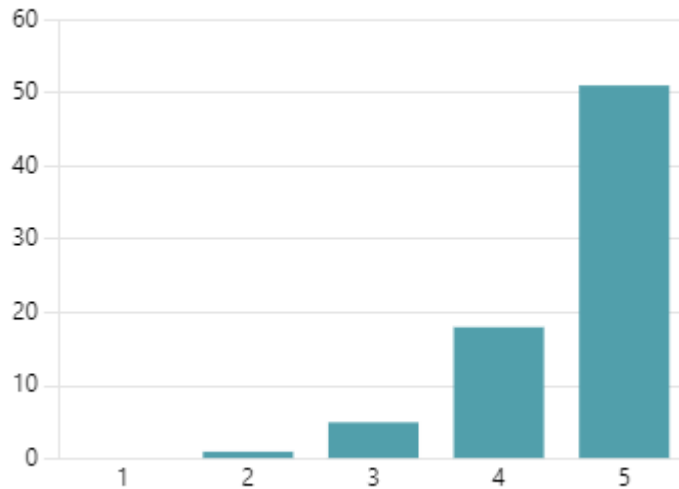
barkeep sells beer and mead at the counter while telling stories, and other clan members are out running a raid together. or a faction community centre in another MMO game. That is to say, it is not only a place to discuss the latest in video game culture, but the Gaming connection is also a place to gather with other like-minded individuals to discuss their world and the world around them. To think that I am a part of something like this honours me, and honestly half the time I sound like a YouTube ad with the number of times I go off about a certain game where you play as a space magic wielding, gun slinging, cosmic superhero with a robot companion that is 110% different to Cortana from Halo. To this I say... I am not legally required by not Bungie to talk about Destiny 2. Buy Destiny 2 Lightfall now! Jokes aside, thank you for providing me and others with the opportunity to share their voice with people they can trust. (You know, I had a longer paragraph planned for this, but now I think keeping it brief is the best thing I could do. It's like the K.I.S.S rule, Keep It Simple Stupid)



Impact

Setting Feedback: To what extent has the EIT supported you to make your setting more inclusive?

75 responses
92% responded high
4.59/5 average rating



We've been extremely well supported by the Teacher of the Deaf in terms of our Inclusive provision. She has led very well received and useful training sessions for the staff team, provided practical support and helped coordinate TAF meetings which have been invaluable in really ensuring the provision is meeting the child's needs. This partnership work has meant that the child we have been working with has made excellent progress, thank you.

The VI Teacher has helped us to settle and provide inclusive education and care for a child with complex needs. He helped support the transition from home to nursery very skilfully and has been very approachable and supportive. We've been very grateful for his support this year, thank you.

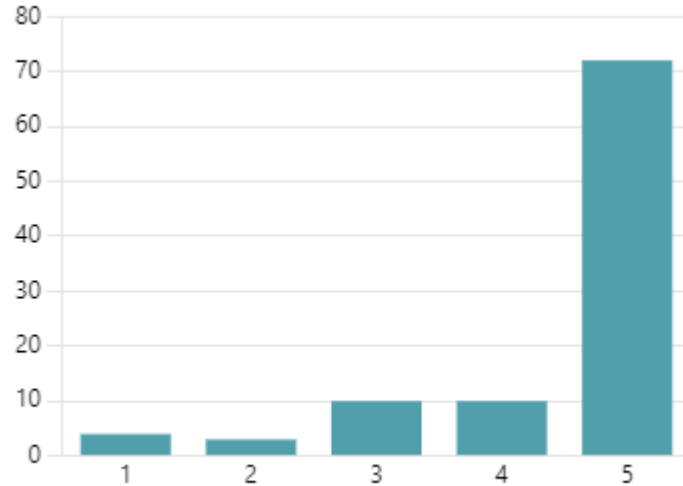
My Area SENDCo was very supportive and had a lot of useful input in optimizing our practice for SEND. I think she is one of the most knowledgeable, organised and caring people I know - she helped me to settle into my SENCO role, answered all my questions promptly and always had valuable advice to give. She was hands-on, taking the time to visit and observe the child, meet with the family and help everyone navigate the system.

Sincere thanks to the LAST Team who have been more than supportive not only to the children but also the school staff and families. We have needed a great deal of support over the past 12 months and Esther and the team really have been wonderful! Thank you

Exclusions of SEND pupils have remained stable over the last year.

Parent Feedback: How well has the Inclusion Team helped you feel more confident about helping your child?

99 responses
82% rated us high
4.44/5 average rating



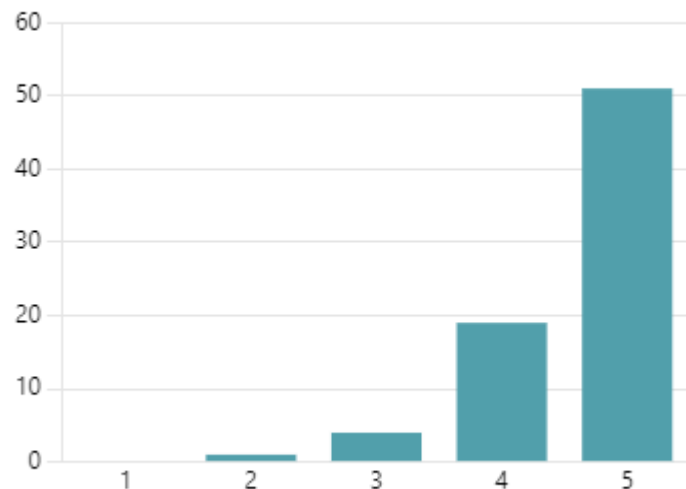
The Vi teacher has given our daughter so much useful support. As parent we have learned so much more in how our daughter can be supported in the best way we can. She and her team have shown real genuine support and time for us as a family. We thank her and team a lot.

The team members have been very supportive and helpful and have informed us of all the activities and support the borough provides. They have encouraged us as parents and our young person to participate in the activities, events and seminars and this has been very beneficial to all of us (parents and our young person).

We couldn't have achieved what we achieved without the support of the hearing service . Every single person we have met over the 18 years has been exceptional and we are so grateful for everything you have done for our daughter and us as a family. Thank you

Setting Feedback: To what extent has the EIT supported you to improve outcomes for your pupils with SEND?

- 75 responses
- 93% rated us high
- 4.6/5 average rating



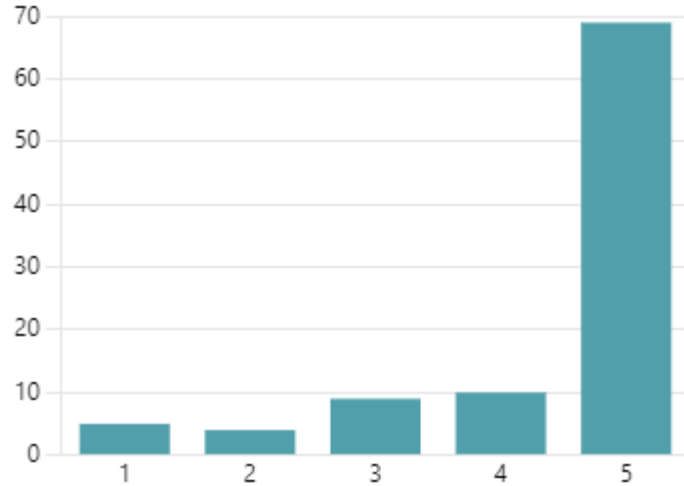
High Quality Teaching is improving all the time at my school thanks to all the training staff and SENCo have received e.g. Word Aware has made a big difference to raising the profile of vocabulary teaching and revisiting , The SLCN audit each year really helps us to create a clear action plan and I really value all of the resources that the Language Support Teacher sends me or directs me to that support teachers to be more inclusive. The Autism Support Teacher has delivered wonderful training to staff and has helped us with problem solving around supporting children who are struggling . I loved the Autism conferences and they have provided myself and the staff with lots of ideas and pause for thought and enhanced our understanding of what it means to be autistic. We also have been well supported by the teacher of the deaf and really value the technical support he offers as well as the inclusion tips. Thank you. The support is highly valued.

I have a close working relationship with the Portage Team who have been very supportive in developing our SEND provision. Working closely with individual families has enabled us to support the families more holistically and improve outcomes for children

The Education Inclusion Team has supported the whole staff team to rise practice, understanding and better outcomes for our children with SEND.

Parent Feedback: How well has the team helped your child make more progress?

99 responses
79% rated us high
4.38/5 average rating



The VI Teacher is very help for my son and me to make big progress in school. Very happy with his services.

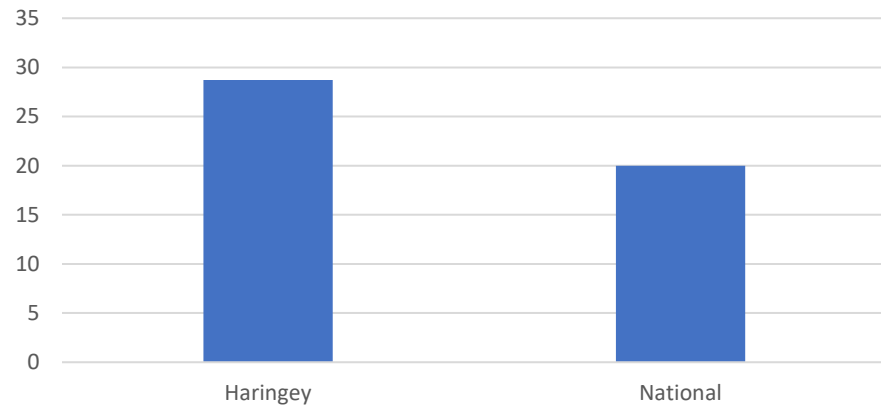
The Autism Support worker has been absolutely brilliant at helping us with preventative action, before a crisis escalates.

The Portage team and Maria in particular have been so helpful and integral to my daughter's progress and wellbeing. All the team are so welcoming at the huddle and truly will go out of their way to help and assist my family.

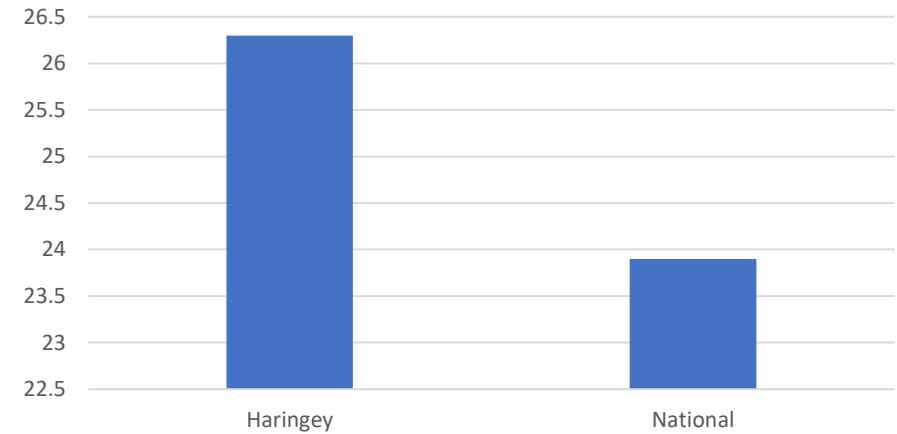
Primary Attainment data – June 2023

Secondary to follow

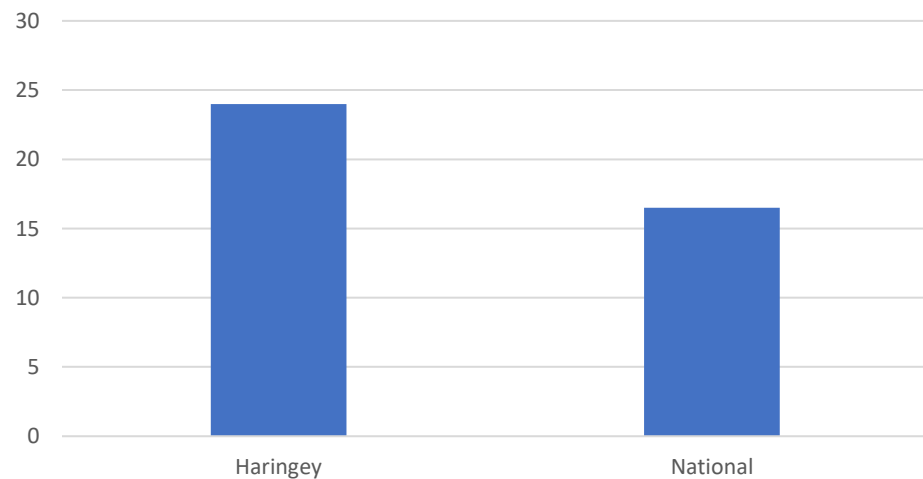
GLD children with SEND



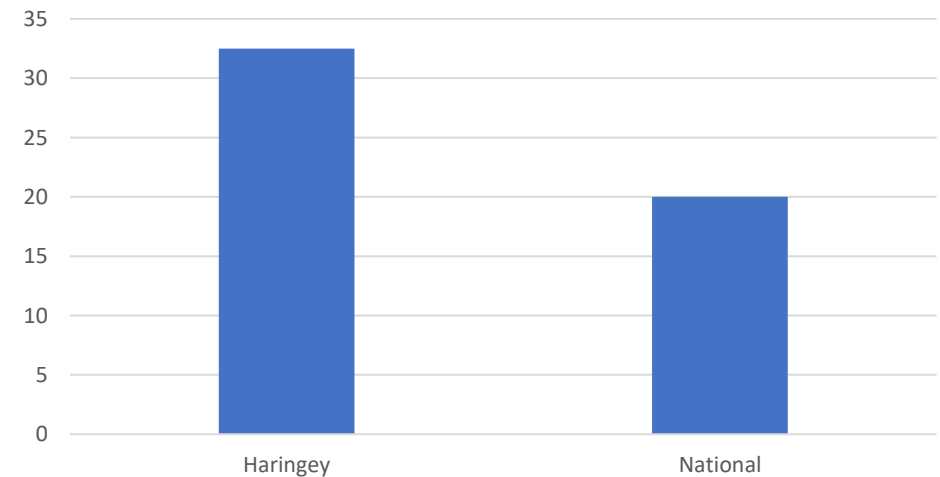
Y1 Phonics - SEND



KS1 RWM - SEND

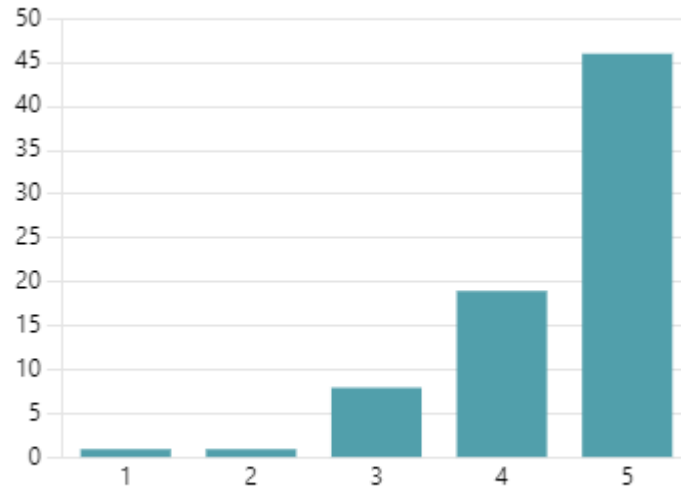


KS2 RWM - SEND



Setting Feedback: To what extent has the EIT supported you to support the emotional wellbeing for your pupils with SEND?

75 responses
87% rated us high
4.4/5 average rating



We feel strongly supported by our Area SENDCo - she always goes above and beyond and gives us the confidence/boost we sometimes need when dealing with sensitive situations! We know that we can ask her anything, and nothing is ever too much trouble. Thank you!

The teacher of the deaf came in to support us with one of our pupils. Her support has made a real difference to the child's experience of school. We as a school really appreciated all her invaluable advice and guidance. Thank you very much!

They have supported children in crisis as well as the staff around those children who need it. When things escalate staff feel there is nowhere else to go the inclusion team has stepped in with commitment and dedication to the team, child and family. Extremely reliable to all (child, staff and family). They have helped bring us out of crisis point with these children and engage with families. Thank you

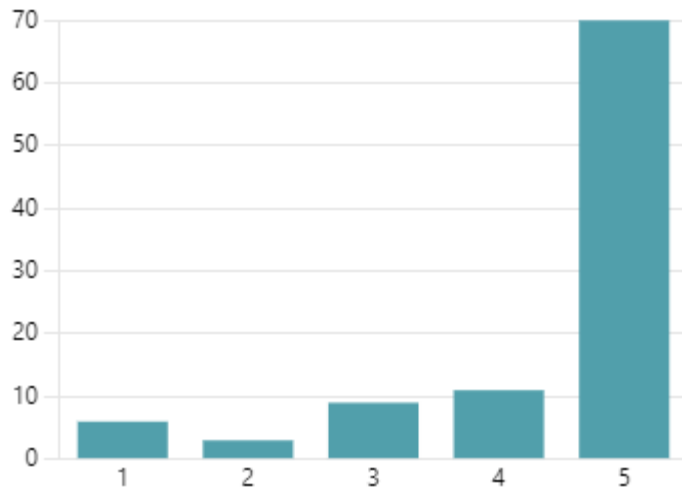
We have seen an increase in persistent absence this year, that is more marked for children with higher levels of SEND; this appears to be linked to increased levels of anxiety. Absence levels remain lower than national

Parent Feedback: How well has the team helped your child's well-being?

99 responses

81% rated us high

4.37/5 average rating



The team help my son develop and learn more on socialising with his peers. The team help us with other needs that my son needed. I have a superb team coming in to visit my son

There has been a significant improvement in my child's confidence since the deaf teacher taught her.

My Portage Visitor was amazing. I loved having her work with my son. She really cared about us and made me feel comfortable and confident in dealing with my son's disability. I cannot fault her on anything. She is a blessing.

Team Developments

Coproduction - All members of the team attended Coproduction Training delivered by Genuine Partnerships in July 2021. Over the last year we have taken part in the following pieces of coproduction work

CHSWG – coproduction group for pupils with hearing support needs, working on BSL training, support for parents post diagnosis, guidance on use of language

Autism resources for Somali families – worked alongside a group of Somali families as part of the NCL commitment to having culturally specific resources

Autism PfA Conference – Follow-on from the hugely successful Summer 2022 conference, a PfA specific conference was coproduced with members of the Autism Community

Planning of a PfA suite of transition events with SENDPower on PfA to be delivered 2023-24

Active part of steering group, planning Voices day

LONDON VIRTUAL AUTISTIC CONFERENCE - PART 2



WEDNESDAY 29 MARCH AND FRIDAY 31 MARCH 2023

ONLINE ZOOM WEBINAR - 9.15-1.30PM **FREE EVENT**

After the success of last year's event *Creating enabling environments*, Haringey's SEND service, in conjunction with NHS England, is holding an online London Autistic Conference with a focus on: **'Preparing for Adulthood'**

The conference includes neurodivergent people sharing their research, knowledge and/or lived experiences about their journey into adulthood. They will be talking about the things that worked well, the challenges and some of the things that helped them.

CONFIRMED SPEAKERS

WEDNESDAY 29 MARCH 2023

Cathy Wassell
(Autistic Girls Network)

Priscilla Eyles

David Gray-Hammond

Dean Beadle

FRIDAY 31 MARCH 2023

Victoria Busuttill

Rachel Cullen

Ben Usher-Barrass

Melissa Simmonds



Register in advance for this webinar, using the link below or QR code.

https://events.zoom.us/j/AqNSGAKx7ZzP_62zZF-6ns8L-Kny8PS0Z2FUmPv7DpC0QZGF41WR-AggLXsr3zQYFjq8BIYLZ5I06Dg

After registering, you will receive a confirmation email containing information about joining the webinar.

This session will be recorded and available to view for up to 8 weeks after, use the registration link/or email last@haringey.gov.uk to receive a link to the recording.



Key headlines – more detailed evaluation available last@haringey.gov.uk

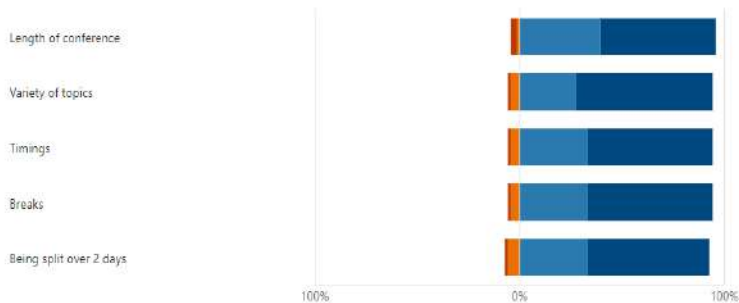
1358 registered with about 750 attendees for some part of conference

The majority of the attendees were practitioners who worked with or parents of Autistic young people. Many were Autistic themselves

8. If you attended the conference, please could you give your views on how the conference was presented

[More Details](#)

■ Not very good ■ OK ■ Good ■ Excellent



Things that attendees said they would do differently after attending the conference:

- Research more/buy books/resources for their workplace.
- Be more considerate
- Be more informed and more confident
- View their children through a different lens.
- Consider their own language and assumptions
- Stop apologising or explaining who I am as though I'm an awkward person. All methods of communication and people are not perfect
- As a Speech and Language Therapist, I will reflect on my practice and ensure that I am challenging and educating neurotypical people when concerns are raised with autistic young people's presentations. I will also initiate discussions with colleagues around the language of autistic people and how we, as neurotypical people, need to move toward autistic people's language, rather than increasing the demands on young autistic people.
- Understand my daughter more.
- Start my own assessment with my GP
- I will actively try to remove the expectations I placed on myself growing up from my teenage daughter (I am now an adult, but suspect I am autistic and faced similar challenges as a young person to what my daughter now experiences but was always taught to push through and achieve. My daughter is now 15 and was diagnosed last year.)
- Feel less anxious about my teenage son's future. Have a greater insight into what he finds difficult and not to 'mould' him to live the usual/expected neurotypical life. Acceptance of his Autism is key especially whilst he is at school and feeling positive that he is different, not deficient.
- Changing ways of working
- Understanding Autistic people better.

Childminders

Over the last two years we have significantly developed our Childminder Training offer.

We offer a termly evening training session and this year have covered:

- Emotional wellbeing
- Hearing Support needs
- Transition

The sessions are well-attended, with up to 35 childminders at a session.

We have also offered support from the Portage team to advice on strategies for individual children and understanding SEND systems and processes.

The feedback for individual support is good but the impact on the system of raising confidence to meet the needs of children with SEND has been more difficult to establish. Families still report challenges finding a childminder to care for their child with SEND and we do not have official records of the number of children with SEND attending childminders due to the age of the children.

Childminder SEND Training: Supporting Children with Hearing Loss



Bitesize Training for childminders to develop your awareness of how to work with children with Special Educational Needs or Disabilities (SEND).

You will learn about:

- Different types of Hearing Loss
- Impact on development
- Things you can do
- Getting more help

This training will be delivered by the Haringey and Enfield Hearing Support Team and as well as the training there will be an opportunity for you to ask any questions you may have to a Qualified Teacher of the Deaf.

The course takes place on **Tuesday 7th March 2023 at 7:00 to 8:30** and will take place on Microsoft Teams

Please contact Ellika.mcauley@haringey.gov.uk if you have any questions otherwise book your free place [here](#).

Northumberland Park Language Project

What we did: One specialist language and communication assistant working 3 days a week (TTO) worked with: 4 schools delivering 3 different interventions. 55 children were supported over 12 groups which led to better than expected progress for 45 of them. All the schools will now be delivering evidence-based interventions next year based on this

What we learnt Schools report that groups have led to increased language skills and improvements in confidence to contribute in class and increased engagement in teaching. Having externally run groups ensured they happened but meant school didn't take ownership; impacting on classteacher involvement, selecting the right children, processing baselines and interim assessments in a timely manner. Giving schools a limited choice of interventions enabled them to choose a good fit for their school but more support with choosing the right intervention for the children would have been helpful. Recruiting and training the specialist TA took longer than expected and the project was not running at full capacity until January 2023. Some children have ongoing language needs which will need ongoing intervention, the impact of this would be strengthened by a whole school approach to language especially vocabulary. School knowledge and confidence in supporting children with SLCN was variable and the project identified training needs which weren't addressed by the school. All schools prioritised literacy intervention over SLCN

How we will use this learning to shape our new SLCN pathway. Embed training for SENDCOs and classteachers into the pathway and make this a prerequisite before providing intervention support. Ensure the focus of the specialist TA is to embed good practice by having greater oversight of the work by a specialist teacher and a clear contract of what each party is expected to do, including wider staff training, communication with classteachers, providing a member of staff to work alongside the TA. Ensure all SLCN professionals (SaLT and LST) have a good knowledge of the bank of interventions so they can advise on the appropriateness of each one for individual children given the school context. Build parent workshops into the pathway sooner. Work with HEP/EPS to address how schools should be weighting SLCN vs literacy interventions



Assistive listening devices for Deaf Children

Radio aids enhance the listening experience of deaf children by improving the audibility of speech in situations where distance, background noise and reverberation time make the listening and learning process challenging. In 2022 – 2023, we reviewed our policy on the use of radio aids and as a result the local authority increased the budget for audiological equipment. As a result, we have been able to issue radio aids to an additional 14 children

We also invested heavily in training for the team to enable them to keep up to date with changing trends and innovative technology, including

- Phonak Marvel Hearing Aids - which makes hearing in any surroundings crisp and clear. It pushes the boundaries of hearing technology by linking up to everyday devices to allow a better hearing experience.
- Oticon Edumic – is a classroom hearing solution that provides direct access to the teacher's voice from a wireless remote microphone, offering great sound quality, ease of use and multiple connectivity.
- Cochlear Minimic & Roger Touchscreen –Is an intelligent wireless technology that transmit speech directly to hearing aids, cochlear implant and BAHAs, helping to overcome distance and noise



Development of Auditory Processing Disorder Policy

- multi-agency work led by Hearing Support team to develop an Auditory Processing Disorder (APD) policy

[SEND Policies and resources | Haringey Council](#)

		Autumn Term	Spring Term
English Ms Ali	Effort on tasks	2	2
	Behaviour for learning	2	2
	Organisation	2	2
Mathematics Mr McGuinness	Effort on tasks	1	1
	Behaviour for learning	1	1
	Organisation	1	1
Science Miss Trimmaman	Effort on tasks	2	2
	Behaviour for learning	2	1
	Organisation	2	2
Art Mr McNulty	Effort on tasks	1	1
	Behaviour for learning	2	1
	Organisation	2	2
Computing Ms Aytala	Effort on tasks	2	1
	Behaviour for learning	2	1
	Organisation	2	2
Design & Technology Mr Warden	Effort on tasks	2	1
	Behaviour for learning	2	1
	Organisation	2	1
French Ms Ali	Effort on tasks	2	1
	Behaviour for learning	2	1
	Organisation	2	2
Games Miss Goldthorpe	Effort on tasks	2	1
	Behaviour for learning	2	1
	Organisation	2	2
Geography Mr Ison	Effort on tasks	2	1
	Behaviour for learning	1	1
	Organisation	2	2
History Mr Clement	Effort on tasks	2	1
	Behaviour for learning	2	1
	Organisation	2	2
Languages Mr Clement	Effort on tasks	1	1
	Behaviour for learning	2	1
	Organisation	2	2
Music Mr Pateman	Effort on tasks	2	2
	Behaviour for learning	2	2
	Organisation	2	2

Parent Feedback...

The Rogers system has been awesome. We let E settle at the new school for half a term, then I persuaded her to try it out. She has never looked back and has worn it daily in school.

I have attached her RAG results after one term. The first set were after the first half term, with no hearing aids, the second set are a full term later and you will see that she has moved from achieving the expected results to predominantly exceeding expectations in many subjects. The staff have all reports improvements in her engagement and ability to communicate and gave testimonials to that effect.

The ENT consultant, Dr S retested her after six months of full usage and she has started to see some improvements in the key results,

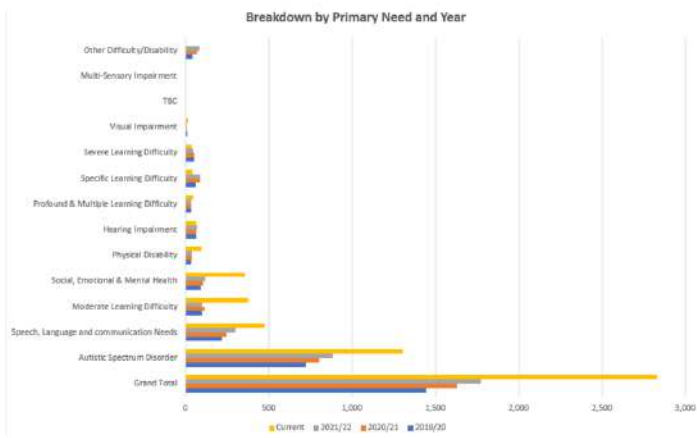
Other Action Plan Priorities

Producing good quality advice for EHCPs – all staff took part in CDC training, but as team members write advice infrequently, any improvement takes time to embed.

Embedding SEND Support Guidance – the guidance has been developed and embedding it is part of the ongoing work of the team. There has been a lot of instability in the workforce post-COVID particularly in the Early Years and amongst the teaching assistant profession and so we have developed our offer to maximise opportunities for workforce development. Although the demand for EHCPs has continued to rise and remains above national levels, the increase has not been as great as national indicating more capacity in our schools to meet the needs of pupils within SEND as part of their ordinarily available offer.

Issues

Requests for EHCPs



- Delays in recruitment due to slow sign off by finance and difficulties with compliance combined with the introduction of the LTN has led to reduction in productivity in the team, which lead to long waits for some children. We have reviewed our team offer to take account of these issues outside of our control to take account of the capacity of the team and ensure that we have an offer we are able to deliver.
- We offered free support from LAST to children at SEN support and a traded offer for children with EHCPs in an attempt to increase early intervention, reduce escalation of need and reduce the need for EHCPs and their bureaucratic burden. This did not have the desired effect and referrals increased significantly as did EHCP requests. This year we will be trading our support and advice for all children to triage referrals more effectively and focusing on early intervention support to schools being through the AET role out
- There was a significant increase in children with hearing support needs and our staffing has not kept pace with this. We have negotiated an increase in the contract with Enfield meaning we are able to employ an additional teacher. Delays to recruitment has meant, the increase in capacity will not take place until Sept 2023. This will decrease the ratio of children to TOD from 1:104 to 1:86 which is a considerable improvement but still significantly higher than the national average of 1:65
- We introduced a new system for processing and paying Early Years Inclusion Funding. This was to reduce errors in the system. Unfortunately changes in staffing and the system not working as well as we hoped has led to delays in the processing of requests and a considerable number of mispayments. We will be reviewing the system again to ensure this does not happen again.

Development Priorities for Next year

Expand our Transition workshop series to include a PfA offer

Launch and embed the SLCN pathway for schools

Support the SaLT team to roll out the SLCN pathway in Early Years

Roll out the CYPVI and PUD curriculums to support children and young people with sensory support needs to develop independence and promote self-advocacy skills

Embed the AET training across schools

Work as active partners in the rebanding and reviewing of the school-age EHCP bandings and Early Years Inclusion funding bands and governance processes – including the review of the SEND support guidance

Embed the SENDCo support partner, cluster group and core standards offer for mainstream schools.

Be confident users of Liquid Logic

Develop EY practitioners' and parents understanding of how to implement a sensory supportive learning environment in the Early Years

Complete VIG training for Portage team

Develop the LAST outreach offer to reduce exclusions, part-time timetables and emergency moves to special for children with Autism