

## Chronology of Development and analysis of impact

Throughout this report areas highlighted in yellow are most recent additions.

WHEN	WHAT	WHO	Outcome
July 2019	<ul style="list-style-type: none"> <li>Initial discussions relating to Nottinghamshire support for SEMH and partnership development</li> </ul>	<ul style="list-style-type: none"> <li>RCC Service Manager Early Intervention SEND &amp; Inclusion/ Universal Partnerships: Kevin Quinn</li> <li>SEND Capital Programme Manager: Louise Crookenden-Johnson</li> <li>Social Emotional &amp; Mental Health Specialist Teacher and School Behaviour &amp; Attendance Coordinator (SBAP) for Newark and Minster: Caroline Crisi</li> </ul>	
September 2019	<ul style="list-style-type: none"> <li>Briefing paper: Newark &amp; Minster School Behaviour &amp; Attendance Partnership outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Caroline Crisi (EIP Coordinator)</li> </ul>	
October 2019	<ul style="list-style-type: none"> <li>RCC and primary school discussions and planning sessions</li> </ul>	<ul style="list-style-type: none"> <li>Kevin Quinn</li> <li>Louise Crookenden- Johnson</li> <li>Primary schools</li> </ul>	Draft terms of Reference and process structure constructed
November 2019	<ul style="list-style-type: none"> <li>Toolkit and operational development</li> </ul>	<ul style="list-style-type: none"> <li>Kevin Quinn</li> <li>Louise Crookenden- Johnson</li> <li>Caroline Crisi</li> </ul>	
December 2019	<ul style="list-style-type: none"> <li>Promotion and information sharing with 18 primary schools</li> <li>Panel members agreed</li> <li>Toolkit and operational development</li> </ul>	<ul style="list-style-type: none"> <li>Kevin Quinn</li> <li>Louise Crookenden- Johnson</li> <li>Caroline Crisi</li> </ul>	
January 2020	<ul style="list-style-type: none"> <li>Terms of Reference (TOR) / referral form and toolkit developed</li> </ul>	<ul style="list-style-type: none"> <li>Kevin Quinn</li> <li>Louise Crookenden- Johnson</li> </ul>	

Caroline Crisi: Educational Inclusion Coordinator (EIP) January 2022

		<ul style="list-style-type: none"> <li>Caroline Crisi</li> </ul>	
February 2020	<ul style="list-style-type: none"> <li>EIP officially launched 24<sup>th</sup> February</li> </ul>		TOR / EIP agreement for signature/ master referral form sent to schools. 17 primary schools signed up to the EIP
March 2020	<ul style="list-style-type: none"> <li>9 referrals received</li> <li>6 cases observed and action plans developed before Lockdown on 22nd</li> </ul>	<ul style="list-style-type: none"> <li>Caroline Crisi</li> </ul>	
April May June 2020	<ul style="list-style-type: none"> <li>Covid-19 National Lockdown</li> <li>EIP not operational or accepting new referrals</li> </ul>		17/07/2020 panel:6 referrals
July 2020	<ul style="list-style-type: none"> <li>First panel to discuss cases referred in March 2020</li> </ul>	<b>Panel: Minimum of 4 to attend each panel</b> <ul style="list-style-type: none"> <li>HT: Brooke Hill Academy</li> <li>HT: English Martyrs Voluntary Academy</li> <li>HT: Oakham C of E</li> <li>HT: Cottesmore Academy</li> <li>HT: Uppingham C of E</li> <li>HT: Catmose Academy</li> <li>HT: Ketton C of E Academy</li> <li>Education Development Lead</li> </ul>	3 cases closed during Covid-19 lockdown. 1 case moving out of County. 2 cases moving to Secondary
September 2020	<ul style="list-style-type: none"> <li>New EIP referrals now accepted</li> <li><i>Provider Group</i> monthly meeting launched to ensure effective information sharing, communication and use of resources</li> <li>Interventions/ action plans commenced for July panel referrals</li> </ul>	<b>Provider group:</b> <ul style="list-style-type: none"> <li>EIP Coordinator</li> <li>SEMH</li> <li>Resilient Rutland County Council</li> <li>RCC representatives</li> <li>Early Help</li> <li>Rutland Teaching Alliance</li> <li>EPS (PIP)</li> <li>Mental Health Support teams</li> <li>Virtual School</li> </ul>	25/09/2020 panel: 3 referrals

		<ul style="list-style-type: none"> <li>Children's Centre</li> </ul>	
October 2020	<ul style="list-style-type: none"> <li>Toolkit development continues: Autism Specialist Teacher part of toolkit</li> <li>Monthly reports written for Education Improvement Board</li> </ul>	<ul style="list-style-type: none"> <li>Louise Crookenden- Johnson</li> <li>Caroline Crisi</li> <li>Leicestershire NHS (SLT)</li> <li>Leicestershire CC- SEMH Team</li> <li>RCC – Autism Specialist Teacher</li> <li>Nurture Hub placement</li> </ul>	16/10/2020 panel: 7 referrals
November 2020	<ul style="list-style-type: none"> <li>Presentation at Senco Network</li> </ul>	<ul style="list-style-type: none"> <li>Caroline Crisi</li> </ul>	27/11/2020 panel: 10 referrals
December 2020	<ul style="list-style-type: none"> <li>Case study presented at Schools Forum</li> </ul>	<ul style="list-style-type: none"> <li>Caroline Crisi</li> </ul>	17/12/2020 panel: 18 referrals
January 2021	<ul style="list-style-type: none"> <li>Covid-19 National Lockdown</li> <li>EIP not accepting new referrals</li> <li>Current active cases supported where professionals are operational/ children are in school/ schools are accepting outside professionals</li> <li>EIP Monitoring cases and changing circumstances</li> <li>Continuing development of Speech Therapist contract for toolkit</li> </ul>	<p><u>FIRST CLASS Tailored Solutions 1-1 teaching support:</u></p> <ul style="list-style-type: none"> <li>Operating a full face to face service in school</li> </ul> <p><u>CASY Counselling:</u></p> <ul style="list-style-type: none"> <li>No face-to-face service</li> <li>Virtual service offered when appropriate.</li> </ul> <p><u>Partners in Psychology (PIP)</u></p> <ul style="list-style-type: none"> <li>Face to face: high level of concern only</li> </ul> <p><u>ADHD Solutions</u></p> <ul style="list-style-type: none"> <li>Group and 1-1- when Covid safe</li> <li>Longer waiting times due to staff home schooling</li> </ul> <p><u>SEMH &amp; Autism Specialist Teachers</u></p> <ul style="list-style-type: none"> <li>Virtual support service unless extreme need</li> </ul> <p><u>Futures in Mind (Speech, Language and Communication interventions)</u></p> <ul style="list-style-type: none"> <li>Virtual service</li> </ul>	Not accepting new referrals
February 2021	<ul style="list-style-type: none"> <li>Development of Secondary &amp; Early Years EIP started</li> </ul>	<ul style="list-style-type: none"> <li>Caroline Crisi meeting with Secondary Sencos and Early Years teams</li> </ul>	Not accepting new referrals

	<ul style="list-style-type: none"> <li>• Early Years plan: Focus on transition / SLCN early identification and linkage between Early Years RCC and EIP</li> <li>• Toolkit project development: <i>Early Bird Plus</i> supporting families &amp; schools with a recently diagnosed child with ASD</li> </ul>		
March 2021	<ul style="list-style-type: none"> <li>• EIP accepting new referrals March 8<sup>th</sup> after pause during Covid National lockdown</li> <li>• Secondary pilot offer made to 3 RCC schools. Not referral based but around advice and support to enable teams to audit need and evaluate the most appropriate formal EIP structure</li> <li>• <i>Early Bird Plus</i> programme offered to schools</li> </ul>	<ul style="list-style-type: none"> <li>• Toolkit returning to a mixture of virtual and face to face</li> <li>• Working group (Caroline Crisi/Lesley Hawkes/ Alison Simkin/ Cathy Hogg/ Futures in Mind/ Caroline Crisi</li> </ul>	<p>26/03/2020 panel:11 referrals</p> <p>2 referrals to date</p>
April 2021	<ul style="list-style-type: none"> <li>• Discussions to support Sensory needs in mainstream and supporting through toolkit</li> <li>• Discussions with UCC regarding the Rutland Trust consortium can link with EIP to support Autism practice in schools and families</li> <li>• Evaluation of EIP form sent to schools</li> </ul>	<ul style="list-style-type: none"> <li>• Helen Chester: RCC Service Manager Early Intervention SEND &amp; Inclusion/ Universal Partnerships &amp; Louise Crookenden-Johnson &amp; Caroline Crisi</li> <li>• Marian Wiggin (UCC) &amp; Caroline Crisi</li> <li>• Caroline Crisi</li> </ul>	<p>30/04/2020 panel:6 referrals</p> <p>7 schools responded to date</p>
May 2021	<ul style="list-style-type: none"> <li>• Speech therapist appointed (0.6) for toolkit</li> <li>• Play therapist( EYFS and KS1 gap) under development</li> </ul>	<ul style="list-style-type: none"> <li>• Caroline Crisi/Louise Crookenden-Johnson/ LP NHS</li> <li>• Caroline Crisi</li> </ul>	<p>28/05/2020 panel:6 referrals so far</p>

	<ul style="list-style-type: none"> <li>• Work around vulnerable children in Early Years settings started around transition for children at risk of exclusion</li> <li>• EIP Secondary pilot offer made for summer term</li> <li>• Multi agency meeting set for Catmose College 13/05/2021 to focus on 3 x children at risk of PX</li> <li>• Redevelopment of SENCO Network</li> <li>• WHOLE SCHOOL SEND project development</li> </ul>	<ul style="list-style-type: none"> <li>• RCC EY inclusion lead/ SEMH Specialist teacher team/ Caroline Crisi</li> <li>• Caroline Crisi</li> <li>• EIP/ Social Care/ Early Help</li> <li>• EIP/ School Improvement/ RCC SEND/ RLT/ RR/ Sencos</li> <li>• EIP/ School Improvement/ RCC SEND/Jane Starbuck</li> </ul>	<ul style="list-style-type: none"> <li>• Child at risk of PX in Early Years setting supported</li> <li>• Offer adapted further to meet individual needs</li> <li>• Plan developed for early intervention/ CPD/ managing children at risk of PX. Regular termly meetings</li> <li>• Plan for 2021-2022 academic year CPD sessions at Senco Network completed: June 2021</li> </ul>
June 2021	<b>Secondary pilot offer revised:-</b> <ul style="list-style-type: none"> <li>• Intervention around emerging cases</li> <li>• Developing practice/ knowledge &amp; CPD</li> <li>• Early Help priority cases as emerging need (Risk of PX)</li> </ul>	<ul style="list-style-type: none"> <li>• EIP Coordinator</li> <li>• Early Help Coordinator</li> <li>• Louise Crookenden-Johnson</li> <li>• EIP Toolkit of professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships established with Secondary schools</li> <li>• Evaluation and discussions at Provider group</li> <li>• EIP Coordinator to propose action plan for Autumn term 2021 based on pilot</li> </ul>
July 2021	<b>Early Years Phase</b> <ul style="list-style-type: none"> <li>• EIP Speech Therapist starts work with the Early Years Phase ( 1 day a week until September 2021)</li> </ul>	EIP Coordinator Louise Crookenden -Johnson Karen Bland Donna Cartmell-Fry (Children's Centre lead)	<ul style="list-style-type: none"> <li>• Initial focus: Communicating Friendly Environments</li> <li>• Training sessions for Early Years settings/ Childminders confirmed 29th Sept/ 1<sup>st</sup> Dec 2021</li> <li>• Sessions for parents at the Children's Centre to be</li> </ul>

			<p>discussed and developed for the Autumn term 2021</p> <ul style="list-style-type: none"> <li>Sessions for parents at Early Years settings to be discussed and developed for the Autumn term 2021</li> </ul>
July 2021	<p><b>Toolkit developments</b></p> <p><b>Play therapists</b> Two recruited on a 3-month trial basis to support identified gap in Early Years mainstream and KS1</p> <p><b>Educational Psychology</b> Support from both PIP and Futures in Mind to expand capacity and reduce costs</p> <p><b>Speech Therapist</b> will commence in full ( 3 days a week) in September 2021. The focus will be Early years and Secondary in the Autumn term. Futures in Mind Speech therapist will continue to support the primary phase in the Autumn term. Handover plan for Spring 2022</p>	<ul style="list-style-type: none"> <li>EIP Coordinator</li> <li>Louise Crookenden -Johnson</li> </ul>	<ul style="list-style-type: none"> <li>Futures in Mind (FiN) will focus on therapeutic interventions for high-risk children</li> <li>Partners in Psychology( PIP) will deliver family Theraplay</li> </ul>
August 2021	<p><b>Speech Therapist commences work in Early Years phase:-</b></p> <ul style="list-style-type: none"> <li>Communication Friendly Spaces training</li> <li>Auditing SLCN</li> </ul>	<ul style="list-style-type: none"> <li>Early Years settings</li> <li>Karen Bland</li> <li>Children's Centre professionals</li> <li>Sarah Patel</li> <li>Caroline Crisi</li> <li>Louise Crookenden-Johnson</li> </ul>	<ul style="list-style-type: none"> <li>19 attending</li> <li>5 out of 17 settings</li> <li>1 childminder</li> <li>Inclusion Officer</li> <li>Children's Centre Early Years Practitioners</li> </ul>
September 2021	<p><b>Secondary phase commences after pilot period</b></p>	<ul style="list-style-type: none"> <li>EIP Toolkit Professionals</li> <li>RCC Inclusion Team</li> <li>EIP Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Catmose fully engaged with offer and following Graduated Response</li> <li>Initial case discussion meeting with Great Casterton</li> </ul>

			Monthly case discussion meeting with UCC established
September 2021	<ul style="list-style-type: none"> <li>• <b>Play Therapists</b> start 3 month trial period</li> <li>• <b>Speech Therapist</b> support in Secondary phase commences</li> <li>• Support from <b>Educational Psychologists</b> split between providers for cost effective use of resources and wider professional outreach to reach across</li> </ul>	<ul style="list-style-type: none"> <li>• Jess Frost/ Heather Smith</li> <li>• Sarah Patel with hand over from Jo Frederick ( Interim SALT)</li> <li>• Futures in Mind allocated as part of the EIP toolkit alongside PIP for Educational Psychology <i>Therapeutic Interventions</i></li> </ul>	<ul style="list-style-type: none"> <li>• 6 cases allocated</li> <li>• Offer of training accepted by Catmose College and Casterton College</li> <li>• Cost effective use of resources and wider professional support to reach across primary and secondary phases</li> </ul>
October 2021	<ul style="list-style-type: none"> <li>• <b>Early Bird Plus</b> pilot programme commences</li> </ul>	<ul style="list-style-type: none"> <li>• Futures in Mind delivery</li> <li>• Autism Specialist Teacher to quality assure/ feedback</li> <li>• School professional for each family</li> </ul>	Reaching and including fathers who previously were difficult to engage Programme has highlighted a need to support undiagnosed or those awaiting diagnosis with a lengthy waiting time Should this sit within a different funding stream in the future?
November 2022	Delivery of EIP <b>Senco Network information sharing session</b> to ensure schools are updated with service information / new developments for SEMH in the wider context. Agenda set by data/ gaps and school feedback / communication	<ul style="list-style-type: none"> <li>• Caroline Crisi</li> <li>• RCC representatives/ teams</li> <li>• Sencos</li> </ul>	Well received and attended Will operate 3 x academic year

## Issues arising and solutions

date	Area	issues	solution
Spring 2020	Toolkit development	<ul style="list-style-type: none"> <li>• Planning for a partnership delivering interventions, requires a level of understanding about current provision to avoid overlap, repetition and inefficient</li> </ul>	Extensive and intensive Mapping / audit exercise over a short period of time with all relevant

		<p>use of financial resources. This is a big undertaking for professionals not RCC based. This was still a working progress at the launch of EIP, so interventions were mainly based on evidence/need used in successful partnerships rather than other information.</p> <ul style="list-style-type: none"> <li>Action plans were written recommending interventions not in place (Speech Language and Communication support). Speech Therapist proposal contract delayed so interim support had to be arranged.</li> <li>Toolkit gaps for EYFS and Year 1 (CASY Counselling operational age 7 onwards)</li> </ul>	<p>professionals should take place before toolkit development is started.</p>
Autumn 2020	SEMH Specialist Teachers contract	<ul style="list-style-type: none"> <li>The SEMH teachers were contracted before launch of EIP with processes and work remits agreed. Confusion over where they sit in the EIP toolkit. Initially, different referral forms for the two organisations for support from SEMH team and EIP.</li> </ul>	<p>Each school now has a link teacher as the universal offer in EIP toolkit to support whole school practice and knowledge.</p> <p>Specialist interventions delivered by SEMH team through a referral to EIP after a discussion with link SEMH Specialist Teacher.</p>
Autumn 2020	Clear aims and objectives of the Education Inclusion Partnership	<ul style="list-style-type: none"> <li>2 referrals received for children with an EHCP. Message had not filtered through the EIP does not accept referrals for children who have a final EHCP.</li> </ul>	<p>Presentation delivered at Senco Network in November</p> <p>Power point and all information on Rutland Information Service (RIS)</p> <p>Provider group signpost schools to site to promote aims, objectives and criteria.</p>
Spring 2021	Operational issues	<ul style="list-style-type: none"> <li>Deadline dates for accepting referrals: This often results in several referrals arriving on deadline date with limited capacity to observe/assess or plan in detail before deadline to send to panel for reading before panel date.</li> </ul>	<p>Remove deadline date for referrals and cap the number of referrals taken to each panel to allow enough time for a detailed and effective plan to be put in place.</p> <p>Referral are made in a timely manner and not on the day of the deadline</p>
Spring 2021	Contracts and Toolkit flexibility	<ul style="list-style-type: none"> <li>Newark &amp; Minster SBAP ( equivalent of EIP) is allocated a small budget approx. £60,00 for 24 schools by Nottinghamshire CC and this allows the toolkit to purchase providers without formal contracts on a spot purchase/ informal basis. The benefits of this are</li> </ul>	<p>Separate large contracts( SEMH team/ EIP Coordinator/ PIP) and a small budget £60,000 to cover other interventions not requiring long complex contracts:-</p> <p>Casy: £20,000</p>



		<p>flexibility to adapt to needs and demands. If providers are not achieving successful outcomes, can be ceased immediately. Capacity can also be increased immediately if positive outcomes.</p> <ul style="list-style-type: none"> <li>RCC past year has allowed spot purchase of providers such as Casy Counselling / First Class tutoring which will now have to go to formal tender. This may result in service not gaining contract or declining process and EIP left with significant gaps in the toolkit.</li> <li>Also impacts on ability to have a trial period of providers to assess quality of providers.</li> </ul>	<p>ADHD: £5000 Breakfast: £500 Early Bird Plus: £9,000 for 2 programmes a year Play therapy: ( professional 1) Play therapy: ( professional 2) First Class Tailored Solutions: £5000</p>
Spring 2021	Secondary phase	<ul style="list-style-type: none"> <li>Becoming evident the primary model will not be effective for Secondary. Model needs to support each of the 3 schools and pull together common themes where commonality can support partnership working</li> </ul>	
Summer 2021	Counselling in Secondary phase	Currently funded by Resilient Rutland (RR)and CASY offer in pilot withdrawn. RR will finish project July 2022 and this gap will need to be funded/ developed.	Discussions already started at provider meeting to develop a phased plan
Autumn 2021	<p><b>Resources</b></p> <p>Expanding support in the Early Years and secondary phases will stretch budget and professional capacity in the toolkit of support</p>	<p><b>School feedback</b></p> <p><i>The process on you (Caroline) responding and the referrals going to panel have been really quick, sometimes the after part of getting professionals in school can take a little bit of time. I have felt that some of the professionals are desperate to get into school but they don't have the time to do what they want to do – that is the only constructive criticism I would give.</i></p>	<p>Making the budget as cost effective as possible Eg, reducing costs of Educational Psychologist support by spreading cost across two teams with more capacity</p> <p>New programme/ menu of support developed with SEMH Specialist Teachers to make effective use of expertise and support identified key areas</p> <ul style="list-style-type: none"> <li>Transition</li> <li>ARNA</li> <li>Early identification forums with Sencos</li> <li>Whole class support for identified high risk year groups</li> </ul>

			<ul style="list-style-type: none"> <li>• Solution focused circle of adults, model to prevent cases escalating</li> </ul>
Autumn 2021	Anxiety Related Non Attendance (ARNA)	A significant area of need in the Autumn term relating to Autism. There is also a significant level of Covid related ARNA	<ul style="list-style-type: none"> <li>• Working closely with the Inclusion Team to identify the causes of non-attendance and appropriate support. e.g. if ARNA identified, EIP is more appropriate pathway of support.</li> <li>• Inclusion team discussing with Bernadette Caffrey appropriate and sustainable training resource for this identified area</li> <li>• Sensory Processing Difficulties online training, a significant factor linked to ARNA and Autism arranged by EIP ( funded by Resilient Rutland) for Spring term for all schools</li> </ul>

### Qualitative outcomes (Autumn term 2020)

<b>EHCP</b>	Several professionals requesting support for children with final EHCP. Some of these children were issued with EHCP before the launch of EIP would have met criteria for support based on initial information. (ADHD/ anxiety etc).
<b>Parents</b>	<p>School feedback:</p> <p><i>Thank you for your email. I have spoken to both parents, and they are thrilled with the support going in. They are both coming into school today to sign the consent so hopefully I should have that back to you by tomorrow.</i></p>
<b>Response and support</b>	<p>Comments from panel:</p> <ul style="list-style-type: none"> <li>• AC outlined how beneficial the panel is to have a forum for discussion and support and to give schools reassurance.</li> <li>• GF outlined the benefits of seeing other cases from other schools to see common needs and issues to be addressed as a partnership. It helps schools to feel that they not alone with these issues.</li> <li>• AC stated how fantastic the support from both the Universal and Funded support has been. The support from the SEMH link Specialist Teacher has been invaluable and the support for the first referral the school made has been wonderful. A really joined up approach.</li> <li>• RC commented how pleased her school were with the packages of support for the three children referred to the EIP.</li> <li>• LP agreed the EIP is being very well received and feels very supportive and responsive.</li> </ul>

	<p>RCC professional feedback:  <i>We did receive a compliment about the EIP response time at the SENDCO network meeting yesterday. One school said they had put in a request and were pleasantly surprised at how quickly they were given a time to observe the child and discuss.</i></p> <p>School feedback:  <i>Thank you for your quick turn around with this.</i></p> <p>School feedback:  <i>She already has been in touch; first session was yesterday with CASY, and the other support starts after half-term. We have had good discussions with both support providers, so we all know what we know. Impressive offer so thanks you.</i></p>
<b>Developing practice and confidence</b>	<ul style="list-style-type: none"> <li>• Some schools have offered to fund additional CASY sessions after the sessions agreed at panel have finished.</li> <li>• Evidence schools are taking ownership of interventions for example an extension of 1-1 tutor for a case of high SEMH need was declined in favour of coaching support which would benefit several children of similar need.</li> </ul>
<b>Mapping gaps for development</b>	<p>Referrals have highlighted the following areas for development: -</p> <ul style="list-style-type: none"> <li>• Year 4 and 5</li> <li>• Boys</li> <li>• Unidentified communication needs referred/ identified as challenging behaviour</li> <li>• Understanding how to support social interaction and communication (ASD diagnosed and undiagnosed)</li> <li>• Identifying and supporting sensory profile/ needs to reduce anxiety</li> <li>• Concentration and low-level disruption misinterpreted as persistent refusal to comply rather than SLCN (receptive language/ understanding instructions to access the curriculum)</li> <li>• ADHD referrals are increasing</li> </ul>
<b>Mapping positive aspects from referrals</b>	<ul style="list-style-type: none"> <li>• Referrals indicate (low level of referrals in Year 2 and Year 3) transition from EYFS to KS1 is effective</li> <li>• Low percentage of girls referred</li> </ul>

*Removed previous terms evaluation feedback*

## Qualitative & Quantitative outcomes (Autumn term 2021)

School/ child	Area	Method	Outcomes/ Impact
<b>Early Years settings</b>  19 attending 5 out of 17 settings 1 childminder Inclusion Officer Children's Centre Early Years Practitioners	Speech Language & Communication training to develop understanding <i><b>Communicating            Friendly Spaces</b></i>	Training evaluation	<ul style="list-style-type: none"> <li>The training was very informative and enjoyable</li> <li>It was a really helpful refresher on how to promote speech, language and communication and why it is so important to focus on</li> <li>The training was extremely beneficial for my CPD, I found it to be informative and I will definitely use this in my practice</li> <li>I found this training extremely useful, particularly the activities and strategies that we can use in the setting</li> <li>This was really helpful training</li> </ul>
<b>Secondary School #1</b>	Exclusion	Data from Inclusion team	No exclusions in the first half term. 1 PX in the second half. This case was supported by the EIP/Inclusion Team and school followed the Graduated Response
<b>Primary #1</b>	EHCNA pathway and following Graduated Response	Email feedback	<i>Mum is keen for child to be assessed for an EHCP as she is worried about secondary school. In our school, we make the adjustments and child doesn't need the high level of support, and we couldn't show the 15 hours of 1:1 support. I understand Mum's concerns though about secondary school and his anxieties, sensory issues etc.</i>
<b>EHCP SEND Worker</b>	EHCNA and appropriate pathways	Email feedback	I just wanted to say I thought the presentation was really helpful on the EIP. It has certainly given me more clarity around how it is working and supporting children before heading down the EHCP route. The statistics make interesting reading.
<b>Primary #2</b>	EHCNA and appropriate pathways	Email feedback	The combination of the EIP with high needs funding requests has helped enormously with supporting children correctly in our school and provided further CPD for staff from external specialists.
<b>Primary #3</b>	EHCNA and appropriate pathways	Email feedback	If it wasn't for the EIP I feel I would have no other option than applying for an ECHNA for the 3 children that are currently under the EIP. The EIP has provided us as a school with a wealth of professional knowledge and support quickly, which is exactly what we need to meet the needs of these children.
<b>Primary #5</b>	EHCNA and appropriate pathways	Email feedback	We have used the EIP and High Needs Funding to support a child successfully. When the child joined, we intended to apply for an EHCP, but following the High Needs Funding and EIP support, we are no longer looking to follow this pathway.

Primary #3	EHCNA and appropriate pathways	Email feedback	Using the EIP or EIP & Higher Funding combined instead of following the EHCNA pathway to support a vulnerable CYP. Caroline responds so quickly with guidance and tips on how to support. Penny Rawling( Nurture Nest) and Becky Palmer( SEMH Specialist team) are really useful contacts.
Primary #4	Early Interventions and meeting need before escalation	Email feedback	For an anxious family whose child had a meltdown the linked teacher( SEMH Specialist team) was able to suggest a route to follow immediately, point parents in the direction to find information and to give staff in school the tools to support in the moment as well as indicating next steps for more long-term intervention.  <i>We have found the EIP to be an invaluable resource; I fed back the same message to senior leadership just last week.</i>
Primary #3	Early Interventions and meeting need before escalation	Email feedback	I have requested support via an EP for a child who is already under the EIP and this is being given. It is so beneficial to have somewhere to gain support from when you are at crisis point with a child and worried you may have to exclude.
Primary #5	Early Interventions and meeting need before escalation	Email feedback	Rapid response from the EIP service has allowed us to implement strategies quickly. This has enabled us to make accelerated progress supporting a child with a variety of needs. Through the support offered by the EIP/SEMH link teacher, we have seen a significant reduction in physical behaviours and continue to work together to support the (LAC) child further.
Primary #3	Early interventions and supporting identified needs	Email feedback	Casy counselling has been really beneficial for 2 children in our school, the sessions were extended as required. They have given the children that special time just to share how they are feeling and have all made progress during the sessions which is evident in their report at the end of the summer. Their sessions are finishing at the end of this term, the counsellor has warned the children it is coming to an end.
Primary #3	Early interventions and supporting identified needs	Email feedback	SEMH lead – our new SEMH lead has been so supportive, she really listens and offers practical and useful strategies to put in place.  Speech and language therapist provide a clear and detailed report and she discussed it all through with me. It was a brilliant document but I did find it a little overwhelming as it had so much information but she helped me in highlighting the key areas to work on.

<b>Primary #2</b>	Early intervention/ meeting needs	Email feedback	Staff in school have worked closely with these external providers (play therapist, specialist teacher, nurture outreach) becoming more skilled in their approach, and therefore providing the right environment for them to thrive in . This has prevented this child from facing a fixed term exclusion and now they are supported correctly with behaviour and approaches to learning, we have seen such positive steps.
<b>Primary #4</b>	Early intervention/ meeting needs	Email feedback	<i>We have found the EIP to be an invaluable resource; I fed back the same message to senior leadership just last week.</i>
<b>Secondary School #1</b>	Early intervention/ meeting needs	Email feedback	<p>Thank you for taking the time to feedback. I know that our team here feel the same way about the way you and the rest of the EIP have engaged with us with proactive and effective support.</p> <p>I have worked in Rutland for many years and the practice we are seeing starting to develop around inclusion is one that has been needed for a long time. Thank you.</p> <p>Helga and I had a very positive and productive meeting yesterday. I thought it was important to express how much we value and respect the hard work you and your SEND/ pastoral team (and wider colleagues) deliver in school. A huge percentage of time is taken up with a small percentage of children, but they are always totally committed to delivering the best support possible for these vulnerable children. I fully understand this is difficult and demanding and desired outcomes may not always be achievable in the most high- profile cases. However, their professionalism and dedication, often in the face of frequent barriers to progress is commendable. There is a genuine commitment to partnership working and I feel the EIP, Inclusion team and school have a great foundation for continuing this model which enables us to address issues quickly and prevent escalation where possible. We look forward to continuing this partnership and developing support with you and your team in the future.</p>
<b>Primary #5</b>	Changing practice	Email feedback	Strategies offered by the Autism Specialist Teacher have been implemented class-wide as there were many other children who would benefit from the strategies and techniques. We would not have made an EIP referral for these children, but they have now benefitted too.
<b>Primary #3</b>	Changing practice	Email feedback	Our attachment mentor( SEMH team) has been so useful in supporting one child in school – through guidance/ interventions and support this child is in a much better place! She is now working with another child and adult in school which we are excited to see the impact and we have a plan for the next child who is also under the EIP.

Primary #2	Changing practice	Email feedback	The EIP project has transformed the support we are able to offer children quickly, and empowered leaders and staff in school to support identified children working closely with external agencies.
Primary #3	Changing practice	Email feedback	Early bird programme supporting families/ school with ASD diagnosis has been massively appreciated by the family that have attended, it has given the parents lots of ideas and new initiatives to implement at home. The member of staff that has attended has praised the whole process and feels she has learnt so much – we are working together on how we can disseminate this information across school.
Primary #4	Supporting families	Email feedback	<i>Information sent last week about autism and Christmas has been forwarded to families via Dojo and liked by 14 families, many of whom I know will find it useful.</i>
Futures in Mind	Supporting families/school with an Autism diagnosis  Linking in with other RCC teams	Email feedback	Early Bird plus pilot project ( information from a family Support worker regarding non engagement with services. EIP discussion with Futures In Mind to find a solution to engage this parent :-  The ‘reluctant’ parent attended last week, engaged and appeared to find the sessions positive. They said that they are able to attend a further 3 sessions, which is positive.  The husband who was initially very reluctant to engage at all attended again this morning and looks like he will be attending the remaining sessions - he reported that he is finding the sessions very helpful.
Primary #2	Supporting families	Email feedback	Parents have commented on the excellent support and how the strategies put in place have had an impact on their children . This has been seen especially with the Casy counselling with children that currently hold it together in school but not at home.
Primary #4	Supporting families	Email feedback	<i>Support from ADHD solutions has been really useful as has support from our SEMH specialist teacher for the same family. Being able to use her as a sounding board for many issues has led to very helpful advice and the supply of useful links, information and services, e.g., a parent/carer helpline, the most pertinent links on the Young Minds website. Being able to have anonymous conversations to get advice to offer to parents has meant that a ‘help’ (solution is definitely not the word) has been able to be provided alongside discussion of needs and next steps which has given parents a greater feeling of a positive direction.</i>
Child 1	Casy Counselling	Evaluation summary	Increase of 20% in emotional well-being through self-assessment Feelings of anger only come occasionally now

			A lot more proud of myself now.... telling people how I feel.
<b>Child 2</b>	Casy Counselling	Evaluation summary	Increase of 20% in emotional well-being through self-assessment Now feels a lot less nervous.... about everything. Noted the most helpful thing was when x could talk about and plan strategies as it helped x remember them
<b>Child 3</b>	Casy Counselling	Evaluation summary	Increase of 30% in emotional well-being through self-assessment. X said she now felt confident that x had strategies to manage/ talk about thing that are worrying x or making x angry or sad. X felt confident x has strategies to manage / talk about x feelings that felt right for x stating " I know what works for me".
<b>Child 4</b>	Casy Counselling	Evaluation summary	Increase of 40% in emotional well-being through self-assessment
<b>Primary #6</b>	General	Email feedback	<ul style="list-style-type: none"> <li>• Clear referral process that signposts need very well;</li> <li>• Rapid response to referrals and very helpful pointers on support ideas from first contact;</li> <li>• External support accessed is very high quality (CASY/First Class/) are the ones I have experience of;</li> <li>• Evidence in school is that the provision is engaging and focussed on the child, with time taken with school staff to probe and so understand the challenge;</li> <li>• The children who receive support (in the school) have positive experiences and, to date, outcomes remain positive;</li> <li>• I believe that the key factor in the success of this is your leadership (EIP Coordinator). Your passion and drive have allowed us to have and sustain a positive service for our children.</li> </ul>
<b>Primary #7</b>	General		The impact of this project has been very positive for all involved. Kelly Jackson
<b>Primary #8</b>	General		Thanks for all your hard work, effort and energy on this great project which is having such a positive impact on our schools. Head teacher
<b>Primary #9</b>	General		Whilst we're still in the early stages of interventions being undertaken as agreed by the EIP referral process, we have already benefitted from some excellent advice and support which has included work with ADHD solutions, observations undertaken by the SEMH Link teacher as well as bespoke training



			<p>for our team of lunchtime staff. For the first time in seven years as Headteacher, I feel as though we have a wealth of specialist support available to enable identified children to be successful and make positive changes. Necessary time and support being given to the primary sector cannot be undervalued – we all want our children to live happy and successful lives as they move on to the secondary sector but sometimes this needs intervention beyond that which we can offer. Referrals to the EIP have had a positive impact on possible fixed term exclusions – with none being made over a significant period of time. The expertise of the EIP coordinator is invaluable to the local authority and to schools – we have benefitted from signposting and referrals, observations, 1-2-1 discussions and support as well as providing our staff with a wide range of resources, which has enhanced our ELSA and quality first teaching provision. I hope that this invaluable and excellent service continues to be appropriately funded to ensure that schools like ours can offer a fully inclusive provision.</p>
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