

COLE HEATH CONSORTIUM

DLP Project Newsletter

Objectives:

- Increase the number of school support plans
- SEND children to show improvement when measured against school progress ratings
- An increase in parental satisfaction
- An improvement in pupil wellbeing

Who we are..

We are a consortium of 16 schools within Birmingham often with settings in the center of the community.

To date the following courses have been completed by members of our consortium:

Communication and Autism Training (CAT) —Parental Awareness Course

Picture Exchange Communication System (PECS)

CAT Staff Training Modules—Including:

- Engaging the autistic learner
- Understanding and supporting the development of Communication Skill
- Sensory Ladders: a tool for understanding and supporting sensory regulation
- Feeding and Toileting
- Increasing Joint Attention and Language Skills

Social Communication, Emotional Regulation and Transactional Support (SCERTS)

Positive Handling

The wide range of courses has enabled us to engage parents, upskill staff and work together within the consortium grouping training sessions enabling a collaborative delivery to various sessions at once.

Courses are being run by a variety of providers including;

- Birmingham City Council—Communication and Autism Team
- Pyramid Educational Consultants (PECS training)
- Birmingham City Council—Educational Psychology
- Team Teach

Course outcomes have been measured with a variety of response mediums such as feedback forms, before and after questionnaires and a 5 point emotional scale for students.

Example outcome from a parental questionnaire -
Very Happy
more understanding of sensory needs

Results

Feedback from staff

The DLP project has supported and empowered pupils, parents and staff at our school.

Pupils have reported that they're happier in school.

Parents have reported an increase in understanding the condition, developed different strategies to use at home and connected with other parents going through a similar experience. Furthermore, their confidence has increased and they are well informed about accessing the right support in school.

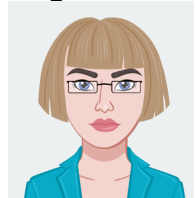
Staff have received regular training on Autism, looking at each individual aspect (social understanding and communication, information processing and sensory integration). It is evident walking around the school, that staff have put into practice the training they have received. They understand the needs of each pupil to ensure they have a positive school experience.



Miss Vickerstaff
SENDCO

I found both the 'Communication and Autism Team' training and the 'Team Teach' training really interesting. I have taken on board the fact that some children find certain things very uncomfortable. I have made resources such as a sensory box, to support them. When intensive interaction is taking place, I have taken an active role to observe it so that I can implement something similar in the classroom. I have noticed the children in my classroom are beginning to respond to daily routines so I keep this consistent throughout the school week.

Mrs Andrews
Class Teacher



Results

Feedback from staff cont...

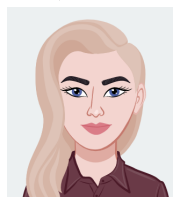
Teaching in Year 6 I benefit from all the hard work that the teachers and teaching assistants do to support our children with additional needs in the years leading up to us. However, the CAT training has made me reflect on my own practice. Such as, how I can make instructions more explicit for all the children I teach, including those with special educational needs, and not assume because they can repeat an instruction



Miss Cockbill
Assistant Headteacher

I have enjoyed learning about all of the practical ideas that have been proven to work for the children in our school.

We have already implemented objects of reference, now and next boards and a daily time table. All of which are vital for our children and their needs.



Mrs MacPearson
Early Years Lead

Outcomes following training

One school comments as follows:

“We delivered the CAT parent workshop which was very successful and well attended”

“Myself as SENCO and our 2 SEND teachers have been booked onto six CAT CPD sessions - so far we have attended the first of those and look forward to the second one later in the month

“Several members of our SEND team, SLT members and members of our behaviour team attended the full day Team Teach with 4 members of the SEND team subsequently attending the small person module”

*“I want to create regular sessions for the parents of children on the ASD pathway and encourage one of our parents to be the spokeswoman for the group” - SENCO
Regents Park Primary*