

Pilot:  
Communication and  
Social Interaction  
Programme  
(CaSIP)  
**Southwark SEND &  
Inclusion**

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# About the children we work with

## **Pilot: Children accessing communication and social interaction programmes (CASIP):**

### **This pilot aims to:**

- Provide targeted support for children and young people transitioning into year R who have identified social, communication and interaction needs and meet a range of key descriptive criteria associated with social communication needs.
- Support residents of Southwark
- The young people will be in Key Stage 1, Year R in September 2024
- They will have identified and significant social communication needs
- They are at school support level and **do not** have an Education, Health and Care Plan (EHCP)
- have been referred to SEND and Inclusion Services CASIP Meeting based on assessment and evidence provided by a speech and language therapist or other professional with parental consent

# Distribution by locality

## Spread across the locality

- **Attempts will be made to support young people across the local area to support inclusion. However, this is dependent on the referrals received and the consent given by parents.**
- **As we are in year 1 of the pilot we will be in 'test' phase this year and anticipate learning will inform practice and process for any further work.**

# Aims of the pilot:

**The pilot will provide** an inclusive and preventative package of support that is additional to other forms of support that schools make available to children with SEN. To support:

- inclusion, so that children may have their needs met at their local school
- prevention, so that children's needs are resolved early.

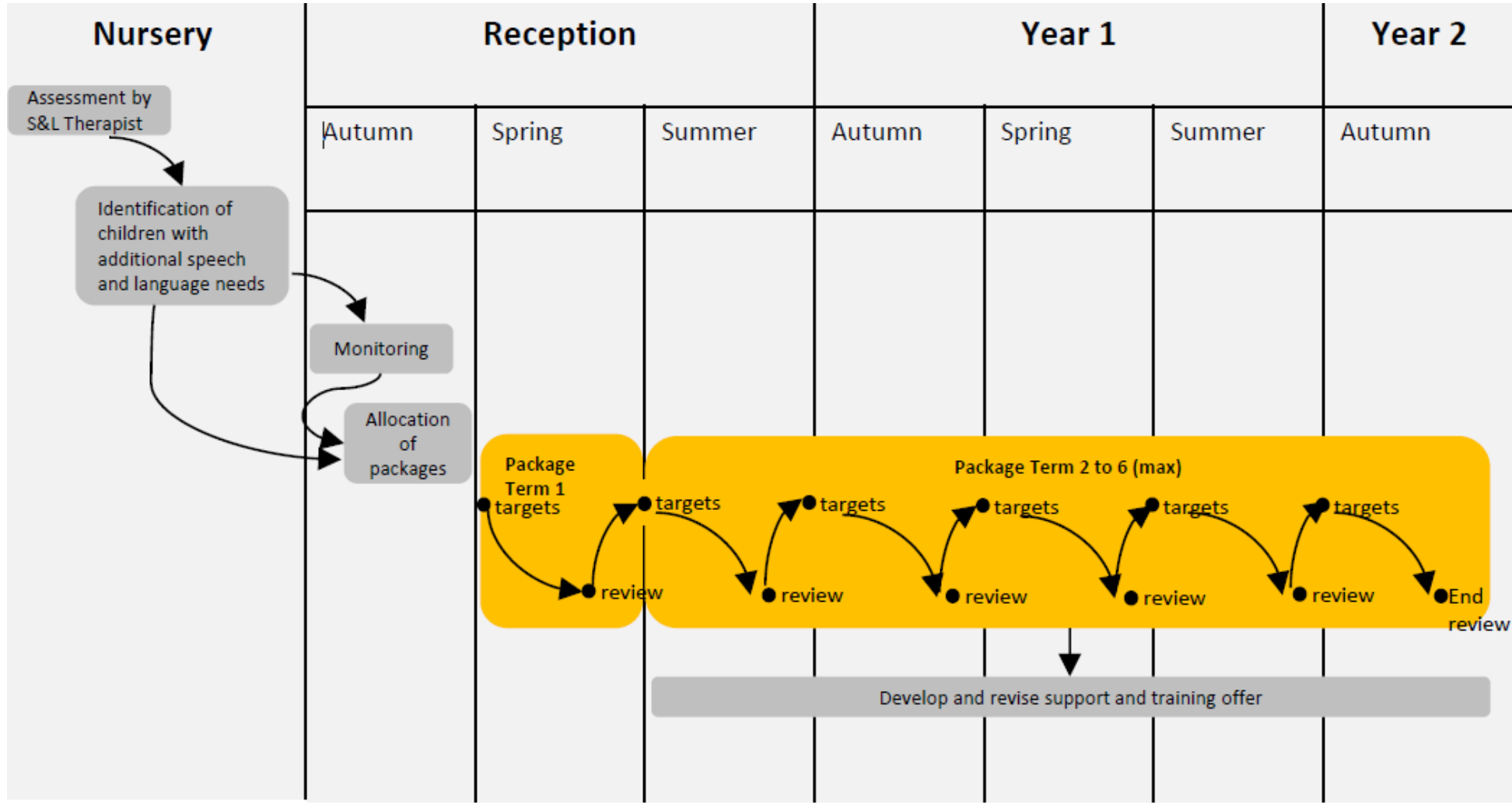
## **The package/ programme of support:**

- tailored to meet the needs of each individual child
- small-group, paired or one-to-one sessions
- some support in class to help transfer new skills and develop independence
- specialist training for teaching assistants each term and ongoing support from the attached advisory teacher
- work with parents, including home/school diaries and collaboration on target setting and reviews
- maximum six terms

## **The team**

- specialist speech and language and occupational therapists
- specialist/advisory teachers and/ or higher level teaching assistants
- named person or support appointed to the child and based in school (allocation of funding provided to school usually equating to equivalent funding of up 10 hours)

# Package timeline



# Measuring progress

## How will we measure progress and impact:

- Each young person will be measured against their own individual starting point and agreed goals.
- The goals will be set with the young person, parents, school and specialist teacher and will be reviewed frequently to develop a personalised offer, providing responsive support to the identified educational needs.
- Access to speech and language therapist and occupational therapist will be available as part of this programme and will be able to support problem solving, developing goals and supporting schools in consultation activity. In addition to offering functional and practical support to the school team.
- Feedback will be sought from young people, parents and participants schools throughout the programme and at the end of the programme to help inform practice and development.

# Pilot Timeline

## Pilot Timeline

- **9 May Discussion to identify young people referred by professionals as part of strategic cohort planning.**
- **9th May confirmation of individual discussions with families, education providers to seek consent, complete checklist and discuss offer.**
- **Referrals completed and submitted by 7th June and cross referenced with admissions.**
- **June 13th meeting to discuss and confirm young people progressing on the programme.**
- **June – end of June discussions with families, receiving schools about the programme.**

**\*This timeline is not ideal but we need to work within the parameters we are in for year 1, but it is a helpful reflection point\***

