

DSPL Key Aims and Proxy Indicators

A proxy indicator is an indirect measure or sign that approximates or represents a phenomenon in the absence of a direct measure or sign.

Key Aims for DSPL	Proxy Indicators	What would success look like?	Picture of Success
<ul style="list-style-type: none"> Local schools, settings and services provide quality provision that meets the needs of children and young people with SEN and disabilities Short and long term outcomes for children and young people with SEN and disabilities are improved and there is evidence of their achievements and progress socially, emotionally and academically Communication between parents, children and young people, and schools/ settings is good, engendering trust, confidence, respect and constructive partnership working Available resources for SEN are managed through a transparent approach that is fair, meets local needs and achieves best value for money The local authority works proactively and collaboratively with parents, young people, schools and other stakeholders through co-production to increase participation in service planning, delivery and review 	<p>Characteristics</p> <ul style="list-style-type: none"> Percentage of population (0-25) with statement of SEN/ EHCs Percentage of pupils with statement of SEN/ EHC plan educated at home (EHE) Percentage of appeals Percentage of pupils that attend a state funded school in the same DSPL area as they live in Percentage of providers rated outstanding or good in Leadership and Management by Ofsted <p>Attainment</p> <ul style="list-style-type: none"> Percentage gap making a good level of development at Early Years Foundation Stage Percentage gap achieving level 4+ in reading, writing and maths at Key Stage 2 Percentage gap achieving 5+ A*-C (incl. Eng & Maths) at Key Stage 4 (GCSE) <p>Attendance</p> <ul style="list-style-type: none"> Overall absence Persistent absentees <p>Exclusions</p> <ul style="list-style-type: none"> Fixed period exclusions Permanent exclusions <p>Post 16</p> <ul style="list-style-type: none"> Percentage of pupils post Key Stage 4 and 5 in sustained education Percentage 16-18 not in education, employment or training (NEET) <p>Confidence and Satisfaction</p> <ul style="list-style-type: none"> Stakeholder questionnaire 	<p>Characteristics</p> <ul style="list-style-type: none"> An increase in confidence and capacity results in a decrease in numbers A reduction in the number of pupils educated at home A reduction in appeals An increase in the percentage of pupils attending their local school An increase in providers rated good or outstanding <p>Attainment</p> <p>An increase in the percentage of pupils making the expected level of progress at EYFS, Key Stage 2 and GCSE level, and a reduction in the attainment gap between pupils with and without special educational needs</p> <p>Attendance</p> <p>A reduction in the levels of school absence</p> <p>Exclusions</p> <p>A reduction in all types of exclusions</p> <p>Post 16</p> <p>An increase in the percentage of pupils with SEN that progress to education or employment post 16 years of age</p> <p>Confidence and Satisfaction</p> <p>An increase by all stakeholders in services and settings for pupils with SEN in</p>	<p>Teachers and staff in schools and settings are confident in meeting a wide range of needs and make children and young people and their parents feel welcomed and that their views are valued</p> <p>Parents feel confident that the school and setting wants their child with them and have the skills to meet their child's needs - they are happy because their child is happy and achieving</p> <p>Children and young people are able to receive their education as close to home as possible and alongside their friends, siblings and other children in their community</p> <p>Children and young people with SEND are supported to learn and develop and to achieve their aspirations and potential like every other child</p> <p>Young people are supported into further education, work and adult life and make a positive contribution to their community and society in general</p>