

What are the key issues in your DSPL area, and where is the evidence to support this?	What do you want to achieve?	What will you do, and what resources will you use to achieve this?
<p>Autism</p> <p>Parent network meetings indicated parents felt there was a lack of support available whilst child awaiting diagnosis Lack of understanding of Autism across all schools/settings as evidenced in the Hertfordshire Autism review</p>	<p>Families feeling supported, better relationships with schools</p> <p>Settings having access to high quality training</p> <p>Clear coordination of developments around Autism with a range of stakeholders contributing to the Autism Review Action Plan. DSPL3 Management Group has delegated the responsibility of progressing the KR to the ARG</p>	<p>Family Support Team - contract extended for another 2 years</p> <p>AET Training</p> <p>Autism Lead – part of KS role</p> <p>Autism Conference October 2016</p> <p>AET self-review project</p>
<p>Behaviour and Alternative Provision</p> <p>Increase in number of permanent exclusions, children at risk of PE, children with complex needs arriving in the area – awaiting specialist provision. High number of pupils being put forward for ENF with BESD</p> <p>Schools are reporting an increase in the number of pupils with complex needs and there is frustration that there is decreased capacity in local support services</p>	<p>Increased accountability and transparency of the service with clearly agreed and shared priorities.</p> <p>Fewer pupils being at risk of perm ex</p> <p>Clear procedures and processes to support pupils, families and schools whilst a child is awaiting specialist provision</p> <p>Develop schools'/settings' capacity to meet more challenges at a 'universal' level.</p> <p>Families feeling supported, better relationships with schools</p>	<p>Working in Partnership with schools to develop a model of provision of support services for high needs primary pupils with social, emotional and behavioural difficulties in the East Herts Area:</p> <p>50% fund STEPS training</p> <p>SEMH ENF project 2016/17:</p> <p>Nurture 15/16 follow-up funding</p> <p>Nurture conference</p> <p>Mindfulness Project Mindfulness Conference</p> <p>Early Years Nurture Conference</p> <p>Attachment Training</p> <p>Mental Health Training</p> <p>SEMH Family Support Worker</p>

What are the key issues in your DSPL area, and where is the evidence to support this?	What do you want to achieve?	What will you do, and what resources will you use to achieve this?
<p>DSPL Area cont.</p> <p>Ensure DSPL3 Manager has capacity to lead on developments around the HCC SEN Strategy and workstreams</p> <p>Partnership with Parent & Carers</p> <p>Partnership with Children & Young People SENCOs reported that they do seek the views of pupils</p> <p>Partnership with Schools/ Settings</p>	<p>Clear evidence of outcomes and impact of DSPL3 activities and training</p> <p>Parents knowing that their views are taken into consideration</p> <p>Schools and settings gathering and responding to the views of children with Autism</p> <p>SENCOs knowing that their views are taken into consideration</p>	<p>Increase DSPL3 Manager's time to 4 days per week (term time only)</p> <p>Facebook Page</p> <p>Develop parent email distribution list</p> <p>SEND Information Village</p> <p>Share good ideas about how schools can do this DSPL3 Manager to attend ENF Cluster Meetings and ENF Panel</p>
Education Psychology Services Awaiting direction from the SEND Strategy		
Exceptional Needs Funding Awaiting direction from the SEND Strategy, however increasingly DSPL3 is using ENF as a means of targeting projects, e.g. SEMH		
<p>Quality SEND Offer SENCOs and parents reporting that they are not aware of the support that is available and how to access it</p>	<p>SENCOs and Parents feeling well informed about range of support that is available and how to access it</p>	<p>SEND Info Village – June 2017</p> <p>Monthly DSPL3 Newsletter</p> <p>Electronic Directory of Services</p>
Sensory and Physical Needs Awaiting direction from the SEND Strategy		
<p>Special Schools Very positive feedback from schools about the quality and impact of Amwell View Outreach</p>	<p>Schools feeling more confident that they can meet the needs of children with High Needs</p>	<p>Commission an extra day of Outreach to increase capacity and be able to offer support to Secondary schools.</p>
Specific Learning Difficulties Awaiting direction from the SEND Strategy		
<p>Speech Language and Communication</p> <p>High number of pupils being put forward for ENF with SLCN Correlation between SLCN and behavioural difficulties, particularly in the early years</p> <p>High number of settings reporting children entering with very poor speech and feel Makaton training would be of great benefit</p>	<p>Increased capacity of schools and settings to meet universal needs, so that only appropriate referrals are being made to SALT</p>	<p>WellComm Speech and Language Screening Project for 2 tranches: 1 tranche per year and termly network meetings</p> <p>2016-2018 Makaton training – Foundation (T) and Enhanced (A)</p>

DSPL3 Strategic Plan 2016/2019 Detailed

Objectives	Activities and Timescale	Outcomes	Evaluation and Impact
Autism			
Families feeling supported, better relationships with schools	Commission Amwell View School to employ and manage the DSPL Autism Family Support Team until August 2018	Families feeling supported, better relationships with schools	Impact to be measured
Settings having access to high quality training	Work with Herts AET Sub Hub to organise AET training	<p>Staff will be able to identify the key areas to help pupils on the autism spectrum build positive relationships with staff, peers, families and people in their community.</p> <p>Staff will have an awareness of the sensory and communication differences that pupils may experience.</p> <p>Staff will have knowledge and understanding of good autism practice</p> <p>Provide guidelines and activities to support practitioners to reflect on and improve their own practice</p> <p>Parents will feel more confident that children's needs can be met in their local mainstream school</p>	<p>Feedback from training attendees, case studies</p> <p>Reduction in inappropriate submissions for ENF</p> <p>Reduction in FT exclusions and reduced timetables for children with Autism</p>
Clear coordination of developments around Autism with a range of stakeholders contributing to the Autism Review Action Plan	See separate ongoing action plan being produced by DSPL3 Autism Review Group		

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Behaviour and Alternative Provision (SEMH)			
<p>Develop a Primary Behaviour structure that supports the needs of schools in the area</p>	<p>On-going partnership between DSPL3 Primary Behaviour Exec and Rivers ESC to shape provision that is responsive to issues within DSPL3.</p> <p>DSPL3 strategic funding to be used to 50% fund school's STEP training</p> <p>SEMH ENF project 2016/17: half termly training and network sessions to support members of staff who work with children in receipt of ENF for SEM</p> <p>Commission Amwell View to employ and manage an SEMH Family Support worker (initially on fixed term contract until Aug 2017)</p>	<p>Fewer children are at high risk of Perm Ex</p> <p>Fewer children are on part time timetables School staff are feeling more confident to meet the needs of pupils</p> <p>More consistent approach being used by all members of staff in school</p> <p>Pupils are able to attend school full time with a reduced number of FT exclusions</p> <p>Families feeling supported, fewer p/ex children, fewer children on reduced timetables and increased attendance</p>	<p>Half termly meetings to review the data</p> <p>Survey Monkey to be used to gather feedback from staff across the school about the impact of STEPS,</p> <p>Case studies to be completed July 2017</p>
<p>A long-term commitment to the strengthening of nurturing principles within DSPL3 settings which are:</p> <p>Children's learning is understood developmentally</p> <p>The classroom offers a safe base</p> <p>The importance of nurture for the development of self-esteem</p> <p>Language is a vital means of communication</p> <p>All behaviour is communication</p> <p>The importance of transition in children's lives</p>	<p>Nurture Bids – schools invited to submit follow-up bids for Nurture funding for 2016/17</p>	<p>To enable pupils to feel safer and more secure within the school environment</p> <p>To raise self-esteem and develop social skills and a positive attitude</p> <p>To help pupils develop their strengths and interests, promoting a sense of achievement and success</p> <p>To develop an inclusive environment between parents, carers and professionals to share understanding in how best to work with each child</p>	<p>Case Studies</p> <p>KS to visit settings from Summer 2016</p> <p>DSPL3 Nurture Project Showcase Conference/Event' 7th July 2016.</p>

Objectives	Activities and Timescale	Outcomes	Evaluation and Impact
Behaviour and Alternative Provision (SEMH) cont			
<p>A long-term commitment to the strengthening of nurturing principles within DSPL3 settings which are:</p> <p>Children's learning is understood developmentally</p>	<p>Mindfulness Project – training, resources, conference</p>	<p>Improved Attentiveness</p> <p>Resilience and Wellbeing</p> <p>Reduced Depression symptoms and Stress</p>	<p>Case studies</p> <p>Ongoing Network meetings</p> <p>There will be a psychological evaluation of the project</p>
<p>The classroom offers a safe base</p> <p>The importance of nurture for the development of self-esteem</p>	<p>Protective Behaviours training- a safety awareness and resilience building programme</p>	<p>Children and adults are able to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe.</p>	<p>Case studies</p> <p>Course evaluations</p>
<p>Language is a vital means of communication</p>	<p>Early Years Nurture Project Conference led by Graham Music, Psychotherapist Tavistock Centre..</p>	<p>Practitioners have a better understanding of how attachment shapes the brain and consider how to set up a more nurturing environment for all pupils</p>	<p>Case studies</p>
<p>All behaviour is communication</p> <p>The importance of transition in children's lives</p>	<p>Attachment Training (Kate Cairns Associates)</p> <p>Attendees will also receive a copy of 'A Teacher's Introduction to Attachment'</p>	<p>Staff will develop an understanding of the impact of unmet attachment needs and trauma on education throughout childhood, and will reflect on what they can do to develop an attachment aware setting</p>	<p>Attendees have to inform us of three tweaks made to their practice a result of attending the course – these will then be shared with all attendees</p>
	<p>Mental Health in Children and young People training (Young Minds)</p>	<p>Staff will promote the mental health and wellbeing of children and young people and have increased skills to be able to identify early mental health problems and work together with others to improve access to services and support.</p>	<p>Attendees have to inform us of three tweaks made to their practice a result of attending the course – these will then be shared with all attendees</p>

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DSPL Area			
Systems are established to ensure that the DSPL3 Management Group is aware of the local issues and all DSPL3 activities are evaluated to inform future decisions	KS to summarise Case Study data, visit settings to carry out reviews, attend ENF Cluster meetings to identify issues Merge DSPL3 Manager DSPL Area SEND Lead roles to form one role for 0.8 FTE	Evidence that DSPL3 activities are having a positive impact	Case study summaries Course attendees evaluations
Develop ways of gathering views of stakeholders	Facebook Page Develop parent email distribution list	Parents knowing that their views are taken into consideration	Online evaluations
	Share good ideas and strategies for gathering children and young people's views	Schools and settings gathering and responding to the views of children with Autism	Via the AET standards
	DSPL3 Manager to attend ENF Cluster Meetings and ENF Panel	SENCOs knowing that their views are taken into consideration Increased knowledge and understanding of local issues and needs	
Education Psychology Service Awaiting direction from the SEND Strategy			
Exceptional Needs Funding Awaiting direction from the SEND Strategy, however increasingly DSPL3 is using ENF as a means of targeting projects, e.g. SEMH			
Quality SEND Offer			
Improve communication about DSPL3 activities/developments and the local support services	Annual SEND Info Village in June 2017 SENCO Annual Conference October 2016 (Autism) Monthly DSPL3 Newsletter DSPL3 Facebook Page DSPL3 website	SENCOs and Parents feeling better informed	Feedback from organisations and attendees Evaluations

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Sensory and Physical Needs Awaiting direction from the SEND Strategy,			
Special Schools			
Schools feeling more confident that they can meet the needs of children with High Needs	Commission an extra day of Outreach to increase capacity and be able to offer support to Secondary schools.	Increase schools' expertise, confidence and resilience to provide for pupils with SEN	DSPL leads should attend a meeting on at least an annual basis and a schedule for holding annual management and monitoring meetings in each area should be established.
Specific Learning Difficulties Awaiting direction from the SEND Strategy,			
Speech, Language and Communication			
Increased capacity of schools and settings to meet universal needs, so that only appropriate referrals are being made to SALT	WellComm Speech and Language Screening Project for 2 tranches: 1 tranche per year and termly network meetings	<p>Non-specialist early years professionals will be able to identify children who need referral and support</p> <p>The assessment monitors the levels of children's speech and language as interventions are introduced, allowing the evaluation of their impact</p> <p>Children receive the exact support and intervention he/she needs</p> <p>It helps reduce unnecessary and costly referrals to speech and language therapy services</p> <p>Schools and settings are able to meet the needs of pupils at universal level</p> <p>(F) Attendees will learn the signs and symbols for Stages 1-4 and Additional of the Core Vocabulary</p>	<p>KS to speak to SALT – are they observing a difference in terms of referrals being made to the service</p> <p>Case studies</p>

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	<p>Makaton training – Foundation termly and Enhanced annually</p> <p>Fund training for one Makaton Tutor at Amwell View</p> <p>Consider arranging Makaton training for parents</p> <p>I Can Early Talk Training</p> <p>ELKLAN training</p>	<p>(E) Attendees will revise the signs and symbols you learned on the Foundation Workshop and learn the signs and symbols for Stages 5-8 of the Core Vocabulary.</p> <p>Makaton is being used within settings to support children</p> <p>have a knowledge of speech, language and communication development in the early years and understanding and identification of speech, language and communication needs</p> <p>be able to apply strategies to the early years setting to support children’s communication</p> <p>be aware of how to adapt the early years setting environment to support children with communication needs</p> <p>A practical training course for staff working in primary schools to enable them to develop the speech and language skills of ALL children but especially those with speech and language difficulties.</p>	<p>Visit settings to see use of signs and symbols in action</p> <p>How many settings have been awarded Makaton Friendly status</p>
<p><u>Other projects currently being considered:</u> Early Years Nurture Project Maximising the Impact of Teaching Assistants Project Teenage Girls’ Mental Health Project Improving Transitions Pilot a restructuring of the ENF Cluster groups</p>			