

## Area Annual Report 2016/17

**DSPL3:** Bishops Stortford, Sawbridgeworth, Buntingford,  
Watton at Stone, Hertford, Ware and surrounding villages

### Area Context:

<p>Area Leadership and Management Arrangements</p>	<p>The Lead School is The Sele School and Neil Dunn (HT) chairs the DSPL3 Management Group. Kerry Scripps is the DSPL3 Manager and also carries out the role of DSPL SEN (Autism) Lead.</p>
<p>Our Area group and subgroups</p>	<p>During 2016-2017 the DSPL3 Management Group met termly and has three sub groups - Autism Review Group, DSPL Planning Group and Primary Behaviour Exec. There are Parent, Headteacher, SENCo and ISL Professional representatives on each group.</p>
<p>Key issues/priorities</p>	<p><b>Autism:</b></p> <ul style="list-style-type: none"> <li>• Families feeling supported, better relationships with schools</li> <li>• Settings having access to high quality training</li> <li>• Clear coordination of developments around Autism with a range of stakeholders contributing to the Autism Review Action Plan</li> </ul> <p><b>Social, Emotional, Mental Health Support:</b></p> <ul style="list-style-type: none"> <li>• Develop a Primary Behaviour structure that supports the needs of schools in the area</li> <li>• A long-term commitment to the strengthening of nurturing principles within DSPL3 settings</li> <li>• 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</li> </ul> <p><b>Quality SEND Offer</b></p> <ul style="list-style-type: none"> <li>• Improve communication about DSPL3 activities, developments and the local support services</li> </ul> <p><b>Special School Outreach</b></p> <ul style="list-style-type: none"> <li>• Schools feeling more confident that they can meet the needs of children with High Needs</li> </ul> <p><b>Speech, Language and Communication</b></p> <ul style="list-style-type: none"> <li>• Increased capacity of schools and settings to meet universal needs, so that only appropriate referrals are being made to SALT</li> </ul>

## What We Did:

### The actions we took

- Twenty schools took part in our Mindfulness Project
- Commissioned Amwell View School to provide enhanced Outreach support to Primary and Secondary schools. They worked with over 100 pupils in 49 schools.
- Commissioned Rivers ESC to provide Behaviour Support to our Primary schools. They have worked with 109 pupils in 49 Schools.
- Introduced School of Hard Knocks Rugby programme in 2 of our Secondary Schools
- Forty two schools and settings took part in our AET Standards project resulting in £30000 being spent in our schools to improve provision for pupils with Autism
- NurturingTalk@Primary introduced to 17 of our schools
- DSPL3 Family Support team have worked with 148 families
- Fourteen more schools and settings became part of WellComm project - meaning a total of 102 settings are using WellComm to help identify and support children with Speech, Language and Communication difficulties.
- Kim Littlechild led a successful project working with TAs supporting pupils with the most challenging SEMH issues.
- Introduced partnership meetings between schools, DSPL3, ISL and Amwell View Outreach
- Introduced 'Tweaks and Changes' form to be completed by those who have attended any of our training
- Continued to receive Case Study reports from staff taking part in any of our projects
- Continued to 50% fund STEPS training
- Gathering SEND Quality Offer Benchmark data from schools to identify areas of strength and development needs.

### What we developed/changed

### How we engaged schools, parents, others

- Autism SENCO conference
- Autism Parents Conference in partnership with SPACE
- SEND Information Village
- Range of training events covering Mental Health Awareness: Young Minds (EY, Primary and Secondary courses), Attachment: Kate Cairns Associates, Protective Behaviours: Families Feeling Safe, Margot Sunderland, Autism in partnership with ISL Communication and Autism team (EY, Primary and Secondary courses), Self-Harm, Mental Health First Aid and Everything you need to know about Mental Health in partnership with CAMHs

## What Difference We Made:

### What has been achieved

98.5% of attendees found the SEND Information Village useful (75% very useful), and all said that they would like us to run the event again in 2018.

SOHK programme headline figures: 66% reduction in fixed term exclusions and 73% of participating pupils had improved attendance and 100% had improved their achievement points.

Through the AET project schools and settings have identified key actions that need to be taken in order to improve the learning experience for pupils with Autism, particularly in relation to ensuring a more consistent approach

Early evaluation of the Mindfulness project indicates that schools have introduced strategies that have improved behaviour, reduced anxiety and improved educational outcomes.

#### Some examples of Tweaks/Changes and Impact forms:

**Mental Health, Autumn 2016:** *"We introduced playing calming meditation music in all the classrooms when the pupils come into class in the morning, the pupils now enter the classroom in a calmer, quieter manner and settle more quickly to the task set."*

**Early Years Mental Health, Autumn 2016:** *"We changed our environment to meet the needs of an individual child; we provided a tent for the child, which is dark and quiet. This gave the child somewhere to go when feeling challenged and helped him to calm down his emotions."*

**Attachment Training, Spring 2017:** *"I explained the hand brain technique to a child who has difficulty regulating his anger. We now have a shared technique that we can use when we're discussing triggers. We talk about the thing that 'flipped his lid' and how he can manage it."*

**Mental Health, Spring 2017:** *"I referred to the 'further questions on self-harm' as guidance with a recent issue. It gave me the confidence that I am able to respond to the young person's need."*

#### Some excerpts from Case Studies:

**Mindfulness project:** X has been part of a social skills group due to communication issues and heightened anxieties. Within the group the TA went through relaxation techniques, breathing exercises and talking through appreciating the moment. X has now learned how to calm himself down using breathing exercises and has been seen to use breathing when in stressful situations in the playground. This has been further developed through child yoga the class teacher has introduced and through our new PSHE curriculum, Jigsaw. X is much happier and more relaxed in social situations."

**WellComm project:** "We now have a clear list of children who require extra support and have developed an action plan to develop Speech and Language skills in our setting. The staff understood what they were required to do and felt confident in doing so."

#### Examples of feedback from 'Pressing the Pause Button' parents' workshops:

*"Going to the workshop changed me from being interested to being committed and to consider how to use in parenting."*

*"I believe this could have a strong and beneficial impact on both me and the rest of my family."*

*"I will use mindfulness techniques to help when the children get angry about homework and to assist with bedtime routines."*

### What has improved

## Our Vision and Priorities for Next Year:

### What we want to achieve in 2017-18

Better meet the needs of children and young people with complex Social, Emotional and Mental Health needs including :

- reviewing current Primary and Secondary Behaviour support provision,
- staff training
- improved partnership working between schools, SEN, Integration and ISL,
- piloting Fagus,
- STEPS training,
- School of Hard Knocks and a primary Sports/Behaviour pilot.

### What are our key priorities

Better meet the needs of children with Autism and their families including

- continuing the successful AET Standards project,
- work in partnership with ISL to deliver AET training,
- developing network meetings for staff working with pupils in receipt of ENF,
- continuing to commission Amwell View to deliver a Family Support Service.

Support schools with the completion of the School Quality Offer Self Evaluation and analyse the data provided by all schools to plan further appropriate training and support.

### What we will do next

Further develop the role of the Amwell View Outreach Team to ensure a joined up approach between schools, families and other professional services.

Develop effective partnership with HRC to ensure smooth transition for young people between school and college and then onto higher education or employment.

Build on the effective partnership working with schools through the annual conference, termly briefings and network groups for staff working with pupils with more complex/exceptional needs.

**For more details, please read our full Strategic Development Plan.**

### What to find out more about DSPL3

Visit our website to find out more about our 2017/18 strategic development plan and to sign up to our activities: [dspl3.co.uk](http://dspl3.co.uk)

Like our Facebook page to keep up to date with all that is happening

