

What are our priorities for 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.

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.

Further develop the role of the Amwell View Outreach Team (Schools and Families) 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

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



DSPL3 Annual Report

2016-2017

Key Developments

- ◆ Twenty schools took part in our Mindfulness Project
- ◆ Commissioned Amwell View School to provide enhanced Outreach support to Primary and Secondary schools. They have 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 two 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 seventeen 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 one hundred and two settings in total 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 50% fund STEPS training
- ◆ Gathering SEND Quality Offer Benchmark data from all schools to identify areas of strength and development needs.

Key Events

- ◆ 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 is DSPL3 making....

- ◆ Feedback from 'Pressing the Pause Button' workshops for parents: 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 bed time routines.
- ◆ 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 & heightened anxieties. Within the group the TA went through relaxation techniques, breathing exercises & 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 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.