

DSPL3 Strategic Plan 2018/19

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/ funding will you use to achieve this, and by when?
<p>Leadership and Management</p> <p><i>Is there evidence of strong leadership and management arrangements, including the role of the new SEN lead?</i></p> <p><i>DSPL3 Manager (Kerry Scripps) been in post since Autumn 2012 and is very familiar with the strengths, weaknesses, opportunities and threats within DSPL3. Kerry Scripps is also the SEN (Autism) Lead - she is able to separate the two roles well</i></p>	<p><i>Set out what your leadership and management structure will look like and how it will relate to other groups, ISL services and the SEND Strategy.</i></p> <p><i>Joint DSPL3 manager/SEN Lead (KS) role carried out over approx. 3.5 days per week over five days.</i></p> <p><i>KS attends:</i></p> <ul style="list-style-type: none"> • <i>Termly ENF Clusters and ENF Panel</i> • <i>Fortnightly primary at risk meetings</i> • <i>Half termly Area ISL Managers' Meeting</i> • <i>Emerging Needs Funding Panel</i> • <i>Behaviour County Workstream</i> • <i>AET Review Project</i> • <i>Meets and Greets at all training events</i> • <i>All County DSPL meetings</i> • <i>All County DSPL SEN (Autism) Lead meetings</i> • <i>Termly DSPL Managers' Meeting</i> • <i>Half Termly Primary Behaviour Exec</i> • <i>Partnership Headteacher meetings (as and when)</i> • <i>Half termly ARG meetings</i> • <i>Annual ENF Conference</i> • <i>Regular meetings with AV Outreach staff to establish area training needs</i> • <i>Regular meetings/phone conversations with DSPL3 SEN Family Support Team to discuss 'tricky' cases and pupils at risk of P/Ex</i> • <i>Attends Team Around the School meetings with ISL staff and other professionals</i> • <i>Attends meetings for primary aged children at risk of PEx and secondary if the main presenting need is around autism</i> 	<p><i>Set out how you expect to achieve this, what the outcomes will look like and how you will use the available funding. Have you planned to involve a range of stakeholders?</i></p> <p><i>KS salary covered by DSPL funding</i></p> <p><i>Review DSPL3 Structure – including sub groups and meeting schedule</i></p> <p><i>Recruit new parent reps – preferably one from each of the three existing partnership areas</i></p>

Strategic Priorities linked to the SEND Strategy Workstreams (approximately 80% of model indicator allocation)

<p><i>Behaviour - what data and evidence do you have to direct your work in this area? e.g. permanent exclusions, fixed term exclusions, local issues, etc., Have you considered this in the context of 0 - 25 as well as primary, secondary and special?</i></p>	<p><i>Will there be a reduction in permanent, fixed term exclusions? Will there be more effective local provision? Will there be less young people out of education? Describe what your new provision will look like and what are the expected outcomes</i></p>	<p><i>What is the step by step process that you will use to achieve your goal? What analysis do you need to do? What are the changes that need to take place? Who needs to be involved and at what level? What are the cost implications. How will you communicate with stakeholders? Who needs to be involved to ensure effective delivery? Have you spoken to Martin Smith, the County Lead for Behaviour to secure his involvement and support?</i></p>
<p><i>Increase in Primary Managed Moves</i></p> <p><i>Increase in number of primary aged pupils awaiting placement at Specialist provision, namely Larwood and Middleton.</i></p> <p><i>Limited understanding around DSPL3 Secondary pupils accessing support from/places in Rivers ESC</i></p> <p><i>Increasing number of children with challenging behaviour at a younger age, ENF evidence shows that there is an increase in complex and challenging behaviour of children in FS and KS1</i></p> <p><i>Causes of challenging behaviour are namely Autism, Attachment Issues/Trauma (several of whom are adopted), sensory issues, FASD and home life (parents with addiction problems and/or mental health issues)</i></p> <p><i>Limited knowledge around behaviour issues in the early years, although work closely with ISL EY SEND team to identify issues</i></p>	<p><i>1 Reduction in permanent exclusions/increase in successful transitions via Managed Moves</i></p> <p><i>2 Better provision for permanently excluded primary aged pupils</i></p> <p><i>3 Additional activities for primary aged pupils on Personalised Learning Programmes</i></p> <p><i>4 Fewer children out of education and for a shorter period of time - and whilst they are an improved provision</i></p> <p><i>5 An understanding of Secondary Behaviour provision currently available via Rivers ESC</i></p> <p><i>6 Primary Behaviour Provision that meets the needs of children and schools</i></p> <p><i>7 Schools are better able to monitor, review and support children's emotional and social development</i></p> <p><i>8 More effective support and understanding of pupils with FASD</i></p> <p><i>9 More effective support and understanding of pupils with attachment disorders</i></p> <p><i>10 More effective support and understanding of pupils with ADHD</i></p>	<p><i>1, 5. Secondary Behaviour Provision review</i></p> <p><i>1, 6 Ongoing review of Primary Behaviour provision – emphasis on communication and transparency</i></p> <p><i>1, 4, 6, HT Questionnaire to establish extent of issues around primary behaviour across all schools</i></p> <p><i>1 School of Hard Knocks Programme</i></p> <p><i>7, 9 Fagus pilot 2017- 2019</i></p> <p><i>1, 2, 3 Agree and regularly share local DSPL3 protocols around PLPs, children at risk of PEx and PEx</i></p> <p><i>4 Improve partnership with Integration and SEN regarding children out of school/awaiting specialist provision</i></p> <p><i>1, 3, 4, 6, Investigate possibility of using DSPL3 strategic funds to cover costs of TA support for children awaiting specialist provision – rather than ENF.</i></p> <p><i>1, 3, 6, 7, Continue to roll out Nurture training in partnership with Nurture Group Network, including National Nurturing Schools Programme (2017-2019)</i></p> <p><i>1, 4 Continue to part fund STEPS training – and work in partnership with Adam Hayes to support schools around developing appropriate consequences' system</i></p> <p><i>4,7, Continue Early Years Mindfulness project (2017-2019)</i></p> <p><i>1, 3, 4, 6, 7, 10 Establish half termly networking/solution circle sessions for staff working with pupils in receipt of ENF for SEMH.</i></p> <p><i>8 Arrange a joint FASD training day for staff and parents to attend together (EAST HERTS FASD)</i></p> <p><i>10 Arrange an ADHD training day (EP Team)</i></p>

<p>Autism – Do you have a really good picture of what's happening for cyp with autism in your area? What data and evidence do you have to direct your work? E.g. numbers, age range of cyp identified with autism across schools/settings; recent pattern and trend of placements - mainstream, special, out of area/county; ENF; EHCPs; confidence/skills of schools/settings; effectiveness of services/provision; experience of parents/children/young people? Do you know where the good practice is to build on? Where are there problems?</p> <p>DSPL3 data profile has no specific info relating to Autism</p> <p>After a drop in the last couple of years there has been an increase in number of pupils with ASC being presented at ENF cluster- particularly children in R and 1 who present with very challenging behaviours</p> <p>Need to gather specific data relating to children on reduced timetables and Autism</p> <p>Some children with complex profiles have had OOC placements – need to gather further info.</p> <p>Several children awaiting placement at specialist provision – Middleton has no spaces until Sep 2018. There are some children in this position whose schools have not been successful in submitting ENF applications.</p>	<p>Will you improve the skills and confidence of your schools/settings? Will more cyp with autism have their needs met? Will fewer placements break down? Will parents' experience and confidence of local schools/settings re autism be better? What outcomes for cyp will improve?</p> <p>1 Educational settings to evaluate their practice in addressing the needs of pupils on the autism spectrum.</p> <p>2 Fewer children with ASC out of education and for a shorter period of time - and whilst they are an improved provision</p> <p>3 All staff in at least 40 schools to be better able to identify the four key areas of difference, know the importance of understanding the individual pupil, identify the key areas to help pupils on the autism spectrum build positive relationships and develop an awareness of the sensory and communication differences that pupils may experience.</p> <p>4 Two members of staff from at least 40 schools to develop their knowledge and understanding of good autism practice</p> <p>5 Parents feeling better supported and better partnership with schools</p> <p>6 ENF being effectively used so that children achieve better outcomes</p> <p>7 Improved outcomes for all pupils with ASC</p>	<p>What do you want to change? What steps will you take to achieve your priorities? What resources do you need to allocate? How will you ensure your area autism improvement group is effective? How will you make sure there involvement mainstream and special ? Who else will be involved? How will the Area SEND lead work best to achieve the improvements? What will you do to engage the school autism leads in your area? How will you communicate with other stakeholders? How will you support the impact of AET training and use of the materials? Have you involved John Short, Autism Workstream lead? How will you share practice and developments with other areas?</p> <p>1, 7 Continue to roll out the AET Standards project</p> <p>2, 7 Improve partnership with SEN regarding children with ASC out of school or awaiting specialist provision</p> <p>3, 7 Roll out Making Sense of Autism Training in partnership with County AET Lead</p> <p>4, 7 Roll out Good Autism Practice Training in partnership with County AET Lead</p> <p>4, 7 Investigate possibility of using DSPL3 strategic funds to cover costs of TA support for children awaiting specialist provision – rather than ENF.</p> <p>2, 6 Establish half-termly network sessions in partnership with ISL and AVO for staff supporting children in receipt of ENF</p> <p>2, 5, 7 Continue to commission Amwell View School to employ and manage the DSPL3 Autism Family Support Team</p> <p>7 Work in partnership with ISL SAS to introduce the Homunculi programme</p>
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<p>Speech Language and Communication</p> <p><i>ENF applications and SENCO feedback indicate SLCN continue to be a high priority within DSPL3</i></p> <p><i>Correlation between SLCN and behavioural difficulties, particularly in the early years</i></p> <p><i>High number of settings reporting children entering with very poor speech and feel Makaton training would be of great benefit</i></p>	<p><i>1 Increased capacity of schools and settings to meet universal needs, so that only appropriate referrals are being made to SALT</i></p> <p><i>2 Support integration/inclusion, so that children with and without language difficulties can communicate with each other, learn and play together more easily</i></p> <p><i>3 Pupils will make better progress as teachers adapt their practice using a wealth of easy-to-use strategies, designed to allow greater curriculum access for pupils with SLCN.</i></p>	<p><i>1 WellComm Speech and Language Screening Project for 3 tranches: 1 tranche per term to include new settings and staff from the 105 existing WellComm schools</i></p> <p><i>2 2016-2018 Makaton training – Foundation (T) and Enhanced (A)</i></p> <p><i>3 Support the County Implementation Lead, Speech, Language and Communication Needs in rolling out ELKLAN training and supporting schools to achieve ELKLAN Communication friendly status</i></p> <p><i>1,2,3 From September 2018 start a SLCN Quality Offer project</i></p> <p><i>1, 2, 3 Roll out Word Aware</i></p> <p><i>1, 2, 3 Develop a SLCN Working Group to develop our understanding of the issues</i></p>
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<p>Local Offer/ Self Evaluation Tool - How do you implement this new approach and tool so that there is commitment from all stakeholders?</p> <p><i>Promote SET to all schools in DSPL3, arrange local networking sessions to share good practice</i></p>	<p><i>What will your involvement lead to in terms of the DSPL Area as a whole and for each individual setting? How will you empower people and settings to make a difference?</i></p> <p><i>1 A better understanding of the local strengths and areas for development</i></p>	<p><i>What steps will you take to achieve your aims? What needs to happen along the way? Who will carry out these steps? How much resource (people/funding) will this take?</i></p> <p><i>1, 2 DSPL3 schools to complete an online form in order that we have overview of SET – info to be used to plan termly SENCO updates</i></p>
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	2 Peer to peer support	
<p>Other Strategic Priorities – ENF applications indicate lack of knowledge about appropriate provision for children who qualify for ENF</p> <p>SENCOS report one of main concerns is around MH</p> <p>Schools report that it is increasingly difficult to recruit well trained TAs to support children with ENF, not helped by the fact that confirmation that an ENF application is now so late in the term</p>	<p>1 ENF funding being more effectively used to improve outcomes for pupils</p> <p>2 Schools feeling more confident in supporting children and young people with MH difficulties</p> <p>3 Schools are able to access an experienced and well trained TA as soon as possible after one is needed</p>	<p>1 ENF Networking meetings in partnership with ISL, HfL and AVO</p> <p>2 Work in partnership with School CAMHS Partnership to roll out MH First Aid Secondary School training and Spot the Signs Suicide Awareness training</p> <p>3 Commission AV to recruit and train a team of TAs who will work in schools on a short term basis (up to two terms) whilst they carry out recruitment process</p> <p>1 Continue to commission Amwell View to provide additional primary and secondary outreach. AL to monitor impact of ENF funding.</p>
Short Term Projects/ Local Initiatives - such as training, and support for parents (approximately 20% of model indicator allocation)		
<p>66% of SENCOS had not attended HFL SENCO briefings 2016/17 however attendance was at capacity for the DSPL3/HFL briefings 2017/18</p> <p>SENCOS, AV outreach and others reporting issues around QFT and whole school issues – namely differentiation, adult language, consistency</p>	<p>1 SENCOS feel supported</p> <p>2 Children's needs being consistently met throughout their time at school</p> <p>3 Staff better able to support children with Dyspraxia, ADHD, maths anxiety</p>	<p>1 Continue to run the Termly SENCO briefings in partnership with HfL and other partners</p> <p>2 AVO twilight training planned in light of feedback from SENCOS and what they have observed, e.g. The Power of Silence, Sensory Walkabouts,, Working memory etc</p> <p>3 Provide one off training days</p>

Communication & Engagement with Stakeholders		
Parent & Carers –	<i>1 Parents better informed about local services and how to access support</i>	<i>1 SEND Info Village March 2019</i> <i>1 DSPL3 Facebook Page</i> <i>1 DSPL3 website</i>
Children & Young People -		
Schools –	<i>1 SENCOs and teachers better informed about local services and how to access support</i> <i>2 SENCOs feeling that their views are valued</i>	<i>2 Annual survey</i> <i>1, 2 Termly SEND/DSPL3 updates</i> <i>1 SEND Info Village March 2019</i> <i>2 Annual conference in response to SENCO requirements</i> <i>1 DSPL3 website</i> <i>1 DSPL3 Facebook Page</i>