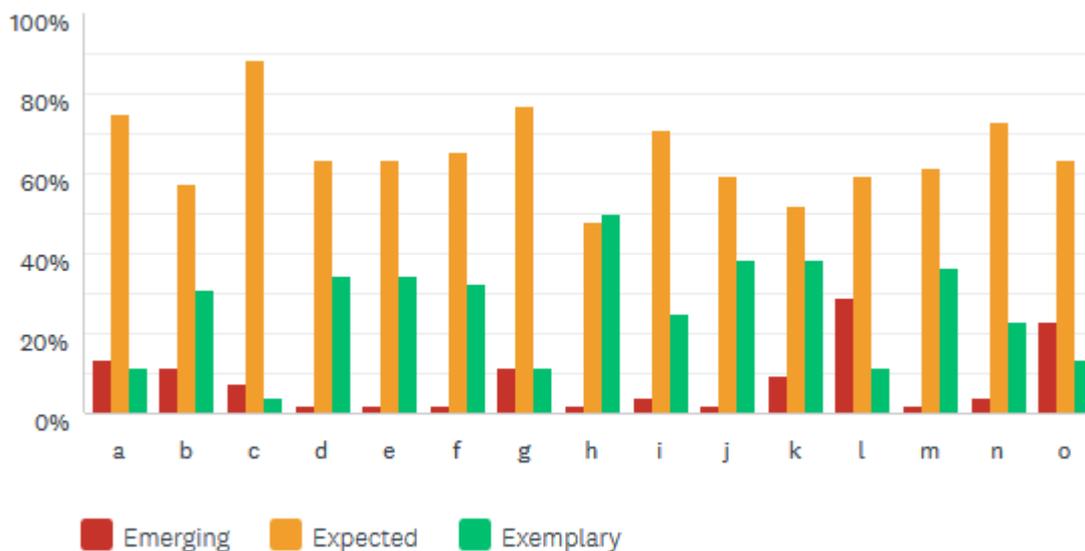


DSPL3 Update: SEND BENCHMARKING DATA EDITION

19th November 2019

Many thanks to the 71% of DSPL3 schools that submitted their SEND Benchmarking Data. In each of the following sections the key aspects of exemplary practice across the area are green and emerging areas are red.

Outcome 1: Providing high quality provision that meets the needs of children and young people with SEND



- a. High quality teaching is regularly differentiated, personalised and responsive to the views and experiences of children and young people with SEND.
- b. The SENCO, with senior leaders, regularly and carefully reviews the quality of teaching for children and young people with SEND and gives developmental feedback to staff.
- c. The culture for learning is responsive to the needs of all children and young people. The inter-relationship between the four broad areas of need is fully understood by teachers and informs practice.
- d. Children and young people with SEND and their families are fully included in the life of the school, including extra-curricular activities.
- e. Joined-up provision within school, and from services beyond school, meets the particular needs of children and young people with SEND, including those in specific circumstances. It is clearly evidenced and effectively promotes educational achievement
- f. A clear consistent, approach to identifying SEN at the earliest point using a range of information which is understood by all, is in place and detailed on the school's SEN information report.
- g. All school staff understand and use the graduated approach, in the form of a four-part cycle through which decisions and actions are made, revisited, refined and revised.
- h. Parent/carers are consulted as part of the approach to the identification of SEN.
- i. Action is taken to remove barriers to learning at the earliest point. Effective SEN provision is put in place.
- j. Reasonable adjustments are used effectively to ensure access to the curriculum and learning environment.
- k. Parent/carers are consulted about any provision to be put in place to remove barriers to learning and when reasonable adjustments are required.
- l. All teachers are involved in provision mapping and management, and use it to monitor and analyse impact of provision on outcomes and progress
- m. The SENCO, working with the SLT, and governing body, determines the development of SEND policy and provision
- n. The effectiveness of special educational provision is evaluated by the SENCO, working with senior leaders, using a range of information normally available in school.
- o. The SENCO, working with senior leaders, plans a comprehensive programme of professional development for all staff working regularly with children and young people with SEND, to ensure enhanced expertise is secured.

How DSPL3 supports schools:

Provision mapping and management workshop planned for Spring 2020.

Encourages schools to use [Hertfordshire Targeted Services Offer for SEND](#).

Encourages schools to use the Assess, Plan, Do, Review materials—[see our website for details](#)

DSPL3 offers a range of training in response to needs raised by SENCOs—[see our website for details](#)

Let's Talk about Differentiation and Let's Talk about Inclusion workshops available to all schools—[see our website for details](#)

Outcome 2: Improving short and long term outcomes



- a. Teachers have a clear understanding of the needs of children and young people with SEND. They use and evaluate distinctive teaching approaches to engage, support and promote good outcomes and progress.
- b. All teachers take responsibility and are accountable for the progress and development of children and young people with SEND.
- c. Teachers take responsibility for the impact of support from teaching assistants or specialist staff.
- d. Outcomes and progress for children and young people with SEND are monitored and evaluated through a range of effective whole school systems and are clearly understood by children and young people and their families.
- e. There is clarity between teachers of how the graduated approach promotes good outcomes and progress. Opportunities to make decisions with children and young people and their families are included.
- f. Effective feedback, provided to teachers over time, improves teaching and learning for children and young people with SEND
- g. All teachers have an enhanced understanding of how to reduce anxiety and promote good mental health for children and young people with SEND and there is evidence of impact.
- h. There are a range of person-centred approaches in place for listening and responding to the views of children and young people with SEND.
- i. Teachers understand the heightened risk of children and young people with SEND in regard to bullying. This knowledge is used effectively to safeguard children and prevent or resolve issues.

How DSPL3 supports schools:

Provision mapping and management workshop planned for Spring 2020.

Encourages schools to use the Assess, Plan, Do, Review materials—[see our website for details](#)

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with SEND. Engendering trust, confidence, respect and a constructive partnership working.



- a. Teachers ensure that children and young people, and their families, participate in decision making and have a sense of co-ownership of desired outcomes.
- b. A record of the desired outcomes, actions and provision is kept and shared with children and young people with SEND, their families and appropriate school staff.
- c. There are arrangements to meet with parent/carers at least three times each year, allowing sufficient time to explore the views of children and young people with SEND and their families and to plan effectively. Discussions are led by a teacher with good knowledge and understanding of the pupil and who is aware of their needs and attainment.
- d. There are effective opportunities to capture and explore the level of parental confidence about the school's provision and practice for children and young people with SEND. These are understood and used by teachers across the school.

How DSPL3 supports schools:

Encourage schools to use the tools available in Section 3 of The Hertfordshire SEND Toolkit—[click here](#)

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money



- a. Leaders and governors regularly review how expertise and resources are used to improve outcomes and progress for children and young people with SEND and improve the quality of whole-school provision.
- b. Provision management is used to evaluate the impact of provision on outcomes and progress. Provision management contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff.
- c. The school's delegated budget and other resources are used efficiently and effectively to promote good outcomes and progress

How DSPL3 supports schools:

Encourages schools to use the tools available in Section 4 of The Hertfordshire SEND Toolkit—[click here](#)

Outcome 5: Working proactively and collaboratively to improve provision



- a. There is evidence of proactive and collaborative working practices with professionals from education, health, social care and voluntary services for children and young people with SEND.
- b. Systems for transitions within school, between schools and in preparation for adulthood are secure. Relevant adjustments, person-centred approaches and collaboration between children and young people and their families is clearly evident.
- c. The SEN information report is published on the website, updated annually and made increasingly accessible to children and young people and their families through well-embedded co-production. Teachers are aware of its content.

How DSPL3 supports schools:

Annual audit of school websites to check that SEN Information Reports are compliant.

SEND Information Report workshop planned for July 2020 for SENCo, SEND Governor and parent representative to attend together.

SEND Benchmarking workshop planned for September 2020 for SENCo, SEND Governor and parent representative to attend together.

You are welcome to contact Kerry Scripps if you would like to be put in touch with SENCOs who have indicated that they have exemplary practice in particular areas across the five outcomes.

See below and the following page for dates and events that have so far been planned for 2019/20, recent changes/additions are orange. If you require any further information about any, please email Kerry Scripps, dspl3manager@sele.herts.sch.uk

Autumn 2019	
19 th November	Emotion Coaching Training
20 th November	SEMH 1:1 Network Group
20 th November	DSPL3 Specialist Provision Working Group
20 th November	DSPL3 SEMH Working Group
22 nd November	DSPL3 ENF Panel
25 th November	SENCO/HFL Briefing
26 th November	EY Autism
26 th November	Autism 1:1 Network Group
26 th November	DSPL3 & Local Partnerships' Meeting
27 th November	DSPL3 EY/0-5 Working group Meeting
3 rd December	DSPL3 Management Group Meeting
3 rd December	Secondary SENCOs Network Meeting
5 th December	LD/SLCN 1:1 Network Group
9 th December	Girls and Autism Twilight at Presdales

Spring and Summer 2020	
14th January	Autism 1:1 Network Group
14th January	MHFA 1 day
15th January	Primary Behaviour Executive
20 th January	DSPL3 SEMH Working Group
21st January	MHFA 1 day
22nd January	SEMH 1:1 Network Group
23rd January	Understanding and supporting the emotional and behavioural needs of pupils with ASC
28th January	EY Autism
28th January	LD/SLCN 1:1 Network Group
28th January	Primary Pastoral Leads' Conference
29th January	Parents' Dyspraxia Workshop
30th January	Professionals' Dyspraxia Training
11th February	Secondary SENCOs Network Meeting
12th February	Girls and Autism Twilight at Herts and Essex
13th February	DSPL3 Management Group Meeting
14th February	DSPL3 Conference: Building Resilience : Reducing Anxiety
25th February	AET Train the Trainer Training
27th February	Sensory Attachment Intervention training (1/3)
28th February	Sensory Attachment Intervention training (2/3)
3rd March	Autism 1:1 Network Group
3rd March	Primary Behaviour Executive
4th March	MHFA – one day training
5th March	Sensory Attachment Intervention training (3/3)
11th March	SEMH 1:1 Network Group
12th March	EY Autism (Managers)
13th March	MHFA 2 day (1/2)
13th March	DSPL3 ENF Panel
16th March	LD/SLCN 1:1 Network Group
17th March	Secondary SENCOs Network Meeting
19th March	SENCO/HFL Briefing
20th March	MHFA 2 day (2/2)
31st March	DSPL3 Management Group Meeting
29th April	AET Train the Trainer Training
29th April	Primary Behaviour Executive
5th May	EY Autism
5th May	Autism 1:1 Network Group
6th May	SEMH 1:1 Network Group
12th May	Secondary SENCOs Network Meeting
14th May	LD/SLCN 1:1 Network Group
19th May	Year 6/7 Transitions' Morning
21st May	DSPL3 Management Group Meeting
3rd June	Primary Behaviour Executive
17th June	SEMH 1:1 Network Group
19 th June	ENF Panel
23rd June	LD/SLCN 1:1 Network Group
25th June	EY Autism
30th June	Secondary SENCOs Network Meeting
1st July	SENCO/HFL Briefing
7th July	DSPL3 Management Group Meeting