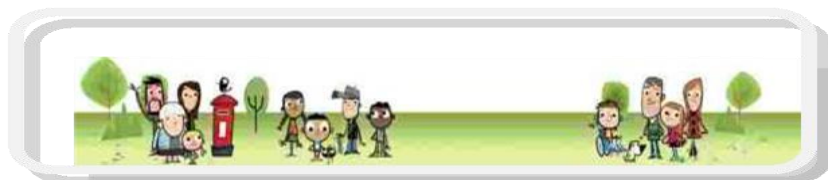




Delivering Special
Provision Locally



Our children, our area

DSPL 9 supporting children,
young people, families and
schools in Watford, Three
Rivers, Bushey and Radlett

Strategic Development Plan 2026-2027

Priorities:

- Inclusion is embedded
- Transitions are strengthened
- Partnership work: Culture of collaboration
- DSPL 9 Parent Support: Triage Service
- Part time timetables (those CYP without EHCPs)
- Emotionally based school avoidance (EBSA)
- Awaiting special school
- Social, emotional and mental health needs.
- Setting/school training to increase SEND capacity (including DSPL TA Academy)
- Focused Intervention Funding (FIF)

Summer term 2026 updates

Autumn term 2026 updates

Spring term 2027 updates

Strategic Development Plan 2026-2027

		Date: May 2026	Submitted by: DSPL 9 Manager
Outcome 1: All schools, early years settings, colleges and services deliver quality provision that meets the needs of children and young people with SEND locally.			
Indicator 1: DSPL managers can identify the school the schools and settings who are regularly using VSEND and are able to target local support more strategically and enable joint work between education settings.			
What are the key issues in DSPL 9 and where is the evidence from your self assessment to support this?	What do you want to achieve?	How will you know you have achieved this?	What will you do, and what resources will you use to achieve this?
DSPL 9 Demographics The Feb 2026 SEND data dashboard has identified the following: 3796 EHCPs are within the Watford, Three Rivers and Hertsmere area (15,439 across Hertfordshire). - No of CYP awaiting SP (225 in total): - SLD: 83 - SEMH 45 - LD: 62 121 CYPs with EHCPs are on RTT (6.8 of DSPL 9 school population)	Develop a DSPL strategic plan reflects our local barriers to quality provision. DSPL Board structures facilitate local working relationships and support SEND learners and families.	Half termly DSPL 9 group meetings identify progress and impact of elements of strategic plan. Feedback from schools, settings and parents across DSPL 9 identify impact of support provided across the local area. Continued high levels of satisfaction identified via the DSPL 9 end financial survey 2026-27.	- Manage effective working relationships with DSPL9 Team, DSPL9 Board and identified partners. - Develop, manage and review the strategic plan on a termly basis. - To ensure that all elements of the strategic plan are delivered and outcomes shared/progress reviewed termly. - Circulate the dates of the DSPL 9 Board Summer Term for academic year 2026/27

Strategic Development Plan 2026-2027

• Across the DSPL 9 school population 20 PEX were notified with 5 withdrawn. • Across those EHCPS within DSPL 9, there were 8 PEX notifications with 2 withdrawn. Through the end of financial year 2025-26 survey SENCOs across DSPL 9 identified the following areas as their priority for the next academic year: 33%: Communication and Interaction 31%: SEMH 20%: Cognition and Learning 11% Speech and Language 5%: Complex needs Over 69% of responses linked to training, advice and support around the main areas identified above. This included additional networking opportunities and training across all staff. Feedback from local SENCOs continues to identify the following areas of concerns: • Increase in the numbers of CYP with complex needs in mainstream settings. • Increased number of CYP awaiting spaces in specialist provision. • Schools report the impact the increased number of high			
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Strategic Development Plan 2026-2027

needs is having on their staffing capacity, environment and budgets. • Access to timely support to meet need. • Lack of SpLD/cognition and learning support (now a traded offer) across HCC			
<u>VSEND</u> March 2026 data identifies: • 4 schools still have not accessed training despite individual emails being sent out. • A total of 34 schools have accessed the VSEND tool over the last two terms leaving a remaining 37 schools who have not accessed the tool this academic year (but have in previous years) • 279 Profiles have been completed across DSPL 9 Summer term FIF clusters have identified that out of 11 applications only 1 school attached their VSEND radar Low attendance (2) at local spring term VSEND training opportunity.	Increase numbers of schools/settings using VSEND on a regular basis to support the appropriate SEND. Increase in confidence of those colleagues using the tool. Schools and settings to have updated their setting readiness for the new academic year.	Termly data highlights an increase in school/setting usage over the next 12 months. Increase in the number of pupil profiles created over the next 12 months. Increase in the use of VSEND radars as evidence in FIF applications, EHCNA etc, Increase in updated setting readiness.	• Use the DSPL 9 VSEND scatter graph to identify schools with low setting readiness scores and consider additional support/networking opportunities. • Facilitate and work along VSEND team at HCC to promote and provide training opportunities at a Hertfordshire and local level. • Facilitate VSEND moderation • Raise VSEND awareness and usage at SENCO clusters: including setting readiness in autumn term 2026.
<u>SEND Benchmarking</u>	Increase number of school and maintained settings completing the survey in June 2026.	Data provided at the end of the summer term 2026 identifies an	• Facilitate sessions for BM and P tool to be worked on by SENCOs

Strategic Development Plan 2026-2027

2025 data identified 64 mainstream maintained nurseries/primary and secondary schools across DSPL 9 completed the benchmark and planning tool survey in June 2025	Increase in the number of schools and maintained settings evaluating SEND as expected or exemplary. Any training and support identified (for example Strategic SENCo: see below))	increase in completion across DSPL 9. Further analysis of DSPL 9 data identifies those schools and maintained nurseries who have awarded themselves expected or emerging	• Host opportunity for SENCos to complete the survey. • Send SENCos weekly reminders once the survey is open. • Explore how the data can be used by DSPL 9 to inform planning and share with school colleagues to raise the profile of the tool. • Respond to data analysis and target strategic SENCo training.
Outcome 2: All schools, early years settings, colleges and services deliver quality provision that meets the needs of children and young people with SEND locally. Indicator 2: All short and long term pieces of work with young people and families are evaluated using the summary question “Did the intervention/support provided make a positive difference”? and an overall satisfaction rate of 90% is achieved. Specific pieces of work as outlined below can also be measured: • Pupils with SEND on reduced/part-time timetables increase their attendance • Pupils who are impacted by Emotionally Based School Avoidance (EBSA) increase their attendance • Pupils Awaiting a Special School (ASSP) are attending their mainstream school full-time • SEMH Pupils accessing Mental Health Hubs (Supporting Transitions to secondary and college) • Children / Young people out of school, elective home education, missing education, exclusions impact of intervention. • Children and young people supported through transition. • Schools and settings are supported with retention of staff through teaching assistant academy and SENCO training			

Strategic Development Plan 2026-2027

What are the key issues in DSPL 9 and where is the evidence from your self assessment to support this?	What do you want to achieve?	How will you know you have achieved this?	What will you do, and what resources will you use to achieve this?
Part time timetables DSPLs are tasked with monitoring and supporting RTTs for CYP who do not have EHCPs. March RTT data (CYP not on an EHCP) identifies: Total reduced timetables: 83 Less than 6 weeks: Prim: 6 Sec: 20 7-12 weeks Prim: 7 Sec: 12 13-19 weeks: Prim: 4 Sec: 5 20-28 weeks Prim: 13 Sec: 7 38 weeks plus: Prim: 3 Sec: 6	Pupils with SEND on reduced/part time timetables increase their attendance. A reduction of CYP remaining on RTT over the 20 week period. Local schools feel supported in - understanding how and where to record reduced timetables (attendance/solero) - identifying next steps and recording this on reintegration plans	Individual young people's part timetables are reviewed regularly and opportunities to increase engagement are identified. Data from the LA identifies a reduction of CYP remaining on RTT past the 20 week. Schools access the support available to them.	- Work in collaboration with Access Lead, SENDIAGO and Attendance Team to ensure school are aware of their responsibilities for CYP on RTT: register codes, Solero, regular meetings with parents etc. - Report data on a termly basis to DSPL 9 board highlighting support and impact where appropriate. - Send termly PTTT updates to primary and secondary SENCOs for CYP without EHCPs - Carry out termly phone calls to SENCOs with CYP on RTT without an EHCP and over 20 weeks to provide support around reintegration/next steps. - Individual casework where appropriate.

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<u>EBSA</u> DSPL 9 has provided a EBSA support package for children, schools and parents for the last 3 years. The support has provided a tiered model of support and has been adapted each year to ensure it meets local need. Due to the continuing high numbers of CYP experiencing EBSA at a local and national level the package of support will remain in place for the academic year 2026-27. Identified feedback from end of financial year 2025-26: How would you rate the support you received from the EBSA support package (out of 5): 5: 12 (50%) 4: 10 (41.7%) 3: 2 (8.3%)	DSPL 9 to provide a robust EBSA support package offered to all primary and secondary mainstream schools and parents. DSPL 9 schools, CYP and parents continue to feel supported via a tiered approach to EBSA.	DSPL 9 will continue to provide the DSPL 9 EBSA support across all primary and secondary schools. The support will use a tiered approach ranging from universal to specialist and include support for parents. Feedback across all the tiers (including the end of financial year survey) to consider impact and identify any aspects that needs to be considered or developed further. Continued high attendance at: • Parent coffee mornings • Solution circles • Tier 4 referrals	• Continue to promote, develop and deliver the DSPL 9 EBSA support package across all tiers. • Ensure all mainstream schools across DSPL 9 are aware of the EBSA support package during the autumn term 2025: ○ Graduated response ○ Parent support ○ How to refer ○ How to book ○ Dates and deadlines • Continue to ensure parents of pupils experiencing EBSA feel supported and have networking opportunities. • Ensure all elements of the graduated approach run on a termly basis and feedback is gathered on a regular basis.
<u>Pupils Awaiting a Special School (ASSP)</u> The Feb 2026 SEND data dashboard has identified the following: • No of CYP awaiting SP (225 in total): ○ SLD: 83 ○ SEMH 45 ○ LD: 62	Local schools and SENCOs to be aware for services and support available for CYP AASP. Local schools and SENCOs to continue to reach out to the DSPL 9 Manager and SISO for support, advice and next steps for CYP AASP.	Continued evidence via the 2026-27 survey that local schools and SENCOs feel supported by DSPL 9.	• Work in collaboration with SSO providers across DSPL 9 to ensure local SENCOs are aware of the service available for those CYP ASSP. • Attend professionals meetings to provide timely support for the schools with CYP ASSP who are currently on role.

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40.6% of SENCOs who completed the end of financial survey identified that they had accessed individual school support from DSPL 9 (e.g TAF, professionals meetings etc)			Continue to meet on a half termly basis with DSPL 9 EHCCos to highlight and identify CYP ASSP.
<u>Supporting Transition</u> <u>Year 6-7 transition is strong across DSPL 9 with a collaboration of local services working together</u> Across DSPL 9, Chessbrook ESC have historically worked alongside primary and secondary schools to facilitate and support successful transitions from year 6-7. 2025-26 Chessbrook Transition data: No attending START event: 119 attendees. No or referrals for transition support: 395 2026-27 Chessbrook Transition data: No attending START event: 124 (42 secondary schools and 82 primary schools representatives) No or referrals for transition support: 469	Continued high levels of engagement across both primary and secondary schools with the START event and transition support from Chessbrook.	Annual data from Chessbrook continues to identify a high uptake for the START event and access to their transition service.	Work alongside the staff at Chessbrook in prompting and supporting the START event.

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<u>DSPL 9 Triage :Specialist Transition Support Worker</u> DSPL 9 has an established transition support worker who provides support for year 6 parents and case work for a maximum of 15 children transitioning to a non-selective school without an EHCP. Autumn Term 2025 year 6 transition meetings with parents took place across 13 schools Following allocation day (March'26) the DSPL 9 Transition Support Worker has held further year 6 parent sessions in 9 schools, advising 43 parents, in the following schools: <u>Post 16 Transition Support</u> Feedback from local secondary schools has identified the lack of relationship and transition support that is established across DSPL 9 school and colleges. District data from the Feb 2026 data dashboard identifies the following: Watford: % NEET: 2.83 No of NEET: 74	Year 6 parents feel supported in understanding and navigating year 6-7 transition. A successful transition from year 6 to 7 for pupils with additional needs (without an EHCP). Establish better relationships between secondary schools and colleges in relation to the transition at a post 16 point. Establish the role of a Post 16 transition worker to support identified students with SEND as they transition to their post 16 placement.	Direct intervention delivered leading to a successful transition in to year 7. Impact identified via pupil voice, parent and school feedback. Continued early interest of support from local primary schools Good attendance at networking opportunities between secondary and college colleagues. Case studies identifying the impact of the support provided by the Post 16 transition worker. Decrease in NEET numbers across the district.	- September/October: Surgery-style sessions in primary schools for parents of year 6 students providing advice. - Following a referral process, places will be allocated and the following support provided: 1:1 bespoke support for children in year 6 (without EHCP) moving up to a community secondary school, who have (including their family), complex needs that require intensive involvement to ensure a successful transition. - March allocation day onwards: Surgery-style sessions in primary schools for parents on next steps including - Initial meeting with secondary colleagues, post 16 establishments and DSPL areas with this support already available. - Development of job role - Advertisement for Post 16 transition worker. - Establish/develop the role, build relationships with schools and colleges and work around local needs.
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3R: % NEET: 2.64 No of NEET: 60 Hertsmere % NEET: 2.80 No of NEET: 69 March 2026 data has shown a slight increase in Hertsmere and 3R and a decrease in Watford:			Use local NEET data to highlight an area within DSPL 9 to focus this work on e.g. Hertsmere or 3R.
<u>DSPL TA Academy</u> TA retention and recruitment continues to be an issue across schools in DSPL 9. The DSPL TA academy has enabled TAs to access high quality training, online drop in sessions and solution circles. DSPL 9 attendance: Session 1: Session 2: Session 3: 12 Session 4: 12 Drop in sessions: Autumn term: 6 Spring term: 3 Solution Circles: Autumn term: 2 Spring term: 0	DSPL 9 will work in partnership with all DSPLs to create a further training programme for the next academic year for all TAs across Hertfordshire to access. Feedback identifies that TA's across DSPL 9 continue to feel valued and supported through a range of opportunities both face to face and online. Increase numbers of TAs accessing the online and face to face support.	Increase in number of TAs across DSPL 9 accessing the support available. Completion of feedback following each of the sessions will reflect impact of those in attendance.	- Develop the TA training offer for 2026-27. - Continue to support local TAs through virtual surgeries/drop in sessions. - Consider how to use solution circles effectively (face to face or online)
<u>Strategic SENCo</u> Over the last 3 years DSPL 9 has supported 43 SENCos (35	To provide a robust training programme for SENCos to support and develop their strategic role.	Continued positive engagement and feedback that identifies the strong impact this training has.	DSPL 9 Manager and SISO to identify potential colleagues who would benefit

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primary and 8 secondary) through the strategic SENCo training. This training has led to a decrease in strategic needs of local SENCos being identified through the end of financial survey. March 2026 feedback: Overall, the training was useful to my role: 100% @ strongly agree The resources provided will support me in my role as SENCo: 100% @ strongly agree I feel more confident in understanding my strategic role as a result of attending this training: 89% @ strongly agree SEND processes and documents in my school have improved as a result of accessing this training: 89% @ strongly agree Further plans are in place to make future strategic adaptation in the next academic year as a result of attending the training: 100% @ strongly agree	SENCos across DSPL 9 have the confidence in developing their strategic role within their school. The training impacts the SEND systems and processes within local schools to improve	Follow up sessions (summer term) identify more long term impact.	from this support e.g. those who accessed the HFL SENCo induction in the previous year. • DSPL 9 to commission HFL to deliver training. • Initial invites to be sent out (10 SENCos maximum) and interest gaged. • Delivery of 4 strategic SENCo sessions over the autumn and spring term. • DSPL 9 Manager and SISO to provide follow up sessions in the summer term to identify more long term impact.

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Outcome 3: DSPL 9 will support consistent provision to achieve the best outcomes at a local level for children, young people and schools.

Indicator 3:

A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA. Operational updates will be provided through termly monitoring.

What are the key issues in DSPL 9 and where is the evidence from your self assessment to support this?	What do you want to achieve?	How will you know you have achieved this?	What will you do, and what resources will you use to achieve this?
Access to accurate and current DSPL 9 data to inform priorities	A clear picture of strengths and needs across schools in DSPL 9.	School colleagues will provide information termly to support priorities.	To create an electronic feedback form that schools will be asked to complete termly to inform DSPL 9 planning.
<u>DSPL 9 Triage Service</u> The DSPL 9 Triage service is well established across the local area with parents making referrals and accessing timely support. Local parents and families continue to need support to understand, navigate and access external support. With changes to systems, services, staffing and often poor communication,	Local families feel supported in navigating and accessing external support and have a better understanding of how the systems work. Parents and families across DSPL 9 access the termly coffee mornings, feel supported and develop a network of support.	Parents/families across DSPL 9 will continue to access the Triage service and provide feedback once support has been completed. High levels of attendance at termly coffee mornings. A range of services and organisations attend and provide information around how they can support.	- Develop online referral system. - Attend SENCo clusters - Continue to direct school and families to the triage service and referral form (DSPL 9 website) - Triage team to continue to provide DSPL 9 parent/carer termly coffee mornings along with individual school coffee mornings and other services.

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parents rely on the Triage Team to support them in accessing the right people at the right time. The Triage team work closely with services, organisations and schools to navigate avenues to support, pulling information together for next steps. Referral data: Summer 2025: 39 Autumn 2025: 33 Spring 2026: 36 Identified feedback from end of financial year 2025-26: How would you rate the support you received from the EBSA support package (out of 5): 5: 26 (70.3%) 4: 9 (24.3%) 3: 2 (5.4%)	DSPL 9 triage service to be easily accessible via a new online referral system. The wider offer of drawing and talking therapy is accessed by schools and CYP across the local area to support SEMH needs.	Termly cases studies will be used to reflect impact.	- Develop access to Drawing and Talking Therapy for CYP across DSPL 9 as part of the offer. Group therapy?? - Fortnightly parent/carer newsletter.
<u>DSPL 9 Conference/Info Fair</u> Over the 4 years, DSPL 9 has provided conferences/events for both professionals and parents that meet local need. The feedback from these events have remained positive. Feedback from parents at the April 2026 SEND Information Fair indicated that the event should be held more frequently. 'Please have more!' 'Can't wait for the next one'	The DSPL 9 Conference to take place during the academic year 2026-27 with a high level of attendance from local primary and secondary mainstream schools. The topic of the conference to meet local need and enable SENCos to see that 'you say, we respond.'	DSPL 9 will work in partnership with organisations, services and schools to ensure the conference meets local need. Completion of feedback following attendance will enable DSPL 9 to identify the impact of the conference.	- Use a range of data and feedback to identify the focus for the 2026-27 conference. - Create and develop an agenda that meets local needs. - Source keynote speakers and potential workshop providers. - Promote the event via save the date and event flyers and ensure local mainstream schools book onto the event.

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			Reflect upon parent feedback and consider when to hold the next SEND Information Fair (potentially autumn 2027).
SpLD offer of support The end of financial year 25-26 survey identified that 20% of schools who completed the survey identified cognition and learning as a focus for the academic year 26-27. During 25-26 DSPL 9 commissioned Dyslexia Matters to deliver termly whole school dyslexia training for primary schools: Session 1 feedback: Average rating (4.47) 1 2 3 4 5 ★ ★ ★ ★ ★ Session 2 feedback: Average rating (4.03) 1 2 3 4 5 ★ ★ ★ ★ ★ Local schools have benefited from accessing this training and identified that the new cognition and learning team offer remains costly and inaccessible for many schools.	Primary school colleagues have an increased understanding of how to assess maths difficulties and how to create a timely intervention to support these. Children identified as having maths difficulties have access to interventions that meet need and increase their ability and confidence in maths.	High level of interest and attendance at the initial training sessions. Feedback provided following the training show a high satisfaction level. Networking opportunities enables DSPL 9 to identify impact in both staff confidence in delivery and pupil confidence.	- Commission dyslexia matters to deliver a full day training for primary schools to: - Consider maths assessments (SpLD and a wider range) - Identify maths needs - Consider how to create an intervention to support pupils with maths difficulties - Provide follow up networking opportunities to enable colleagues to discuss support already implemented, what has worked, not worked, and the impact that has been observed. - Continue to provide weekly online Primary SpLD Pupil Focus Surgeries.

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Further feedback has identified that 60% of schools completing a next step survey have identified small group maths interventions as an area they would like further training in.			
<u>Lending Library</u> Due to tight school budgets and the increasing levels of children with complex needs across our schools, DSPL 9 has invested in a lending library to provide schools and SENCos with an opportunity to try resources before buying them. The lending library launched on 25th February and to date has over 40 members with 22 items currently on loan. Feedback from those who have accessed this resource has been positive with a number of SENCos identifying items that have had a positive impact for pupils and will therefore be purchased. Feedback in the form of data has not yet been collected.	SENcos feeling supported with a service that enables them to try resources before making purchases. SENcos being able to identify the correct resources and provision for a child.	High levels of access and use of the lending library with verbal feedback on return of impact. Lending Library identified on the end of financial year survey 26-27 identified as a strength of the service.	• Continue to promote the lending library across DSPL 9 via newsletters, SENCos clusters and HT meetings • Monitor and track borrowing - Identifying objects which are the most popular and if more should be purchased. • Invest in additional items that are requested by SENCos to ensure the resource continues to meet local need. • Consider resources that secondary schools may require.
<u>KS3 Project: Meeting the needs of students working at pre KS2</u>	Establishment of a KS3 project to support and upskill secondary colleagues across DSPL 9 in	High levels of engagement from secondary schools.	• Create a team of schools and services to establish and create this project:

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Despite requesting data around the number of students in year 7 arriving with pre KS2 levels for cognition and learning from the LA, this has not been provided. Local knowledge, insight from local secondary schools and awareness of EHCP consultations for year 7 pupils has identified that year on year there are an increase in numbers of students arriving into year 7 who are working at a pre KS2 level in maths and English. Secondary schools are responding to EHCP consultations negatively as they do not have the knowledge, skills or resources to support and educate these students at the levels they're working at.	developing a curriculum for pre KS2 learners in year 7. Secondary school colleagues to develop confidence in pitching lessons and learning at a pre KS2 level which meets the needs of those students in year 7. (September 2026) Year 7 students (with or without an EHCP) working at a pre KS2 level access a curriculum at a level that is appropriate to them, develop confidence in maths and English, and make progress.	Feedback following training sessions identify an increase in understanding, knowledge and confidence amongst secondary school colleagues. High levels of attendance at networking opportunities throughout the year to identify elements that are working well and seeking advice and support around those areas that need to be addressed. Data, pupil voice and potential case studies that identifies progress made by students accessing these learning opportunities.	○ HFL (commissioned to deliver training elements.) ○ Garston Manor ○ Chessbrook ○ Bushey Manor ○ Cherry Tree Primary ○ Maple Cross Primary • Launch the project with an engagement event and provide secondary school colleagues with an opportunity to find more out about the project. • Commission HFL to deliver a number of training opportunities including OAP (all secondary school colleagues to attend), focus on English and maths. • Create a number of opportunities for secondary colleagues to network with other schools engaging with the project (and HFL) to look at the implementation of the project, the how's and when's and bounce ideas off each other. • Collect and collate feedback and data to identify impact during and at the end of the project.
<u>Executive Functioning</u> Executive functioning has been highlighted as a foundational development area for SEND in the Government White Paper. This is an area that has not been addressed previously in DSPL 9.	Deliver high quality training to local mainstream schools. Develop confidence and understanding of executive functioning across colleagues in DSPL 9.	High levels of attendance within the project. Feedback from attendees to identify an improvement in understanding of executive functioning and how to promote it within their school.	• DSPL 9 to work in collaboration with EPS to deliver the project. • Promote and gain interest from local schools. • EPS to deliver a full day training session for 12/14 primary SENCos (this can

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20% of schools who completed the end of financial year survey identified cognition and learning as one of their priorities for the next academic year.		Data, pupil voice and potential case studies that identifies progress made by students accessing these learning opportunities.	potentially be rolled out twice during the academic year due to funding allocated). • EPS to facilitate a follow up session in the following term.
Young Carers January 2026 data identifies 299 YC across schools in DSPL 9. 46 schools have no identified young carers within their school community.	Identification and support for young carers across DSPL 9 to strengthened. Schools to feel more confident in knowing how to identify, what support is available through the LA and wider services and how they can support these CYP as a school.	High attendance at young carer's event during the autumn term. Increased number of YCs identified across DSPL 9.	• DSPL 9 in collaboration with HCC, Laurance Haines and school nursing to hold a YCs event in the autumn term. This event will enable colleagues to: ○ hear from HCC with regards to identification, registering and services ○ listen to a schools journey around supporting YCs ○ Network with school and hear examples of good practice • Further work around this area will be considered following this initial event.
Outcome 4: DSPL 9 facilitates working at a local level between all stakeholders Indicator 4:			

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All short and long term pieces of work with partners are evaluated using the summary question "Did the intervention/support provided make a positive difference"? and an overall satisfaction rate of 90% is achieved.

What are the key issues in DSPL 9 and where is the evidence from your self assessment to support this?	What do you want to achieve?	How will you know you have achieved this?	What will you do, and what resources will you use to achieve this?
<u>DSPL 9 continued local offer</u> Local mainstream settings and schools continue to rely upon DSPL 9 to provide day to day support, long term projects and local/national updates. As a DSPL the focus is to continue to build capacity across DSPL 9 to meet SEND needs within schools. The data identified in outcome 1 highlights the level of need across mainstream schools and the need for local, accessible and reliable support. Feedback from the DSPL 9 end of financial year 2025-26 highlights the continuous high levels of satisfaction felt by school and settings: How do you rate the overall service you have received from DSPL 9 during this year: Combined 4 and 5 score: 98.5%	Continued high quality support for SENCo/schools/settings across DSPL 9. Continued feedback through the DSPL satisfaction survey and end of financial year identifying a satisfaction rate of 90%	Termly DSPL satisfaction survey data identifying an overall satisfaction rate of 90%. High attendance and engagement levels monitored each term. End of financial year survey to reflect a satisfaction rate of 90%.	- Continue to provide the following support on a regular basis: - SEMH solution circles: primary and secondary colleagues. - New to SENCo induction programme (HFL) - SENCo Clusters - SENCo Forums - SENCo weekly surgeries - SENCo drop in sessions - Whole/half day SEND Support - Fortnightly professionals newsletter - Updated and informed DSPL 9 website - Access to support via emails, phone calls, attendance at meetings.

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How would you rate the communication from DSPL 9 over the last year? Combined 4 and 5 score: 98.5%			
<u>Focused Intervention Funding (FIF)</u> Introduction of the new funding system in summer 2026 has involved DSPL managers facilitating and delivering half termly SENCo FIF clusters. HCC training and follow up local sessions has enabled schools to develop a better understanding of the new system. Data around cluster attendance, successful application and impact will be identified over the next 12 months.	SENcos recognise how FIF can be used to support CYP who are unlikely to require an EHCP. Supportive FIF clusters where SENcos feel confident to share information and participate in professional dialogue. CYP who are not in need of an EHCP access focused interventions in a timely manner to remove barriers to learning, enabling sustainable progress and reducing future statutory support needs.	High level of attendance at FIF cluster meetings. Good standard of applications which are appropriate and meet FIF criteria. Lead SENcos will provide spreadsheets containing discussions. Lead SENcos will attend panel meetings to enable moderation of decision making at a cluster level. Half termly panels and cross DSPL moderations identify consistency in decision making at a cluster level.	• Summer term clusters to be used as CPD session to enable SENcos to develop better knowledge around the FIF application, criteria and process. • Lead SENcos/DSPL 9 manager to facilitate and lead half termly FIF clusters alongside SLCA/PBP representatives. • Successful applications at a cluster level to be discussed at half termly panels where final decisions around funding will be agreed. • Regular moderations take place to ensure consistency across DSPL 9 FIF cluster meetings and DSPLs
<u>Representation in meetings locally</u> Due to continued changes to services and systems both locally and nationally it is important the DSPL is represented and part of wider changes. With the implementation of the SEND Strategy, SEND Provision Plan and SEND Reform Plan the	DSPLs to be part of the wider local and national conversations and be the vehicles to implement change moving forward. DSPLs to have a voice in decision making.	Invitations and representation of DSPLs across a range of meetings at a strategic level. DSPLs will be a significant vehicle in supporting change at a local level.	• Representation and engagement in conversations at a local level. • Communication of messages from DSPLs to schools and settings via clusters, emails etc. •

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voice of DSPLs remains important. As the government moves to implement changes through the SEND white paper, again, DSPLs remains a significant conduit for these changes.			

Appendix 1:

Indicator 2: It is recognised that each DSPL area has a different and locally focussed approach to supporting individual pupils, families and schools/setting to address the priorities and activities in indicator 2. The aim of the table is to give DSPL areas who are undertaking individual, family and systemic work on the identified priorities (in the table below) a framework for demonstrating the activity being undertaken, progress and outcomes.					
Performance Indicator	Number of Pupils Supported/Improvements	Type of Support	Type of Activity	Outcome	Barriers / Challenges
Children/Young People on Reduced/Part Time Timetable					



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Emotionally Based School Avoidance					
Children/Young People awaiting a Special School Place					
Children and Young People are supported through Transition.					
Schools/Settings are supported with the retention of staff through the Teaching Assistant Academy and SENCo Training					