



Delivering Special Provision Locally



DSPL Area 9 Strategic Development Plan 2024/2025

What are the key issues in your DSPL area, 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?	Summer term 2024
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LEADERSHIP			
<p>Continued high level of support for settings, schools, parent, carers and CYP across the DSPL 9 area.</p> <p>Increase in the numbers of CYP with complex needs in mainstream settings. Schools report this is having an impact on their capacity and budgets.</p> <p><i>Evidence:</i> <i>Feedback from SENCo Survey May 2024:</i> 67 responses covering all age phases: <i>% of settings who have accessed any of the DSPL 9 services:</i></p> <ul style="list-style-type: none"> • 96.8%: DSPL 9 Manager and SEND Lead • 23.8%: Triage Service 	<p>Outcome 1: All schools, early years settings, colleges and services deliver high quality provision that meets the needs of children and young people with SEND locally</p> <p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools.</p> <p>Outcome 4: DSPL facilitate collaborative working at a local level between all stakeholders.</p>	<p>Indicator 1:</p> <ul style="list-style-type: none"> • The VSEND Setting Readiness Radar indicates provision at least at Level 4 and rising to Level 5 by March 2025 • At least 80% of schools will have completed the VSEND setting readiness and a CYP profile by September 2024 • The % of settings completing the Benchmark and Planning Tool increases between 2023 (%) and 2024 <p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p>	<ul style="list-style-type: none"> • Continued termly monitoring of DSPL 9 Strategic Plan through DSPL 9 group meetings (evident in minutes) • Termly workstream reports to identify ongoing support and areas to address/consider. • Re-establish the DSPL 9 SENCo Handbook and flowchart of support to ensure local SENCos are aware of DSPL 9 service offer and wider County support. • Continued consideration of ongoing feedback through a variety of different mechanism to ensure DSPL 9 is meeting local need. • Use of the data and feedback from the Benchmarking and Planning and SENCo survey to inform actions to meet local need.

<ul style="list-style-type: none"> • 39.7%: SLCN Outreach Service • 34.9%: EBSA Support Package <p>Overall rating of DSPL 9 service (1:poor-5:excellent responses 67 responses):</p> <ul style="list-style-type: none"> • Graded 5: 86.6% • Graded 4: 13.4% <p>Overall rating of communication from DSPL 9 (67 responses):</p> <ul style="list-style-type: none"> • Graded 5: 91% • Graded 4: 9% <p>Graded support from DSPL 9 Manager and SEND Lead (66 responses):</p> <ul style="list-style-type: none"> • Graded 5: 90.9% • Graded 4: 9.1% <p>SENCo Forum Attendance for 2023-24 (Schools SENCo forums combined with HFL SEND Briefing: Autumn Term: EYs: 19 Schools: 44</p> <p>Spring Term: EYs: 18 Schools: 51</p> <p>Summer Term: EYs: TBC Schools: 50 booked and a waiting list of 7</p>	<ul style="list-style-type: none"> • Continued high quality support for settings, schools, parent, carers and CYP with SEND across the DSPL 9 area. • Continued high profile of DSPL 9 across the local area to ensure all stakeholders are aware of the services and support available and how to access them. • Continued clear LHNF system that all SENCos understand and feel supported and supported in. Any funding issues to be communicated with schools and settings in a timely manner. • Ensure local SENCos are kept up to date with local and national SEND updates through the continued commissioning of HFL to deliver their termly SEND briefings in collaboration with DSPL 9 updates. • DSPL 9 to continue to promote and support SENCos in engaging with VSEND. Support to include: <ul style="list-style-type: none"> • Refresher training • Group sessions to enable completion of setting readiness and individual child profiles • Moderation sessions 	<p>Indicator 4: 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.</p> <ul style="list-style-type: none"> • Increase level of confidence within mainstream schools and settings (evidence through variety of feedback mechanisms). • Upskilling of mainstream staff (evidence through variety of feedback mechanisms). • Continued high level of attendance at the DSPL 9 and HfL SEND briefings across EYs, primary and secondary age phases. • Evaluations received from the conference to identify what worked well and how subsequent events can be improved. • Increased use of VSEND tool (evident through County data) across all age phases, high levels of attendance/engagement at DSPL 9 VSEND sessions and increased levels within setting readiness. • Increased use of website by local SENCos and feedback around accessibility and effectiveness. • Continued high ratings across all DSPL 9 services (including communications) evident in the end of financial year SENCo survey. 	<ul style="list-style-type: none"> • Consider the feedback from SENCos and settings regarding the LHNF process both locally and countywide. • Continued promotion of the new website and use of feedback to ensure it continues to meet need. • Continue to provide the following support to SENCos: <ul style="list-style-type: none"> ○ Weekly DSPL 9 Newsletter ○ Termly coffee mornings ○ Network meetings (where appropriate) ○ Termly Forums (in collaboration with HFL) ○ New SENCo support 	
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	<ul style="list-style-type: none"> Continue to ensure the DSPL 9 website is fit for purpose and contains key information and signposting in relation to the local area. Deliver a high quality and informative professional conference this academic year for all local SENCo. The focus of the conference to be decided following feedback from the 2024 SENCo survey) 	<ul style="list-style-type: none"> Continued high ratings evident in the parent survey. 		
<p>Leads identified/ in place for work-streams within DSPL 9 area.</p> <p>Jenny Morley – Primary Behaviour partnership lead</p> <p>Andy Mirkovic/Emma McShannon – Secondary Alternative Provision Link</p> <p>Gemma Hall- SEND Lead/Triage Lead</p> <p>Tammy Perry –SLCN Outreach lead</p> <p><i>Evidence: Feedback from SENCo Survey May 2024: 67 responses covering all age phases: % of settings who have accessed any of the DSPL 9 services: 96.8%: DSPL 9 Manager and SEND Lead 23.8%: Triage Service</i></p>	<p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools.</p> <p>Outcome 4: DSPL facilitate collaborative working at a local level between all stakeholders.</p> <ul style="list-style-type: none"> All workstream leads to provide up to date termly reports highlighting success within the service (impact) and areas for development. Local settings to feel supported by the services available from DSPL 9, to have a clear understanding of how the services work, how to apply/refer and clear expectations. 	<p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p> <p>Indicator 4: 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</p> <ul style="list-style-type: none"> Increase level of confidence within mainstream schools and settings (evidence through variety of feedback mechanisms). Upskilling of mainstream staff (evidence through variety of feedback mechanisms). Continued high ratings across all DSPL 9 services (including communications) evident in the 	<ul style="list-style-type: none"> Continue to use the termly workstream reports to ensure local needs are being met and any additional support/next steps identified. Continue to use the workstream reports as a starting point for discussions and questions during the DSPL 9 group meetings. Use the DSPL 9 newsletter, SENCo forums and DSPL 9 communications to ensure local schools/settings and SENCos are aware of what support is available and how to access it. Re-establish the DSPL 9 SENCo Handbook and flowchart of support to ensure local SENCos are aware of DSPL 9 service offer and wider County support. Continue to ensure the DSPL 9 website provides up to date information around the services available through DSPL 9. Continue to use feedback provided by settings, parents and stakeholders to monitor the impact 	

<p>39.7%: SLCN Outreach Service 34.9%: EBSA Support Package</p> <p>Graded support from Triage Service (1:poor-5:excellent) 39 responses:</p> <ul style="list-style-type: none"> Graded 5: 53.8% Graded 4: 43.6% Graded 3: 2.6% <p>Graded support from SLCN Outreach Service (1:poor-5:excellent) 19 responses:</p> <ul style="list-style-type: none"> Graded 5: 42.9% Graded 4: 48.6% Graded 3: 8.6% 	<ul style="list-style-type: none"> Continued positive feedback from end of year survey highlighting impact and satisfaction of services provided by DSPL 9. 	<p>end of financial year SENCo survey.</p> <ul style="list-style-type: none"> Continued high ratings evident in the parent survey. 	<p>of the workstreams and ensure funding is being spent appropriately.</p>	
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SEND LEAD

<p>Issues: The May 2024 SENCo survey identified the following areas of need as priorities with mainstream settings:</p> <ul style="list-style-type: none"> SLCN SEMH ASD SpLD <p>Spring 2024 Dashboard Data: Total EHCP Plans:</p> <table border="1" data-bbox="53 1093 418 1193"> <tr> <td>Spring 2023</td> <td>Spring 2024</td> <td>+/-</td> </tr> <tr> <td>1,865</td> <td>2,070</td> <td>+205</td> </tr> </table> <p>Reduced Timetable (newly notified):</p> <table border="1" data-bbox="53 1292 418 1393"> <tr> <td>Spring 2023</td> <td>Spring 2024</td> <td>+/-</td> </tr> <tr> <td>20</td> <td>74</td> <td>+54</td> </tr> </table> <p>Awaiting specialist provision:</p>	Spring 2023	Spring 2024	+/-	1,865	2,070	+205	Spring 2023	Spring 2024	+/-	20	74	+54	<p>Outcome 1: All schools, early years settings, colleges and services deliver high quality provision that meets the needs of children and young people with SEND locally.</p> <p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools.</p> <p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools.</p> <p>Outcome 4: DSPL facilitate collaborative working at a local level between all stakeholders.</p>	<p>Indicator 1:</p> <ul style="list-style-type: none"> The VSEND Setting Readiness Radar indicates provision at least at Level 4 and rising to Level 5 by March 2025 At least 80% of schools will have completed the VSEND setting readiness and a CYP profile by September 2024 The % of settings completing the Benchmark and Planning Tool increases between 2023 (%) and 2024 <p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA.</p> <p>Indicator 4: All short and long term pieces of work with partners are evaluated using the summary question 'Did</p>	<ul style="list-style-type: none"> Continue to provide day to day support for local SENCos through a blended approach of both virtual and face to face support. Continue to work collaboratively with the DSPL 9 SISO (Mandy Brandon) to provide individual schools with specific case related support. Further development of SENCo surgeries (replacing coffee mornings) alongside DSPL 9 SISO. Continue to provide and monitor 2 SENCo email groups (primary and secondary) to enable SENCos to ask other local SENCos advise around SEND provision, resources etc. Ensure regular SEND Review Group meetings take place on a termly basis where minutes are kept and actions noted. Attendance to also be monitored. Information from these meetings to be fed back to 	
Spring 2023	Spring 2024	+/-														
1,865	2,070	+205														
Spring 2023	Spring 2024	+/-														
20	74	+54														

Spring 2023	Spring 2024	+/-			
61	38	-23	<p>Local SENCos to continue to feel supported through contact with Area SEND Lead via email, phone and face to face in relation to:</p> <ul style="list-style-type: none"> Delivering the HCC 'Local Offer' and assisting all schools/educational settings in the area to provide a quality 'Local Offer' in line with Hertfordshire's overarching Local Offer Acting as the area contact regarding knowledge of services and support for children and young people with SEND and for all schools and settings, facilitating the sharing of this information and best practice Assisting schools/settings (through knowledge and clear expectations of the local offer of services and access processes) in resolving day to day issues that impact on a child/young person accessing learning Taking on cases where appropriate and supporting the school, SENCo, parents and child in considering support, referrals, funding and next steps. Support with VSEND. Support to include: 	<p>the intervention/support provided make a positive difference?' and an overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> Increase level of confidence within mainstream schools and settings (evidence through variety of feedback mechanisms). Upskilling of mainstream staff (evidence through variety of feedback mechanisms). Regular feedback (verbal and through evaluations and surveys) from SENCos regarding training and support, including training evaluations. Good response and attendance to termly SEND review group from a range of stakeholders. High levels of engagement in relation to projects developed by the SEND Review Group. Open and professional discussions regarding SEND provision leading to increased support where necessary (individual case support). Continued high level of attendance and engagement from SENCos and schools/settings across DSPL 9. Continued high ratings across all DSPL 9 services (including communications) evident in the end of financial year SENCo survey. 	<p>DSPL 9 group at half termly meetings.</p> <ul style="list-style-type: none"> Work closely with DSPL managers to develop a clear LHNF system and ensure all SENCos are kept up to date. Review the process regularly. Collate and monitor data from training and feedback Look to commission relevant agencies to ensure quality training opportunities linked to local needs. Continue to provide monthly opportunities for new SENCos to be supported. Each session to have a focus e.g. role of SENCo, HNF, EHCPs, referrals etc.
<p>Continued high levels of CYP with high/complex needs in mainstream schools (many awaiting specialist provision (see data above))</p> <p>SENCo survey feedback:</p> <ul style="list-style-type: none"> <i>Increase in level of need (including numbers of SEND as well as severity), decrease in funding/services available.</i> <i>Adapting to the increasing needs of children and how to meet them with the demands of the curriculum</i> <p>Adaptations to services available at a County level:</p> <ul style="list-style-type: none"> <i>With now no SpLD Advisory teachers and no EPs I find it very hard to support some children with some spld needs/cognitive needs.</i> <p>Continued high numbers of new SENCos (new to SENCo/new to Herts) across DSPL 9.</p> <p><i>Evidence: DSPL 9 Dashboard Spring 2024 SENCo end of year Survey 2022</i></p>					

- Refresher training
- Group sessions to enable completion of setting readiness and individual child profiles
- Moderation sessions

- Provide a range of networking opportunities for SENCoS to meet with other local SENCoS to share good practice and concerns (coffee mornings, group emails etc)
- New SENCo monthly sessions to continue to be delivered to enable continued CPD (new to SENCo/New to Herts)
- Further development of SENCo surgeries (in collaboration with DSPL 9 SISO) to enable quick and effective support for local SENCoS.
- SEND Review Group to continue to meet with a range of stakeholders to enable consideration of provision and support for all SEND across DSPL 9. Focus of the group to be considered in the new academic year and in response to SENCo feedback.

	<ul style="list-style-type: none"> • A smooth and transparent LHNF system to be in place where all SENCos have a clear understanding of the procedures. • Increased knowledge of tools, resources, strategies and intervention amongst mainstream staff to enable to support the increasing number of SEND CYP within their settings. • Continued training opportunities/CPD and support from the SEND Lead in response to needs, surveys and evaluations. 			
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STRATEGIC DEVELOPMENT

DSPL 9 Triage Service (Salaries £85, 732)

<p>Update: Following a restructure in autumn 2023 the Triage service is now lead and line managed by the DSPL 9 manger. The Triage team consists of:</p> <ul style="list-style-type: none"> • DSPL9 SEND (parent & carer) Liaison Worker • DSPL9 Specialist Transition Outreach Worker <p>Issues:</p> <ul style="list-style-type: none"> • Continued need for families of CYP with SEND to access signposting and support. • Local parents requiring support to navigate diagnosis 	<p>Outcome 2: Short and long term outcomes for children and young people with SEND are improved.</p> <p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools.</p> <ul style="list-style-type: none"> • Continued high quality support for settings, schools, parent, carers and CYP with SEND across the DSPL 9 area. 	<p>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:</p> <ul style="list-style-type: none"> • Pupils with SEND on reduced/part-time timetables increase their attendance • Pupils who are impacted by Emotionally Based School 	<ul style="list-style-type: none"> • Development of clear outcomes and target setting to reflect the work and support provided by the Triage Service. • Triage team to continue to work closely with a range of services, developing positive relationships and to ensure the best outcomes for SEND children and their families. • Transition worker to maintain a caseload in relation to non-selective schools working across all stakeholders and supporting most complex transition cases. • The Triage Team to continue to attend the Families First panels for both Watford and Hertsmere 	
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<p>pathways and access the appropriate services</p> <ul style="list-style-type: none"> • Due to lengthy waiting lists across a wide range of services triage cases are often held for longer to support parents while they wait. • Significant number of CYP and families in need of enhanced transition support as they move from year 6-7. <p><i>Evidence:</i> <i>May 2023 SENCo Survey: Graded support from Triage Service (1:poor-5:excellent) 39 responses:</i> <i>Graded 5: 53.8%</i> <i>Graded 4: 43.6%</i> <i>Graded 3: 2.6%</i></p> <p><i>May 2024 parent survey: Graded support from Triage Service (1:poor-5:excellent)14 responses:</i> <i>Graded 5: 50%</i> <i>Graded 4: 42.9%</i> <i>Graded 3: 7.1%</i></p>	<ul style="list-style-type: none"> • Transition service to continue to support non-EHCP children with complex needs. Successful transition for those most complex cases across DSPL 9. • To continue to advocate and share information with the appropriate services to ensure good quality communication in an effort to prevent delays in service offers and ensure good quality referrals. • To continue to support families, children and young people on waiting lists for screening, assessment and probable diagnosis, ensuring good communication and resources in the interim. • Families and CYP experiencing complex EBSA and school refusal receive the correct signposting and support to increase time spent in school. • Increased numbers of parents and carers attending coffee morning provided over the course of the year. <p>In line with wider priorities, the DSPL 9 Triage service to provide support and signposting in relation to:</p> <ul style="list-style-type: none"> • EBSA 	<p>Avoidance (EBSA) increase their attendance</p> <ul style="list-style-type: none"> • Pupils Awaiting a Special School (ASSP) are attending their mainstream school full-time <p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p> <ul style="list-style-type: none"> • Termly data collection which identifies: <ul style="list-style-type: none"> ○ Impact in relation to outcomes ○ Trends and patterns across the local area ○ High satisfaction level from those accessing the service (schools, parents etc) • Increased attendance at parent/carer coffee mornings. Verbal and formal feedback to show the impact face to face opportunities to meet up and share experiences. • Annual feedback from parents and carers to measure impact of the service through the parent/carer survey. • Feedback from schools and setting using the DSPL feedback format and annual SENCo survey. • Good outcomes for transitioning children engaged with the service. 	<p>providing signposting and support and taking cases where appropriate.</p> <ul style="list-style-type: none"> • The Triage Team to continue to attend local events to promote the service. • Continue to provide half-termly coffee morning for parents and careers of CYP with SEND. <ul style="list-style-type: none"> ○ Provide a safe space where parents and careers feel comfortable to share their experiences and ask for support and guidance. ○ Enable networking opportunities. ○ Ensure a range of additional services attend for information sharing 	
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<ul style="list-style-type: none"> • Exclusions • Reduced timetables 	<ul style="list-style-type: none"> • Continued sharing of information on a termly basis with the DSPL 9 group to include: <ul style="list-style-type: none"> • current service delivery, • any issues or themes you have observed, • additional work/training your service has provided this term so far, • the impact your service has had • Supporting data. <p>In line with wider priorities specific information will be collected to identify impact around:</p> <ul style="list-style-type: none"> • EBSA • Reduced timetables • Children awaiting specialist provision • Supporting Mainstream Schools and Settings with SEND Pupils 		
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LOCAL SEND INITIATIVES

EBSA Support Package (approx. £40,000)

<p>Issue: Continued high numbers of CYP experiencing EBSA, on reduced timetables and becoming school refusers.</p> <p>Continued waiting lists for CAMHS and other MH support via health.</p> <p>Spring 2024 Dashboard Data:</p>	<p>Outcome 2: Short and long term outcomes for children and young people with SEND are improved.</p> <p>Outcome 5: Strategic priorities that contribute to the delivery of the Priority Action Plan and Improvement Plan are fully understood and met locally</p>	<p>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:</p>	<ul style="list-style-type: none"> • Continue to provide the DSPL9 EBSA support package in the academic year 2024-25 • Use feedback from SENCOs, services and families to consider improvements to the package during summer 2024: <ul style="list-style-type: none"> ○ Introduction of EBSA framework at tier 2 ○ Pupil voice tools at tier 4 	
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Reduced Timetable (newly notified):

Spring 2023	Spring 2024	+/-
20	74	+54

Evidence:

May 2024 SENCo Survey: Graded support from EBSA Support Package (1:poor-5:excellent) 26 responses: Graded 5: 53.8% Graded 4: 23.1% Graded 3: 23.1%

Tier 2: Parent/carer support group How useful did you find the overall sessions: Graded 5: 25%% Graded 4: 50%% Graded 3: 25%

Tier 3: How useful was the solution circle: Excellent: 33% Good: 67% How well did the professionals support you during the solution circle? Excellent: 83% Good: 17% To what extent do you feel you acquired additional strategies as a result of attending the solution circle? Excellent: 17% Good: 66% Satisfactory: 17%

DSPL 9 to provide a robust support package offered to all primary and secondary mainstream schools and parents.

The EBSA support package to continue to provide the following support at each tier:

Tier 1:

- Signposting to generic EBSA training to upskill school staff and encourage the upskilling of EBSA knowledge and understanding.

Tier 2:

- Further signposting for SENCos to enable them to develop holistic plans in collaboration with parents to support the CYP experiencing EBSA.
- Monthly parent/carer support groups attending by DSPL 9, SWHP and Nessie to provide a safe environment to share information and discuss current situations providing support where necessary.
- Introduction of the EP EBSA Framework documentation as an early intervention tool to support EBSA.

Tier 3:

- **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**

Indicator 5:

Strategic priorities as set out in the Improvement Plan and the Priority Action Plan are met as follows:

Workstream 1

Data from the Local Area SEND Partnership Data Dashboard indicates that the proxy indicators detailed below are being achieved and there is evidence in the DSPL Action Plan that indicates DSPL is contributing to some of these indicators

Workstream 3

Invision training is delivered to at least 50% of schools by March 2025

Workstream 7

90% of schools are using the Group Call data system to track attendance by March 2025

90% of schools are using the online portal for tracking of pupils on reduced timetables

Tier 3:

- High satisfaction levels from SENCos who have attended the solution circle and been provided with additional

- Increased attendance at monthly parent support group.

- Continue to commission Nessie and SWHP to provide quality support across tiers 2, 3 and 4.
- Ensure all mainstream schools across DSPL 9 are aware of the EBSA support package during the autumn term 2024:
 - Tiered system
 - Parent support
 - How to refer
 - How to book
 - Dates and deadlines
- Continue to promote of package through:
 - SENCo forums
 - Weekly newsletter
 - SENCo Surgeries
 - Info shared via a range of stakeholders (SISO, SENDIGAOS, EMWiEs etc)
- Ensure all elements of the tiered approach run on a termly basis and feedback is gathered on a regular basis.

<p><u>How confident are you in using/delivering these additional strategies?</u> Excellent: 50% Good: 50%</p> <p>Tier 4: <u>How useful has the support been?</u> Excellent: 67% Good: 33%</p> <p><u>How well have the professionals supported you?</u> Excellent: 83% Good: 17% (some has been excellent)</p> <p><u>To what extent do you feel you acquired additional strategies as a result of the support provided?</u> Excellent: 83% Good: 17%</p> <p><u>How confident are you in using/delivering these additional strategies?</u> Excellent: 83% Good: 17%</p>	<ul style="list-style-type: none"> Fortnightly solution circles attending by SENCos, DSPL 9, SWHP, Nessie and EPS to discuss CYP experiencing EBSA and provide a range of possible solutions. CPD for SENCos through the solution circles. <p>Tier 4:</p> <ul style="list-style-type: none"> Individualised support through a triangulated approach to support CYP, parents and school. Support provided by DSPL 9, SWHP and Nessie. 	<p>support, signposting or strategies.</p> <ul style="list-style-type: none"> Increased attendance levels/engagement levels through completion of the impact document 3 months following attendance at a solution circle. Increased understanding of EBSA and strategies to support through solution circles. Increased level of confidence within mainstream schools and settings (evidence through variety of feedback mechanisms). <p>Tier 4:</p> <ul style="list-style-type: none"> Regular feedback from school and parents during meeting over the 12 weeks of support. Increased attendance/engagement levels identified at the end of the 2 weeks. Feedback provided by parents and schools to identify impact following the tier 4 support. Detailed end of support report provided for each child accessing tier 4 support. Continued high ratings evident in the end of financial year SENCo survey. 		
DSPL 9/HFL SEND Briefings (approx. £3,200)				
<p>Issues: Historic low numbers of SENCos accessing the HFL SEND briefings and missing out on valuable information both nationally and</p>	<p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for</p>	<p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p>	<ul style="list-style-type: none"> Work in collaboration with HFL to confirm dates for the academic year 24-25. 	

<p>locally. To overcome this DSPL 9 have commissioned all HFL briefings during the academic year 23-24 and combined them with the termly DSPL 9 updates: 1 session with all information shared.</p> <p><i>Evidence:</i> 2023-24 Attendance: Autumn Term: 44 Spring Term: 51 Summer Term: 50 booked and a waiting list of 7</p> <p><i>May 2024 SENCo Survey: DSPL 9/HFL SENCo forums was highlighted as the 2nd most supportive additional service:</i> 1: DSPL 9 newsletter: 77.6% 2: SENCo Forum: 70.1% 3: DSPL 9 website: 46.3%</p> <p><i>I have benefitted from the Hfl/DSPL9 briefings-they are really useful.</i></p> <p><i>I don't know if you can use this as feedback or not, but hopefully it will be helpful. I just wanted to say that it was lovely to be able to attend the meeting yesterday and meet other SENCo's in the area. Having updates from HFL and DSPL9 at the same time was really helpful and as someone who is new to the role of SENCo, it was very informative- I have booked on to the next one!</i></p>	<p>children, young people and schools.</p> <p>Outcome 4: DSPL facilitates working at a local level between all stakeholders</p> <ul style="list-style-type: none"> • Sustained numbers of SENCos having access to this session and therefore have access to national and local SEND updates. • SENCos feeling confident and equip with the information they need to fulfil their role. • Face to face opportunities for SENCos, services and external professionals to network. 	<p>Indicator 4: 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.</p> <ul style="list-style-type: none"> • Sustained number of SENCo accessing these termly sessions. All sessions being fully booked and at capacity. • Increase level of confidence within mainstream schools and settings (evidence through variety of feedback mechanisms). • Upskilling of mainstream staff (evidence through variety of feedback mechanisms). • Continued feedback through the DSPL 9 SENCo survey which identifies this additional support as a high priority. 	<ul style="list-style-type: none"> • Source school halls to enable the events to be held face to face at minimal cost. • Invite external professionals to attend the DSPL 9 updates as and when necessary. • Promote the events on a termly basis through the range of channels available (emails, meetings, newsletters etc) to encourage attendance. 	
DSPL 9 SLCN Outreach Service (£600)				

<p>DSPL 9 continues to provide SLCN Outreach service to enable support for local SENCOs in supporting CYP with SLCN across mainstream settings. Access to online resources through the website enables schools and settings to upskills staff.</p> <p>Issues: Feedback from SENCOs have identified the need for SLCN support whilst waiting lists for SALT continues.</p> <p><i>Evidence</i> <i>Graded support from SLCN Outreach Service (1:poor-5:excellent) 19 responses:</i> <i>Graded 5: 42.9%</i> <i>Graded 4: 48.6%</i> <i>Graded 3: 8.6%</i></p> <p><i>We have found the sessions that we have attended interesting and they help inform our practice.</i></p>	<p>Outcome 1: All schools, early years settings, colleges and services deliver high quality provision that meets the needs of children and young people with SEND locally</p> <p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools.</p> <ul style="list-style-type: none"> Local SENCOs have access to termly SLCN networking session to enable them to be up to date with current SLCN support and resources that are available. Updates include training opportunities and information from the SALT Education Lead. Specific areas are focused on during each session following feedback from local primary and secondary SENCOs to ensure the information is relevant and necessary. Opportunities for questions around SLCN provision to be answered in a safe and secure environment. SENCOs have access to an updated top tips document to share with class/subjects teachers when considering 	<p>Indicator 1:</p> <ul style="list-style-type: none"> The VSEND Setting Readiness Radar indicates provision at least at Level 4 and rising to Level 5 by March 2025 At least 80% of schools will have completed the VSEND setting readiness and a CYP profile by September 2024 The % of settings completing the Benchmark and Planning Tool increases between 2023 (%) and 2024 <p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p> <ul style="list-style-type: none"> Increased number of SENCOs attending the termly network meetings. Footfall through DSPL 9 website shows an increase in numbers accessing the resources available on line. Increase level of confidence within mainstream schools and settings (evidence through variety of feedback mechanisms). Upskilling of mainstream staff (evidence through variety of feedback mechanisms). Continued high ratings evident in the end of financial year SENCO survey 	<ul style="list-style-type: none"> Information on the SLCN outreach to be updated during the autumn term and relaunched to ensure local schools and settings are aware of the support available. SLCN Network dates to be set and shared with local schools and settings during the autumn term. DSPL 9 Manager and SLCN Outreach lead to consider feedback from SENCOs around future content and topics for network sessions. Monitoring of regular feedback to inform future planning. 	
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	<p>universal provision within their classrooms.</p> <ul style="list-style-type: none"> Schools and setting to have access to up to date pre-recorded webinars around key SLCN information. 			
DSPL 9 Conference (approx. £3,000)				
<p>Issues SENCo were asked to consider what they feel would be a useful topic/these for the next annual DSPL 9 conference following a successful event in November around SLCN.</p> <p>Responses/suggestions: <i>Meeting the needs of high needs/complex children in mainstream education with limited funding and access to services.</i></p> <ul style="list-style-type: none"> <i>Effective communication with parents/working with parents and managing expectations.</i> <i>SpLD</i> <i>EHCPs, ARs, APDR documentation</i> <i>Adaptive teaching: EEF 5 a day principles</i> <p><i>These suggestions will be considered by the DSPL 9 group and a decision made as to the theme and focus of the next conference.</i></p>	<p>Outcome 4: DSPL facilitates working at a local level between all stakeholders</p> <ul style="list-style-type: none"> The DSPL 9 Conference to take place during the autumn term 2023 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' A high level of attendance and positive feedback in a similar way to the previous conference. 	<p>Indicator 4: 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</p> <ul style="list-style-type: none"> High attendance numbers at the event. Feedback from attendees provided verbally during the conference and formally through the conference evaluation completed at the event. Feedback and comments shared by those presenting and facilitating workshops over the course of the day. Increased level of confidence within mainstream schools and settings (evidence through variety of feedback mechanisms). Upskilling of mainstream staff (evidence through variety of feedback mechanisms). 	<ul style="list-style-type: none"> A decision around the topic/theme of the conference to be decided by the DSPL 9 group using the feedback provided by SENCo. DSPL 9 Manager to source guest speakers, workshop facilitators and create an outline for the day. Date for the conference to be confirmed: venue sourced and information shared with SENCos. Evaluation form created to reflect all aspects of the conference and enable feedback to be provided following the event. Summary of feedback to be shared with the DSPL 9 group after the event and any next steps considered. 	
Commissioning of Colnbrook Outreach Service (£2,322)				
<p>Issue: Increased need across DSPL 9 for support from Colnbrook Outreach and a reduction in</p>	<p>Outcome 2: Short and long term outcomes for children and</p>	<p>Indicator 2: All short and long term pieces of work with young people and families are evaluated using the</p>	<ul style="list-style-type: none"> DSPL 9 to commission an additional 12 sessions (6 days worth of support) during the autumn term. 	

<p>funding and therefore hours through funding from HCC.</p> <p><i>Evidence:</i> Due to a reduction in the Outreach budget the service will lose 21 days outreach (42 sessions).</p>	<p>young people with SEND are improved.</p> <ul style="list-style-type: none"> To be able to provide the schools across DSPL 9 with additional opportunities to access support from Colnbrook Outreach Service. For schools, staff and children's to be supported in a timely manner. 	<p>summary question 'Did the intervention/support provided make a positive difference?' and an overall satisfaction rate of 90% is achieved.</p> <ul style="list-style-type: none"> Delivery of 12 additional sessions provided by Colnbrook Outreach during the autumn term 2024. Evidence within the Outreach Report which highlights the support provided through the commissioned sessions and the impact identified. 	<ul style="list-style-type: none"> SLA to be created and agreed by DSPL 9 and Colnbrook. DSPL 9 Manager and Colnbrook Outreach Manager to meet during the summer term 2024 to finalise the details and then again at the end of the autumn term to look at impact. Evidence of impact to be shared with the DSPL 9 group during the spring term 2025. 	
DSPL 9 Outreach Support (approx. £1,473)				
<p>DSPL 9 continues to use the annual SENCo survey to consider additional training and support that will meet local need.</p> <p><i>Evidence:</i> Main areas of need identified as priorities for the next academic year:</p> <ul style="list-style-type: none"> SEMH (Including ADHD, emotional wellbeing) ASD SLCN SpLD/cognition and learning (These remain the same as last year but an increase in SpLD due to the change in support available.) <p>Main areas in relation to strategic SENCo duties and responsibilities:</p> <ul style="list-style-type: none"> Staff training (Teachers and TAs) SEND assessments Working with parents 	<p>Outcome 1: All schools, early years settings, colleges and services deliver high quality provision that meets the needs of children and young people with SEND locally.</p> <p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools.</p> <p>Outcome 4: DSPL facilitates working at a local level between all stakeholders</p> <ul style="list-style-type: none"> Local SENCos will continue to feel supported through events delivered by DSPL 	<p>Indicator 1:</p> <ul style="list-style-type: none"> The VSEND Setting Readiness Radar indicates provision at least at Level 4 and rising to Level 5 by March 2025 At least 80% of schools will have completed the VSEND setting readiness and a CYP profile by September 2024 The % of settings completing the Benchmark and Planning Tool increases between 2023 (%) and 2024 <p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p> <p>Indicator 4: All short and long term pieces of work with partners are evaluated using the summary question 'Did the intervention/support provided</p>	<ul style="list-style-type: none"> Google form to be sent out at the beginning of the autumn term to identify which training would be most beneficial across the local area. (Further investigation around what schools want needed following broad feedback 'staff training') Training offer across the academic year to be created considering any commissioning and costing involved (limited budget available). Promotion of training through newsletter, website and termly SENCo forums. Feedback to be gathered following each event to measure impact and consider any next steps. 	

<p><i>(Staff training remains a high priority and there has been an increase in schools/settings looking at parental engagement and expectations.) There has been a decrease in the more strategic elements e.g APDR cycles suggesting that the support provided by the 'The Strategic SENCo' training during this academic year had empowered a large number of SENCos in DSPL 9.</i></p>	<p>9 (or commissioned by DSPL 9).</p> <ul style="list-style-type: none"> • DSPL 9 to respond to local need appropriately and in a timely manner. SENCos feel their feedback is valued and acted upon. • Identified training needs across the local area are addressed and a high level of satisfaction through evaluation is evident. 	<p>make a positive difference?' and an overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> • Good attendance at events developed in response to the SENCo survey. • Satisfaction levels through immediate feedback from events indicate success and identify that staff feel upskilled or have developed their knowledge. • Feedback through the annual SENCo survey reflects local needs have been met and schools have engaged and continue to be satisfied with the offer DSPL 9 provide • Continued high level of attendance and engagement from SENCos and schools/settings across DSPL 9. 		
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