

Area Annual Report

Year: 2019-20

DSPL Area: 9

Area Context:

1 Area Leadership and Management Arrangements:

The lead school is Bournehall Primary School and Jill Litchfield the Head Teacher at Bournehall Leads DSPL 9 and chairs the half termly meetings.

Gemma Hall is the DSPL 9 Manager and SEND Lead. She has been in this role for 2 years.

2 Our Area group and subgroups:

During 2019-20 the DSPL 9 Group have met half termly (the meetings during the spring and summer term took place via Microsoft Teams due to the pandemic).

The following sub groups have met termly:

Autism Review Group, SLCN Review Group.

There are Parent, Headteachers, SENCOs and ISL Professional representative's on each group.

3 Key issues/priorities in our area we planned for:

Autism:

- All schools to have identified an Autism Lead.
- Autism Lead meetings to take place termly and have good attendance
- Clear co-ordination of developments around Autism including Autism Review Group to continue to meet termly with a range of stakeholders in attendance.

SEMH

- The triage service to continue to ensure that all parents, carers, partners and stakeholders can access support, signposting and advocacy to enable them to meet the needs of children and young people 0-25 with SEND as close to home as possible and with the minimum delay.
- Develop the EYs SEMH project through the commissioning of KCA.
- Ensure that schools are using the primary behaviour partnership tiered model for fair access.
- The AASP project to continue to support schools as they develop their trauma informed practice. Network meeting and longitudinal study to measure impact.
- Continue to provide funding to enable settings within DSPL 9 to access Herts Steps 3 day and refresher training.

Specialist Provision

- Develop a SEND Support Contact Line with Colnbrook Outreach Service for primary settings to access on a weekly basis.

Targeted SEND Support

- Provide training opportunities (through the commissioning of organisations) for local SENCOs and school staff to enable them to develop their knowledge and skill set in:
 - ADHD
 - ASD
 - Down Syndrome

SLCN

- Review the current SLCN Outreach service and consider a more sustainable model.
- Develop a SLCN Review Group to lead the review
- Launch a one year Wellcomm Project with early years settings in DSPL 9

Early Years SEND

- Launch a one year Wellcomm Project with early years settings in DSPL 9
- Establish a EYs Consultation panel with a range of stakeholders
- Develop and launch the EYs SEMH Project with KCA

Post 16 and PFA

- The triage team to continue to develop links and promote Springboard (part of NHC)
- Develop links between secondary settings and Springboard.

What We Did:

1 The actions we took/what we delivered:

- Held the DSPL 9 Stakeholders event 'SEND-Making a difference locally'. It was attended by a wide range of parents, SENCo's and stall holders. Guest speakers included Dean Beadle, Adam Hayes, Pauline Hickey, Centre of ADHD and ASD Support, Senior Children's Wellbeing Practitioners Team, Niki Lewarne (mindfulness facilitator). 10 stall were hosted by: ISL, Kids Hub, Hertfordshire Constabulary, Family Centre, Herts Inclusive Theatre, Centre of ADHD and ASD, Three Rivers County Council, SENDIASS, Families in Focus.
- Used the Benchmarking and Planning Toolkit data to identify local needs and address these through termly SENCo briefings, guidance documents and training opportunities e.g provision mapping.
- DSPL 9 SENCo meetings took place termly during the autumn and monthly during the summer term due to the pandemic and the additional support that was requested by local SENCos. Meetings were also divided into EYs, primary and secondary during the summer term to enable age related discussions to take place.

	Autumn	Spring	May	June	July
EYs	9	Cancelled	4	4	8
Primary	21		26	21	8
Secondary	5		9	11	6
ISL	6		3	2	3

- Autism Lead Meetings took place termly (on MT during the summer term) with good attendance. The meetings were attended by members of the SLCA team to provide practical support, strategies and resources.

	Autumn	Spring	Summer (via MT)
Primary	23	18	16
Secondary	3	5	4
ISL	3	3	2

- The Autism Review Group (ARG) met termly and discussed the AET training, distribution of information and support for parents. Meetings were attended by a range of stakeholders.
- Triage has continued to support parents, carers, partners and stakeholders across DSPL 9. It has provided support through the following:
 - Parent coffee mornings: monthly
 - Delivery of a range of training session for professionals including attachment awareness lightbite, staff wellbeing, back to basics: mental health awareness, ACES awareness and working with families with Mental Health Issues.
 - Delivery of a range of workshops and sessions for parents and carers including my teen brain, transition workshops, looking after us and understanding others- developing social skills for life.
 - Delivery of a range of workshops for students including a bereavement group and social skills groups
 - The commissioning of Families In Focus to deliver a range of workshop and training opportunities for parents and carers.
 - Providing a service that finds positive solutions to multi-complex needs. The Team will consider service requests to support families, children or young people with multi-complex/agency needs that require intensive involvement. The team will initially

2 What we developed/changed:

apply a triage technique to identify services or organisations that will meet the need. In cases where this cannot be accomplished Triage will endeavour to design and apply an appropriate solution.

- Develop and launch an Early Years SEMH project in association with KCA in which 20 settings signed up to. Launched the project with KCA delivering 'Attachment and Brain Development' training and provided settings with an SEMH resource pack for them to take back to their settings and use.
- Continued to work collaboratively with the Primary Behaviour Partnership to ensure settings were access the tiered model for support.
- Developed a longitudinal survey with KCA to measure the impact of the AASP across all settings that accessed the project.
- Provided networking opportunities for settings participating in the AASP to share good practice and discuss any concerns.
- Worked in collaboration with Colnbrook Outreach Service to provide primary SENCOs with a SEND support contact line once a week.
- Provided SENCOs with a range of training opportunities linked to local needs, including:
 - Protective Behaviours Level 2
 - AET Progression Framework
 - AET Train the Trainer
 - EY's ASD
 - Provision Mapping
 - Drawing and Talking Therapy
 - Emotion Coaching
 - Secondary Trauma: Community Resilience
- Create an SLCN Review Group to consider the review of the SLCN outreach service ensuring a range of stakeholders were in attendance.
- Began to develop a sustainable model for the SLCN outreach service including a SLCN toolkit for primary and secondary support.
- Launched the one year Wellcomm project with 9 EYs settings. Commissioned the speech and language therapy services to deliver 2 training sessions on the set up and delivery of the Wellcomm intervention. Met with all settings engaging in the project to discuss the implementation of the project and planned to meet again in the spring and summer term to look at progress and impact of the project.
- Provided local secondary settings with information and the opportunity to visit Springboard to enable more settings to become aware of the provision.
- A decision was made at the ARG meeting in the summer term to move the group to become a SEND review group to enable discussions around SEND provision in DSPL 9 to take place on a termly basis with a range of stakeholders attending.
- Due to the pandemic the EYs SEMH project was postponed and will relaunch in September 2020. The second part of the KCA training will take place in November 2020.
- Due to the pandemic the Wellcomm project was postponed and will relaunch in September 2020. A MT meeting is planned for early autumn term to reengage with settings.

3 How we engaged schools, parents, others throughout:

- DSPL 9 Stakeholders Event
- Representation of all stakeholders on our DSPL 9 group, ARG and SLCN review groups
- Range of training opportunities, workshops and networking opportunities (see above) for all stakeholders.
- Regular updates from DSPL 9 manager to all local SENCOs via email and SENCO forum meetings
- Social Media: Facebook
- Sharing of workshops/coffee mornings for parents and carers via the Triage Team

What Difference We Made as a result of our work:

1 What has been achieved:

Stakeholders event evaluations:

Event/talk	Average knowledge before (score 1-5)	Average knowledge after (score 1-5)	% increase in knowledge
DSPL 9 Intro and update	2.5	3.6	22.5%
Wellbeing master class: Community Well Being Team	1.6	3.6	40%
Being Autistic: My life in Education: Dean Beadle	2.3	3.8	38%
Herts Steps: Adam Hayes	2.2	3.5	32%
ADHD: Making a difference: Therese Glynn	2.1	3.5	22%
Solution Focused approach to SLCN in the classroom: Pauline Hickey	1.9	3.2	41%
Mindfulness - Why and How? Niki Lewarne	2.3	3.5	35%
Market place	2.2	3.3	33%

DSPL 9 will be running a conference in the next academic year, although due to the current situation the logistics will need to be discussed at the DSPL 9 group meetings in the autumn term to decide how this event will be organised. Feedback from this year's event will be taken into account when planning.

2 What has improved:

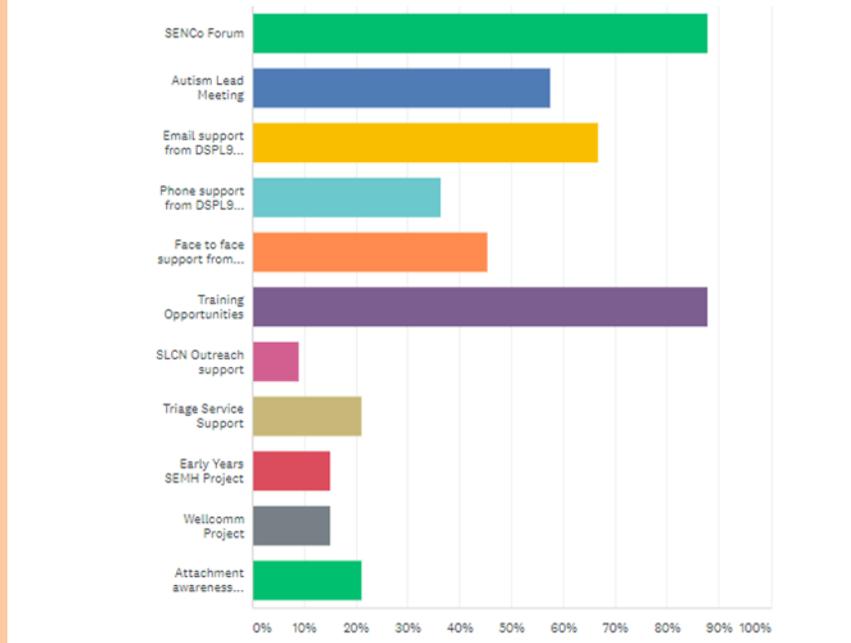
3 How we know:

SENCo and AL engagement:

SENcos and ALs across the local area have continued to feel supported by DSPL 9. This is evident in the survey that was sent out to all SENcos at the end of the summer term:

In what way has DSPL9 supported you/your setting/CYP over the last academic year? (tick all that are applicable)

Answered: 33 Skipped: 5



- Regular meetings eg Autism lead/Senco forums
- Specialist Advisory Teachers have been our most beneficial support system. Thank you!
- Secondary SENCO mtgs are really helpful and supportive. Ideas are shared and it's good to hear how other schools manage their provision
- All of it has been valuable - regular email updates with up to date information really valuable on a day to day basis
- All of it! It's great to have a central contact sharing information and keeping us up-to-date. I feel a lot more informed as a result.
- Information provided by Gemma Hall and keeping us in the loop with SEN information. Being there to facilitate SENCo meetings and a support network.
- Gemma Hall's communication regarding services/support/strategies has been outstanding and is highly valuable.

- E/Y SEMH project Individual support
- Contact with other SENCOs through DSPL9 and forums
- Senco forums Attachment awareness Phone support
- Wellcomm training this year has had a big impact on those receiving extra support.
- Any support from DSPL!
- Gemma Hall - huge support, quick to reply, reliable
- Attachment Awareness project and training opportunities
- Email support from DSPL9 manager
- High quality support and advice from DSPL lead at SENCO forums and bespoke to school when necessary
- It has all been helpful but can feel overwhelming
- SEMH even though we could not finish this as it was in 2 parts, the first bit was so in depth and just intriguing that it led me to research more
- All. It has been extremely helpful to be able to discuss concerns and have support and guidance.

Feedback from this survey will be used to plan for further training and support in the next academic year.

AASP Longitudinal survey:

Increased awareness of attachment and trauma and evidence of developed trauma informed practice.

	Knowledge and practice before training		Current knowledge and practice		Difference
How would you rate your understanding of attachment as a subject area?	5.69		7.99		+2.3
How often did/do you apply your knowledge of this subject in your work?	Constantly	11 8%	Constantly	38 28%	+27
	At some point most days	45 33%	At some point most days	53 39%	+8
	At some point most weeks	48 35%	At some point most weeks	32 23%	+8
	Once or twice a month	18 13%	Once or twice a month	8 6%	-10
	Rarely/never	15 11%	Rarely/never	6 4%	-9
How confident were/are you about working with children with attachment and trauma issues in your setting?	5.58		7.82		+2.24
How confident were/are you about being a source of co-regulation for a student when they were/are feeling angry and upset?	5.75		7.87		+2.12
How would you/how do you rate the importance of your own self-regulation as a factor in responding to challenging behaviour?	6.59		8.15		+1.56

How confident did/do you feel about discussing pupils' emotional wellbeing with them?	6.46	8.22	+1.76
How confident did/do you feel about explaining this subject to others?	5.39	7.48	+2.09
How would/how do you relate the general understanding of attachment and trauma in your setting?	6.14	8.17	+2.03

Outcomes and impact for your setting

How much do you feel that since participating in the project your settings has....					
	Significant improvement	Some improvement	No change/Don't know	Some deterioration	Significant deterioration
Been able to identify needs earlier	57 42%	68 50%	12 9%	0	0
Had fewer incidents of extreme or challenging behaviour	34 25%	68 50%	33 24%	1 2%	0
Imposed fewer exclusions	29 21%	42 31%	64 47%	1 2%	0
Enjoyed student wellbeing	39 28%	83 61%	15 11%	0	0
Enjoyed increased student attendance	14 10%	46 34%	76 55%	1 1%	0
Enjoyed improved staff well-being	22 16%	70 51%	44 32%	1 1%	0
Enjoyed increased staff attendance	22 16%	34 25%	80 58%	1 1%	0

Further comments:

- I believe the training has given members of staff an increased awareness of attachment across the whole school and that relationships are KEY with all the children. For staff to look out for and recognise the signs that children are struggling with early on, so adults are able to support the children particularly affected by attachment and understand the struggles they face which may be the cause of their behaviours.
- As a result we have made changes to our behaviour policy so that it is more trauma informed.
- It has helped more staff members gain more detailed insight into the effects of trauma on children and how that will impact their behaviour at school
- Strategies are employed quickly and effectively. Communication between staff regarding certain students is excellent. I feel everyone is on the same page and everyone is working towards a common positive goal.
- We respond to the individual child's needs, taking into consideration their back story or recent developments in their lives. We remain calm and offer choices. Challenging behaviour such as running and throwing has significantly reduced.
- We have developed strategies to build stronger relationships with children who need more support.

- Staff are more mindful of children and their behaviour and the need to support children in a therapeutic manner when challenging.
- Gives you time to think about the situation before reacting.
- We have become more aware of children that may have attachment difficulties. We have applied more strategies to support these children earlier on.

EY's SEMH Project Initial evaluations:

Learning and content:

How fully were the learning objectives met?			
Fully	Mostly	Partially	Not at all
9	2	0	0
82%	18%		

Words selected which best described the course content:

Top 3 positive

- useful 73% (8)
- interesting 73% (8)
- inspiring 55% (6)

Top 3 negative

- too short 9% (1)

Further comments:

- I feel the course will help me further with my work position.
- Found it very informative
- I'm glad I was able to attend. It has helped me to be more empathetic and sensitive to others.
- Really enjoyed it but found was a little overwhelmed at first trying to adsorb all the information however Julia was so lovely and reassured me as I was overthinking about delivering content to my colleagues!

Usefulness of training:

Will what you learned in this course be useful in your work?			
Yes, very	Yes, reasonably	No, not very	No, not all
6	5	0	0
55%	45%		

Examples of how you will use this learning in your practice:

- Re-observing behaviour of certain children and looking for ways to help them.
- I spend more time on listening to the children and make a conscious effort in greeting them in the morning.

- supporting psed
- I am a SENco any further information is always helpful
- Train other staff
- To make a Self-Registration emotion board to talk about How do you feel today. To talk about emotions by using a range of emotional language within the nursery setting.

Due to the project being postponed as a result of the pandemic, no further training events or networking opportunities have taken place to gather further evidence. Additional evaluations and longitudinal studies will take place in the next academic year when the project re-launches.

Herts Steps Subsidy:

Since the beginning of the financial year 18 settings have received the subsidy provided by DSPL 9 totalling at £4,825.

DSPL 9 has carried out 2 Steps monitoring visits during the spring term and a meeting was planned for the beginning of the summer term to discuss further support in writing and understanding a behaviour policy using the Herts Steps therapeutic approach. These meetings will be re-established in the next academic year.

Triage Service:

The Triage team have managed a number of complex cases that have presented during lockdown mainly due to a lack of face to face meetings and consultations with health services. They have continued to ensure that relationships are maintained with all partner services and organisations and cooperative working practices have been sustained and strengthened.

During these interesting and challenging times requiring the team have found creative ways of working to ensure that vulnerable families and young people continue to receive appropriate input, support and attention, this has included, WhatsApp facetime, zoom, garden visits and socially distanced meetings in parks/ the community, following Government advice and guidelines at all times. Triage has been successful in supporting clients to access services both as an outpatient and inpatient, ensuring ongoing recovery and support for multi complex needs.

The Specialist Transition worker has carried out virtual transition support for families, children and schools. She has built a good relationship with the non-selective Secondary schools and feeder Primary's and has remained in contact with families and settings throughout the summer term.

Specialist Provision:

In response to the pandemic, DSPL 9 and Colnbrook Outreach relaunched the SEND Support Contact line during June 2020. In order to access the support line SENCOs were asked to email the Outreach Manager prior to the line being open and members of the team contacted SENCOs during the allocated time. A survey monkey was sent out to those staff members who accessed the contact line during the summer term:

How easy was the SEND Contact Line to access?

Average: 10

How useful and informative did you find the SEND Support Contact Line?

Average: 10

How well was the support, resources, strategies able to be implemented into your setting?

Average: 10

Would you recommend the service to other SENCos?

Yes: 100%

No: 0%

What was most useful about the service?

- Very approachable team. Practical ideas that are easy to implement.
- The provision of individual resources e.g. the social stories. The check ins and feedback that followed. The provision of a report.
- I found all of the support really useful - Team were very supportive in providing phone advice and resources / The online training that has been accessible also useful.
- Immediate support, friendly, practical ideas to help children, teachers and parents

How can the service be improved?

- Come in to model practice with the children for LSAs
- Continue to make it available in the Autumn Term

What has the impact of support provided been on CYP in your setting?

- Haven't had much time to implement yet
- Support provided for home. The child attended school successfully for 3 days.
- Has had significant impact on supporting both staff and parents to help pupils with additional needs.
- It has been unusual due to COVID-19, however, teachers and parents have felt well supported through telephone calls, emails and resources

What has the impact of support provided been on staff in your setting?

- More ideas to try
- Staff felt supported by being able to backed up with professional advice in discussions with parents.
- Has given them increased confidence, provided with useful resources and reassurance that they are doing a good job.
- Changes to practice within the classroom

Any additional feedback regarding the support provided?

- Always lovely to work with you guys. I would love to have some help with widget
- Very much appreciated. Thank you. Lizzie Butler
- Cannot thank the team enough particularly since March and supporting our pupils and families. My staff have really benefited from the availability of training online and ease of access. Thank you so much from all of the staff at Kingsway

Targeted SEND Support:

Many elements of training planned for the academic year have been put on hold due to the pandemic and will be rolled out in the next academic year.

Drawing and Talking Therapy

In February 2020 DSPL 9 part funded 20 settings to attend a one day Drawing and Talking Therapy training session. Feedback from the training is below:

	Training Quality	Course Material	Improve self-esteem	Allow them to better manage and contain their feelings	Improve their empathy	Improve their self-control	Improve their academic engagement
Strongly agree	23 96%	20 83%	16 67%	16 67%	10 42%	9 38%	7 29%
Agree	1 4%	4 17%	8 33%	6 25%	12 50%	13 54%	13 54%
Neither agree or disagree	0	0	0	2 8%	2 8%	2 8%	4 17%
Disagree	0	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0	0

Additional comments include:

- Can't wait to put this into practice
- The potential is amazing
- Looking forward to using it in school especially with the children with low self-esteem

No follow up evaluations were able to take place do to Covid-19, however this will be followed up in the next academic year.

SLCN Outreach Service:

As this year has been spent reviewing and updating the service to reflect the needs of the local area, evaluations and impact of the service will be gathered and analysed in the next academic year to consider the future of the service.