

## DSPL 9 Strategic Plan – 2020-21

	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?	Autumn Term (2020) Update/progress.	Spring Term (2021) Update/progress.
<b>Leadership and Management -</b>					
<p>Effective management structure has been in place since April 2017.</p> <p>DSPL 9 Manager and SEND Lead in post from September 2018.</p> <p>Triage team, under the direction of the Triage Lead (in post since October 2014) to continue to provide a needs led, solution focused service to support and work closely with parents, carers, children, young people and settings in the area of SEMH including working with a range of other agencies to support mental health and emotional well-being. Supporting settings, parents, carers and young people to locate and access appropriate services to meet need. To continue to provide advice and guidance consultation sessions to all stakeholders. Support high need secondary transition. To ensure that Parent and Carers across the</p>	<p>Continued high quality support for settings, schools, parent, carers and CYP with SEND across the DSPL 9 area. The use of a termly survey monkey to consider short term projects to enable a needs met approach.</p> <p>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.</p> <p>Support for settings across DSPL 9 in response to Covid 19. Settings to have a support package in place to assist them in supporting CYP and their parents who have experienced trauma (in a range of forms) as a result of the pandemic.</p> <p>A clear LHNF system that all SENCOs understand and feel supported and supported in.</p>	<ul style="list-style-type: none"> <li>• Data from SENCo survey monkey sent out in July 2020.</li> <li>• Data from Benchmarking and planning toolkit survey</li> <li>• Feedback from Covid 19 response package including verbal feedback instant and retrospective evaluations and impact data from schools.</li> <li>• Feedback from settings regarding the new LHNF process both locally and county wide.</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly DSPL 9 Group meetings to review support and processes in place.</li> <li>• Review and identify any changes to needs including COVID 19, working alongside Triage Lead to develop the Triage structure and delivery to ensure all stakeholders are aware of the service. objectives of triage: purpose, vision and delivery</li> <li>• Termly survey monkeys to all DSPL 9 settings to form a needs based approach to short term projects (SEND Initiatives). The use of the summer term SENCo survey data will form the basis of the initial short term project.</li> <li>• In line with DfE, HCC, HfL and government guidelines develop a Covid 19 response package for schools and parents to assist settings and parents in understanding and</li> </ul>		

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<p>whole of DSPL 9 have access to support, workshops, opportunities and events, are kept informed regarding local initiatives and gather feedback and identification of emerging needs, using this information to inform development of Triage practice and service.</p> <p><i>Evidence- Engagement spreadsheets and statistics from termly workstream evaluation forms to highlight settings participating in DSPL led events</i></p> <p><i>See appendices for Diagram of structure, identifying workstreams in place. Triage Report 2018-2019 and relevant documents</i></p>			<p>supporting CYP who have experienced trauma during the pandemic.</p> <ul style="list-style-type: none"> <li>• Continue to work alongside the Triage Team to embed the structure of DSPL 9 to ensure best outcomes and consistent practice across the area.</li> <li>• Continue to develop workstreams as directed by county involving a range of stakeholders.</li> <li>• Continue to look at how as an area we have identified the need for DSPL area 9.</li> <li>• Completion of Herts benchmarking and planning toolkit by at least 30 schools (in July 2019) will provide DSPL 9 manager with data regarding areas of strength and development amongst settings in the area.</li> <li>• DSPL 9 manager to work collaboratively and meet regularly with other DSPL managers to ensure the LHNF process is clear and modifications made where necessary including moderation meetings</li> </ul>		
<p>Leads identified/ in place for work-streams within DSPL 9 area.</p>	<p>All workstream leads to provide up to date termly reports highlighting success within the service (impact) and areas for development.</p>	<ul style="list-style-type: none"> <li>• Evidence within the termly monitoring forms completed by workstream leads highlighting the support provided, impact identified</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly DSPL 9 group meetings with updates and completed termly workstream evaluations to regularly review all</li> </ul>		

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<p>Jenny Morley – Primary Alternative Provision Link</p> <p>Susan Miller – Secondary Alternative Provision Link</p> <p>Jill Litchfield – Attachment Awareness Project</p> <p>Gemma Hall- SEND</p> <p>Katie Hewardine –SLCN</p> <p>Jan Crook – Triage lead (SEMH/SEND advice and signposting)</p>	<p>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>	<p>and next steps/areas for development.</p> <ul style="list-style-type: none"> <li>• Increased involvement and participation of a broad range of stakeholders</li> <li>• Feedback provided by settings, parents and stakeholders to monitor the impact of the workstreams and ensure money is being spent appropriately.</li> </ul>	<p>services (including feedback and consultations with all stakeholders)</p> <ul style="list-style-type: none"> <li>• SEND and SLCN review group termly meetings with a range of stakeholders to review and evaluate provision</li> <li>• Networking opportunities for settings linked to projects to enable sharing of good practice and group discussions</li> <li>• Continued in-house and external training opportunities for all settings across DSPL 9 linked to needs and data.</li> </ul>		
<p><b>Area SEND Lead</b></p> <p>Across all age phases the following 5 areas of need continue to have the highest number both within EHCP and SEN Support:</p> <ul style="list-style-type: none"> <li>• SLCN</li> <li>• MLD</li> <li>• SEMH</li> <li>• ASD</li> <li>• SpLD</li> </ul> <p>It will become the responsibility of the SEND Review Group initially identify local need and provision for each of these areas over the course of the next academic year.</p>	<p>All schools to have identified an Autism Lead within their setting and those colleagues to be attending termly Autism Lead Meetings</p> <p>SEND Review Group to be established with a range of stakeholders to enable consideration of provision and support for all SEND across DSPL 9.</p> <p>SLCN Review Group to continue to review the SLCN Outreach and work to create a service that enables all SENCos to feel supported with SLCN within their settings.</p>	<ul style="list-style-type: none"> <li>• Good attendance and feedback from termly AL meetings.</li> <li>• Good response and attendance to termly SEND review group from a range of stakeholders.</li> <li>• Open and professional discussions regarding SEND provision leading to increased support where necessary.</li> <li>• A streamlined and coherent SLCN Outreach Service which meets the needs of local SLCN.</li> <li>• Regular feedback (verbal and through evaluations and surveys) from</li> </ul>	<p>SEND Lead to continue to:</p> <ul style="list-style-type: none"> <li>• Continue to promote AET training at all tiers (including EYs) to ensure settings access DSPL 9 develop increased knowledge and expertise.</li> <li>• Identifying Autism Lead in each school and encourage them to attend the AL meetings. Monitor attendance and evaluate impact of meetings.</li> <li>• Ensure regular termly review meetings take place where minutes are kept and actions noted. Attendance to also be monitored. Information from these meetings to be</li> </ul>		

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<p><i>Evidence:</i>  <i>DSPL 9 Outcomes Dashboard 2020, SENCo July Survey 2020, SLCN agenda and minutes, AET data, Autism Lead info</i></p>	<p>A smooth and transparent LHNF system to be in place where all SENCos have a clear understanding of the procedures.</p> <p>Increased knowledge of tools, resources, strategies and intervention amongst mainstream staff to enable to support the increasing number of SEND CYP within their settings.</p> <p>Continued training opportunities and support from the SEND Lead in response to needs, surveys and evaluations.</p>	<p>SENCos regarding training and support.</p>	<p>fed back to DSPL 9 group at half termly meetings.</p> <ul style="list-style-type: none"> <li>• Work closely with DSPL managers to develop a clear LHNF system and ensure all SENCos are kept up to date. Review the process regularly.</li> <li>• Work alongside the Triage Lead to explore effective communication systems with parents/carers and schools regarding supporting and developing and ‘best practice’ for CYP</li> <li>• Collate and monitor data from training and feedback</li> <li>• Look to commission relevant agencies to ensure quality training opportunities linked to local needs.</li> </ul>		
<p><b>Long Term strategic planning, such as reshaping services, enhancing provision and filling gaps - £</b></p>					
<p><b>Behaviour and Social Emotional and Mental Health (SEMH)</b>          (Work closely with Acorn Provision, Chessbrook Outreach and Chessbrook ESC)</p> <p>SEMH remains within the top 4 areas of need across all age phases, EHCP and SEN support within DSPL 9.</p>	<p>Triage Service</p> <p>Continue to provide additional support for parents/carers, children and young people in response to Covid-19</p> <p>Continue to ensure that all parents, carers, partners and stakeholders can access support, signposting and advocacy to enable them to meet the needs of CYP 0-25 with SEND as close to home as possible and with minimum delay</p>	<p>Triage Service</p> <ul style="list-style-type: none"> <li>• Continued high numbers of service requests and enquires requiring support and casework</li> <li>• Good uptake of workshops provided through triage by families in focus</li> <li>• Evidence of a reactive and proactive response and impact to the needs of children, young people and parents in</li> </ul>	<p>Triage Service</p> <ul style="list-style-type: none"> <li>• Under the direction of the Triage Lead, to continue to develop the team knowledge and skills, the DSPL 9 website, provide training opportunities, and respond to enquiries. Provide ongoing support and consultation.</li> <li>• Listen to what is needed and respond in the most appropriate and efficient</li> </ul>		

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<p>With the pandemic affecting the nation since March 2020, the impact mentally, emotionally and socially on CYP and staff will need to be addressed over the course of this academic year. A Covid-19 response package is to be created to address this using a tiered approach to settings across DSPL 9.</p> <p>The continued commissioning of KCA across all age phases enables settings to develop their level of understanding in attachment, trauma and resilience which will be more prevalent during this year.</p> <p><i>Evidence: DSPL 9 Outcomes dashboard 2020, national and local statistics related to covid-19 impact.</i></p>	<p>Continue to ensure that parents/carers have ease of access to the Triage Service to support them in developing the knowledge and skills to support themselves and their families to meet individual need and strengthen their ties and involvement in the community and DSPL 9.</p> <p>Continue to empower parents/carers and young people to access and use the services and opportunities available. To continue to host and facilitate opportunities to meet including stay and play sessions, parents coffee mornings, and workshops and training events.</p> <p>Early Years Fully established EY's SEMH project linked into the Covid-19 support package. Quality training provided by KCA in relation to attachment, trauma, resilience and emotion coaching that develops colleague's knowledge and understanding in supporting CYP.</p>	<p>providing appropriate support (workshops, training etc)</p> <ul style="list-style-type: none"> <li>• Positive evaluations from parents, carers and staff.</li> </ul> <p>Early Years</p> <ul style="list-style-type: none"> <li>• Completion and feedback from KCA training sessions.</li> <li>• Follow up network opportunities for professional conversation linked to impact and change.</li> <li>• The completion of a KCA longitudinal study at the end of the academic year to measure impact in both quantitative and qualitative forms.</li> </ul>	<p>way. Use data evidence to further develop services.</p> <ul style="list-style-type: none"> <li>• Continue to develop good working practices and relationships with other services including, health, education, charities, the private and voluntary sector, through regular updates and visits.</li> <li>• Continue to develop and support a well-established Parent/Carer group that includes peer to peer and appropriate agency support and informs the service in regard to how we can further develop local provision.</li> <li>• Continue to deliver and commission workshops on various topics by talking with our Parents/Carers and young people.</li> </ul> <p>Early Years</p> <ul style="list-style-type: none"> <li>• Work in collaboration with KCA to deliver training, review and respond to evaluations.</li> <li>• Ensure EYs SEMH Project Consultation group meet and review the project as and when necessary.</li> <li>• Collate and summarise data at the end of the project to measure impact and consider next steps.</li> </ul>		
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<p>Primary DSPL 9 to continue to promote and work in collaboration with the PBP tiered model for fair access to ensure schools, parents and children are supported and needs are jointly identified and met.</p> <p>DSPL 9 to work alongside the PBP in reducing the number of primary exclusions and part time timetables.</p> <p>Secondary DSPL 9 to work in collaboration with Chessbrook ESC to support CYP as they transition from primary to secondary.</p> <p>Possible development (budget dependant) of the School of Hard Knocks project with local secondary setting.</p> <p>Development of a Covid-19 response package (including training i.e KCA, Protective Behaviours, emotion coaching etc) to assist settings in supporting CYP and their parents who have experienced trauma (in a range of forms) as a result of the pandemic.</p> <p>The outcomes of all CYP with SEMH needs improve including attendance</p>	<p>Primary</p> <ul style="list-style-type: none"> <li>Continued uptake of schools engaging with the tiered model.</li> <li>Effective joint working by Triage, hub schools, Behaviour Partnership Lead, family worker, Acorn Centre staff</li> <li>Decrease in the number of exclusions and part time timetables.</li> <li>Positive update, feedback and evaluations from settings in regards to the Covid-19 response package. Next steps or additional support/training sourced and provided where necessary.</li> </ul> <p>Secondary</p> <ul style="list-style-type: none"> <li>Successful transition of SEND CYP from primary to secondary (case studies)</li> <li>Effective joint working by Triage, hub schools, Behaviour Partnership Lead, family worker, Acorn Centre staff</li> <li>Positive update, feedback and evaluations from settings in regards to the Covid-19 response package. Next steps or</li> </ul>	<p>Primary/Secondary</p> <ul style="list-style-type: none"> <li>Ongoing review of children accessing provision to ensure fair across DSPL9 as within the area there are still schools not accessing or asking for help/advice at an earlier stage</li> <li>tier 2 to be overseen by Acorn provision and to deliver generic training</li> <li>continue to advertise and deliver new training package, further communicate tier 2 to schools</li> <li>Continue the development of provision of specialist transition outreach worker within the triage service to improve experiences and outcomes for children identified as needing exceptional level of support entering secondary education.</li> <li>Monitor the response to the Covid-19 package and ensure all settings are kept up to date and aware of the support that is available. Be proactive and reactive to additional needs or support that develop as a result of the pandemic.</li> <li>Develop the recover outreach worker role within the triage service</li> </ul>		
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	<p>Herts Steps Increased number of settings and increased consistency in the implementation of the Steps Approach and understanding the therapeutic response to managing behaviours.</p> <p>Attachment Awareness Project Schools to be successfully implementing their knowledge and skills in attachment, trauma and resilience to support CYP in the return to school. Schools to continue to access networking opportunities to share good practice, data and impact of the project.</p>	<p>additional support/training sourced and provided where necessary.</p> <ul style="list-style-type: none"> <li>Increased attendance and decreased lates and detentions as a result of the SOHK project.</li> </ul> <p>Herts Steps</p> <ul style="list-style-type: none"> <li>Data from County to show an increase in the uptake of training.</li> <li>Monitoring visits will identify an increased use and understanding of this approach to behaviour.</li> <li>Greater understanding and consistency across settings in DSPL 9.</li> </ul> <p>Attachment Awareness Project</p> <ul style="list-style-type: none"> <li>Data from the KCA longitudinal study to identify the impact of the project across all staff and CYP.</li> <li>Network meetings to highlight impact across settings through the sharing of good practice and possible case studies</li> </ul>	<p>and in consultation with the Triage Lead.</p> <ul style="list-style-type: none"> <li>Working alongside the SOHK team to develop a project within DSPL 9.</li> </ul> <p>Herts Steps</p> <ul style="list-style-type: none"> <li>Continue to provide a subsidy to setting when attending the 3 day or refresher training. To be communicated by DSPL 9 Manager to all settings (via Head and SENCOs)</li> <li>Continue to work alongside PBP in carrying out monitoring visits and supporting with systems and behaviour policies.</li> <li>Continue to promote the use of the Steps approach.</li> </ul> <p>Attachment Awareness Project</p> <ul style="list-style-type: none"> <li>Ensure network meetings continue to take place termly to look at the impact and share good practice.</li> <li>Feedback updates to the DSPL 9 group and consider any additional training needs in response to Covid-19.</li> </ul>		
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<p><b>Specialist Provision</b></p> <p>Continue to identify how local specialist provision can support aims of DSPL9 and priority areas for settings.</p> <p><i>Evidence:</i>  <i>Data and conversations continue to highlight that Specialist provision is at capacity within the DSPL 9 area with children being allocated places for the following academic year. Children with an allocated place at specialist provision remaining in mainstream settings requiring a high levels of support.</i></p>	<p>Continued collaboration and joint working with the Headteacher and Colnbrook to support local SENCos eg training/resources etc</p> <p>Local specialist provision that provides the following to enable mainstream staff to be upskilled:</p> <ul style="list-style-type: none"> <li>• SEND Contact Support Line to support mainstream SENCos and staff in strategies, resources and advice.</li> <li>• Training opportunities</li> <li>• Visits to specialist provision</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent levels of response to contact line</li> <li>• Feedback (via survey monkey) to consider impact of the service</li> <li>• Training needs identified (via a range of sources) and session created in response.</li> <li>• Feedback (immediate and retrospective) to consider impact of training.</li> </ul>	<ul style="list-style-type: none"> <li>• DSPL manager to work alongside and meet regularly with the Headteacher at Colnbrook to consider how specialist school staff can support mainstream staff through support and training sessions.</li> </ul> <p>See appendix for allocation of funding</p>		
<p><b>Targeted SEND Support Services</b></p> <p>Across all age phases the following 5 areas of need continue to have the highest number both within EHCP and SEN Support:</p> <ul style="list-style-type: none"> <li>• SLCN</li> <li>• MLD</li> <li>• SEMH</li> <li>• ASD</li> <li>• SpLD</li> </ul> <p>These identify the needs that need to be addressed through short term projects as and where appropriate.</p>	<p>Increased knowledge of tools, strategies, resources and interventions amongst mainstream staff to enable a more inclusive practice.</p> <p>Autumn Term Focus (linked to feedback from summer term 2020 survey:</p> <ul style="list-style-type: none"> <li>• SEMH (including Covid-19 response)</li> <li>• SLCN</li> <li>• Autism</li> <li>• ADHD</li> </ul> <p>Increased staff confidence within mainstream settings.</p>	<ul style="list-style-type: none"> <li>• Regular analysis of the termly survey monkeys to consider short term projects on a needs basis</li> <li>• Feedback and evaluations (immediate and retrospective)</li> </ul>	<ul style="list-style-type: none"> <li>• Regular analysis of feedback from SENCo survey to determine further short term projects and training.</li> <li>• Collaborative work with ISL including ISL staff attending DSPL 9 SENCo, Autism Leads and review group meetings</li> <li>• The commissioning of organisations to enable training to take place linked to needs in the local area e.g Centre for ADHD and ASD, AET etc.</li> <li>• Implement training developed by the Triage Lead where appropriate to support and inform</li> </ul>		



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<p>Consider SplD support at primary, secondary and post 16 level as the data identities.</p> <p><i>Evidence:</i>  <i>DSPL 9 Outcomes Dashboard 2020, SENCo July Survey 2020.</i></p>			<p>parents, careers, young people, CPD and staff wellbeing in all settings.</p>		
<p><b>Speech Language and Communication (SLCN) Services</b></p> <p>Current SLCN Outreach service is funded through the DSPL 9 underspend (in its final year). Focus for this year (through SLCN Review Group) will be to consider a sustainable service to support SLCN across mainstream settings.</p> <p>SLCN reminds in the top 4 areas of need across all age phases at EHCP and SEN Support and continues to be a focus of DSPL 9.</p> <p><i>Evidence:</i>  <i>DSPL 9 Outcome Dashboard 2020, SLCN review group meeting agendas and minutes, Wellcomm evaluations</i></p>	<p>A sustainable outreach service tiered model which best meets the local needs. The workforce in schools and settings are confident and skilled. The outcomes of CYP with SLCN are improved.</p> <p>The DSPL 9 Wellcomm Project to relaunch (postponed due to Covid 19) and settings participating to complete a full cycle of the intervention.</p>	<ul style="list-style-type: none"> <li>• Continued attendance at SLCN Review Group</li> <li>• Minutes and actions from SLCN Review Group</li> <li>• Clear tiered model that all settings understand and know how to access</li> <li>• Feedback from SENCos regarding the remodelling of the service (at the end of the academic year) to measure impact and inform future planning</li> <li>• Uptake of tier 3 support and evaluations</li> <li>• Regular network meeting and termly data to highlight the impact of the Wellcomm project</li> </ul>	<ul style="list-style-type: none"> <li>• Continued review of SLCN Outreach Service (including SLCN toolkit) by the Review Group and settings through survey monkey</li> <li>• Termly SLCN Review Group meetings to discuss the service and consider next steps</li> <li>• DSPL 9 manager to work alongside the SLCN Outreach Lead in ensuring regular Wellcomm project meetings and data collection take place. This will ensure settings are using the intervention correctly and progress is being made. Any areas of difficulty identified and supported.</li> </ul>		

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<p><b>Early Years SEND</b></p> <p>In response to Covid-19 and in collaboration with the EYs SEMH project there will remain a high focus on attachment, trauma, resilience and emotion coaching training to support and develop the skills of early years practitioners.</p> <p>Makaton was highlighted by EYs practitioners during the last academic year as an area they would like to receive training in but due to the pandemic the training was postponed until this year. This supports the data that puts SLCN in the top 3 area of need across EHCP and SEN Support at Early Years.</p> <p><i>Evidence: DSPL 9 Outcomes Dashboard 2020, SENCo July Survey 2020.</i></p>	<p>The successful relaunch of the EY's SEMH Project (in collaboration with the Covid-19 response). All settings participating to complete all training elements provided by KCA and develop their trauma informed practice.</p> <p>The DSPL 9 Wellcomm Project to relaunch (postponed due to Covid 19) and settings participating to complete a full cycle of the intervention.</p> <p>The opportunity for settings to access quality Makaton training to develop their use of non-verbal communication within their settings.</p>	<ul style="list-style-type: none"> <li>• Completion of KCA training by settings accessing the project.</li> <li>• Use of KCA longitudinal study to measure impact.</li> <li>• Regular feedback through network meeting.</li> <li>• Regular network meeting and termly data to highlight the impact of the Wellcomm project.</li> <li>• Good attendance and feedback from Makaton training session. Follow up evaluation for examples of Makaton in use within settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Work in collaboration with KCA to ensure all training is accessed and evaluations are completed.</li> <li>• Ensure networking opportunities are provided to allow good practice sharing, feedback and problem solving opportunities are available.</li> <li>• Develop longitudinal survey to measure impact at the end of the project.</li> <li>• Ensure the EYs SEMH consultation panel meet regularly to evaluate the project.</li> </ul>		
<p><b>Post 16 SEND and Preparing for adulthood</b></p> <p>DSPL 9 to be better represented by mainstream post 16 provision in order to gain a better understanding</p>	<p>The triage team to continue to develop links and promote Springboard (as part of NHC) as post 16 provision for young people in DSPL 9.</p> <p>DSPL 9 to develop better links with post 16 establishments e.g YC:SEND liaison and the possibility of them attending</p>	<ul style="list-style-type: none"> <li>• Feedback and evaluations from training sessions and workshops run by the Triage team at Springboard.</li> <li>• Representation of post 16 mainstream education at the DSPL 9 Group meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• The triage team to continue to develop links and promote Springboard (as part of NHC) as post 16 provision for SEND CYP in DSPL 9.</li> <li>• DSPL 9 manager and Triage Lead to continue to identify links already in place with post 16</li> </ul>		

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<p>of needs and identify support.</p> <p>Consider support for SpLD learners at a post 16 level as the data identifies a high number at both secondary and post 16.</p> <p><i>Evidence: DSPL 9 Outcomes Dashboard 2020, SENCo July Survey 2020, SLCN agenda and minutes, AET data, Autism Lead info</i></p>	<p>DSPL 9 group meetings and become link to post 16 education</p> <p>Development of a directory of services for post 16 support: SEND/SEMH.</p>	<ul style="list-style-type: none"> <li>• Links formed and development of working together to meet the needs of SEND children in mainstream post 16 settings.</li> <li>• Footfall monitored of post 16 directory.</li> </ul>	<p>establishments and build upon this.</p> <ul style="list-style-type: none"> <li>• Seek views of young people and parent at college and apprenticeships: what are they most worried about</li> <li>• Seek views of young people and parents in secondary schools.</li> <li>• Develop further links and support</li> </ul>		
<b>Short Term projects/ local initiatives, such as training, communication and support for parents £</b>					
<p>Short term projects will be identified on a termly basis as a result of surveys and feedback from local SENCos, external professionals, ISL and DSPL 9 group members. They will therefore be needs led and monitored to measure impact.</p>					
<b>Contingency</b>					
<b>Underspend Projects: Majority of projects using the underspend appear within the plan and can be highlighted within the budget</b>					