

DSPL 9 Strategic Plan – 2020-21

What are the key issues in your DSPL area, and where is the evidence 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?	Autumn Term (2021) Update/progress.	Spring Term (2022) Update/progress.
Leadership and Management -					
<p>Continued high level of support for settings, schools, parent, carers and CYP across the DSPL 9 area despite the completion of the underspend in July 2021.</p> <p><i>Evidence:</i> <i>Feedback from SENCo end of year survey summer 2022:</i> 57 responses covering all age phases: % of settings who have accessed any of the DSPL 9 services:</p> <ul style="list-style-type: none"> • 92.5%: DSPL 9 Manager and SEND Lead • 32.1%: Triage Service • 20.8%: SLCN Outreach Service <p><i>Graded support from DSPL 9 Manager and SEND Lead (1:poor-5:excellent 48 responses):</i></p> <ul style="list-style-type: none"> • Graded 5: 83.3% • Graded 4: 12.5% • Graded 3: 4.2% <p><i>SENCo Forum Attendance for 2020-21:</i> Autumn Term: EYs: 25</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/google form 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. Covid response working party to continue to identify local needs as a result of the pandemic. Ensure settings, school, parents, carers and CYP continue to be supported to ensure CYP and their parents who have experienced trauma (in a range of forms) as a result of the pandemic receive the correct provision.</p> <p>Continued clear LHNF system that all SENCos understand and feel supported and supported in.</p>	<ul style="list-style-type: none"> • Termly workstream reports to identify ongoing support and areas to address/consider. • Termly data from SENCos highlighting positive feedback relating to current DSPL 9 provision and identifying areas of local need (including covid-19 support). • Feedback and evaluations from covid-19 response projects on a short and long term basis. • Data, headlines and action plans from the Benchmarking and Planning Toolkit survey • Feedback from SENCos and settings regarding the LHNF process both locally and county wide. • High level of attendance at the 	<ul style="list-style-type: none"> • Half termly DSPL 9 Group meetings to review support and processes in place. Dates reviewed to enable meetings to take closer to the end of each half term/term. • Termly use of survey monkeys/google forms 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. • In line with DfE, HCC, HfL and government guidelines identify projects and support through the covid-19 working party to be considered and delivered to ensure settings/schools receive support to ensure CYP, staff and parents feel supported • Continue to work alongside the Triage Team to embed the structure of 		

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<p><i>Schools: 41</i></p> <p><i>Spring Term:</i> <i>EYs: 22</i> <i>Schools: 42</i></p> <p><i>Summer Term:</i> <i>EYs: 11</i> <i>Schools: 30</i></p>	<p>Ensure local SENCOs are kept up to date with local and national SEND updates through termly the HfL SEND briefings and DSPL 9 updates.</p> <p>Deliver a high quality and informative professional conference in the autumn term 2021 for all local SENCOs. 'Recovery and resilience: creating a new normal.'</p> <p>DSPL 9 (in collaboration with all DSPL managers/LSP and County) to respond and work towards the recommendations and implementation plan following the DSPL/LSP review</p>	<p>DSPL 9 and HfL SEND briefings across both primary and secondary age phases.</p> <ul style="list-style-type: none"> • Evaluations received from the conference to identify what worked well and how subsequent events can be improved. • All DSPL 9 group members kept up to date with the review and plan. • Any updates to the DSPL services will reflect recommendations through the review. 	<p>DSPL 9 to ensure best outcomes and consistent practice across the area.</p> <ul style="list-style-type: none"> • Continue to develop workstreams as directed by county involving a range of stakeholders. • Continue to look at how as an area we have identified the need for DSPL area 9. • Completion of Herts benchmarking and planning toolkit survey by at least 47 schools (in July 2021) will provide DSPL 9 manager with data regarding areas of strength and development amongst settings in the area. • 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. • Termly SENCO forums for all age phases to ensure DSPL 9 updates are shared along with additional speakers to develop SENCOs skillset, keep up to date with any changes/new initiatives/referral information and network. • Deliver an autumn term 2021 conference to 		
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			<p>include speakers from Bounce Forward and Laughology to support all settings in considering the 'new normal'. The event will include presentations and smaller workshops to develop thinking and promote recovery and resilience through a variety of different forms. The event will remain virtual.</p> <ul style="list-style-type: none"> Attend regular updates from the improvement project group and DSPL strategic planning meeting. 		
<p>Leads identified/ in place for work-streams within DSPL 9 area.</p> <p>Jenny Morley – Primary Behaviour partnership lead</p> <p>Andy Mirkovic – Secondary Alternative Provision Link</p> <p>Gemma Hall- SEND</p> <p>Katie Hewerdine –SLCN</p> <p>Jan Crook – Triage lead (SEMH/SEND casework advice and signposting for multi-complex needs)</p> <p><i>Evidence: Feedback from SENCo end of year survey summer 2022:</i></p>	<p>All workstream leads to provide up to date termly reports highlighting success within the service (impact) and areas for development.</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>Continued positive feedback from end of year survey highlighting impact and satisfaction of services provided by DSPL 9.</p>	<ul style="list-style-type: none"> Evidence within the termly monitoring forms completed by workstream leads highlighting the support provided, impact identified and next steps/areas for development. Increased involvement and participation of a broad range of stakeholders Feedback provided by settings, parents and stakeholders to monitor the impact of the workstreams and ensure money is being spent appropriately. 	<ul style="list-style-type: none"> Half termly DSPL 9 group meetings with updates and completed termly workstream evaluations to regularly review all services (including feedback and consultations with all stakeholders) SEND and SLCN review group termly meetings with a range of stakeholders to review and evaluate provision Networking opportunities for settings linked to projects to enable sharing of good practice and group discussions Continued in-house and external training 		

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<p>57 responses covering all age phases: % of settings who have accessed any of the DSPL 9 services:</p> <ul style="list-style-type: none"> 92.5%: DSPL 9 Manager and SEND Lead 32.1%: Triage Service 20.8%: SLCN Outreach Service <p>Graded support from Triage Service (1:poor-5:excellent) 27 responses:</p> <ul style="list-style-type: none"> Graded 5: 63% Graded 4: 33.3% Graded 3: 3.7% <p>Graded support from SLCN Outreach Service (1:poor-5:excellent) 15 responses:</p> <ul style="list-style-type: none"> Graded 5: 33.3% Graded 4: 26.2% Graded 3: 6.7% <p>Awareness of Primary Behaviour Partnership (50 responses): Yes: 68% No: 32% (It is important to note that out of those settings who answered no to the above questions, 8 were EYs, 5 primary and 2 secondary settings.)</p>			<p>opportunities for all settings across DSPL 9 linked to needs and data.</p> <ul style="list-style-type: none"> Continue to develop workstreams as directed by county involving a range of stakeholders. networking for SEN TA;s facilitated by DSPL9 to include support from Acorn Primary behaviour DSPL9 to continue to share information on how to access support ISL to further develop collaboration with primary behaviour provision to ensure consistency of support DSPL9 to continue to have a link on website to Acorn Primary website for professionals and parents 		
<p>Area SEND Lead 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"> SLCN 	<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 	<ul style="list-style-type: none"> Regular feedback (verbal and through evaluations and surveys) from SENCOs regarding training and support, including training evaluations. 	<p>SEND Lead to continue to:</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. 		

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<ul style="list-style-type: none"> • MLD • SEMH • ASD • SpLD <p>The SEND Review Group will continue to identify local need and provision for each of these areas over the course of the next academic year.</p> <p><i>Evidence:</i> <i>DSPL 9 Outcomes Dashboard 2021, SENCo end of year Survey 2021, SLCN agenda and minutes, Autism Lead info.</i></p> <p><i>Autism Lead attendance 2020-21:</i> <i>Autumn term: 34 settings</i> <i>Spring Term: 32 settings</i> <i>Summer Term: 35 settings</i></p>	<p>in the area to provide a quality 'Local Offer' in line with Hertfordshire's overarching Local Offer</p> <ul style="list-style-type: none"> • 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 • 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) <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>	<ul style="list-style-type: none"> • Good attendance and feedback from termly AL meetings. • Good response and attendance to termly SEND review group from a range of stakeholders. • Open and professional discussions regarding SEND provision leading to increased support where necessary. 	<ul style="list-style-type: none"> • Continue to provide regular virtual coffee mornings (termly) to enable SENCOs to meet in a more informal situation to share good practice and concerns (agenda created by attending SENCOs). • Create and monitor 2 SENCO email groups (primary and secondary) to enable SENCOs to ask other local SENCOs advise around SEND provision, resources etc. Groups to launch for a trial during the autumn term with clear rules around the purpose. • Continue to promote AET training at all tiers (including EYs) to ensure settings access DSPL 9 develop increased knowledge and expertise. • Identifying Autism Lead in each school and encourage them to attend the AL meetings. Monitor attendance and evaluate impact of meetings. • 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 		
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	<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> <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>fed back to 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. • Work alongside the Triage Lead to explore effective communication systems with parents/carers and schools regarding supporting and developing and 'best practice' for CYP • Collate and monitor data from training and feedback • Look to commission relevant agencies to ensure quality training opportunities linked to local needs. 		
<p>Triage Service 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 SEND/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</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>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>	<ul style="list-style-type: none"> • Feedback from parents and carers to measure impact of the service. • Increased sharing of data and impact through termly workstream lead report. • Feedback from Covid 19 response package including verbal feedback instant and retrospective evaluations and 	<ul style="list-style-type: none"> • DSPL 9 manager to continue to update the Triage Lead to ensure the structure of DSPL 9 Triage continues to meet key aims and strategic requirements, ensure best outcomes and consistent practice across the area. • Review and identify any changes to needs including COVID 19, DSPL 9 area manager to ensure information is shared with the local area regarding 		

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<p>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 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>An increasing number of CYP presenting with gender identity difficulties have been identified with unmet needs that are significantly impacting SEMH, education and socialisation, potentially impacting positive life chances and experiences</p>	<p>impact data from schools.</p> <ul style="list-style-type: none"> • Work alongside HCC services, parents, carers, cyp and parent organisations to identify and respond to emerging needs around gender identity in high functioning autism 	<p>the Triage service to ensure all stakeholders are aware of the service, objectives, purpose, vision and delivery of the triage service</p>		
<p>Long Term strategic planning, such as reshaping services, enhancing provision and filling gaps - £</p>					
<p>Behaviour and Social Emotional and Mental Health (SEMH) We continue to work closely with Acorn Provision, The historic working connection and communication with Chessbrook has lessened and we are working to try and avoid duplication of service in relation to transition in particular</p> <p>SEMH remains within the top 4 areas of need across all age phases, EHCP and SEN support within DSPL 9.</p> <p>With the continued impact of the pandemic affecting everyone, SEMH remains a high priority across DSPL 9. First-hand experience, backed up with data</p>	<p>Triage Service Continue to provide additional support for parents/carers, children and young people in response to Covid-19 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 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. Continue to empower parents/carers and young people</p>	<p>Triage Service</p> <ul style="list-style-type: none"> • Continued high numbers of service requests and enquires requiring support and casework • Good uptake of workshops provided through triage by families in focus • Evidence of a reactive and proactive response and impact to the needs of children, young people and parents in providing appropriate support (workshops, training etc) • Positive evaluations from parents, carers and staff. 	<p>Triage Service</p> <ul style="list-style-type: none"> • 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. • Listen to what is needed and respond in the most appropriate and efficient way. Use data evidence to further develop services. • 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. 		

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<p>continues to highlight the long term effects on mental health, emotional wellbeing and social isolation for increasing numbers of CYP, parents and staff. Other impact on Parents/Carers and CYP is compounded by the delay in accessing specialist services</p>	<p>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>All children in DSPL area 9 receive their entitlement to suitable fulltime education, range of curriculum and extra-curricular activities – regardless of any emotional wellbeing or behavioural difficulties they may have or where they live and/or go to school or nursery.</p> <p>Schools and settings have a truly inclusive ethos and are accessible learning environments in which children can actively participate and their emotional wellbeing can flourish.</p> <p>Schools and settings identify at an early stage those children who require additional reasonable adjustments to support or strengthen their emotional wellbeing and build resilience.</p>	<p>Decrease in number of children on part time timetables, suspension and permanent exclusions.</p> <p>Termly feedback for PBP. Continued uptake of schools engaging with the tiered model.</p> <p>Effective joint working by Triage, hub schools, Behaviour Partnership Lead, family worker, Acorn Centre staff</p> <p>Increased knowledge and skills through a range of good practice sharing and key speakers attending the meetings.</p> <p>Feedback from parents following engagement from DSPL 9 services.</p>	<ul style="list-style-type: none"> • 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. • Continue to deliver and commission workshops on various topics by talking with our Parents/Carers and young people. • We will be providing focused sessions for parents and carers based on the DSPL9 Triage Workshop Offer to professionals and have commissioned focused workshops with Families In Focus designed to meet current and emerging needs identified during the sessions delivered in the 20/21 Academic Year. The • Heroes and Villains event at The Pump House has now been rearranged for Spring 2022 due to continued concerns regarding CYP Covid infection vulnerability. • Triage will be introducing an integrated data collection system developed by HCC, it is hoped that this will 		
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Parents/carers are engaged with in supporting children whose emotional wellbeing is affecting their ability to engage in learning or the school environment.

Primary school Mental Health leads to feel supported and up to date with national and local updates through the development of the termly Primary Mental Health and Wellbeing Network meetings.

The Triage Transition Service will continue to work intensely, within current team service capacity, to support a cohort of children with high and complex needs across 5 non-selective secondary schools. Service referrals to continue to be initiated by Parents/Carers, Primary & Secondary Schools, Health and Partner Services, the support then being offered to CYP parents and carers to ensure a smooth and supported experience and therefore improved outcomes.

High attendance of primary MH leads at the network meetings.

Successful transition of SEND CYP from primary to secondary (case studies)

reduced the admin time currently required to provide data reports regarding triage activity.

- 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
- Continue to promote and share information regarding the PBP, the tiered approach, Acorn website, contact line to ensure local primary settings are aware of what is available and the processes.
- continue to advertise and promote tier 2 PBP support and training, to schools.
- Triage to continue to support parents/carers through signposting and caseload work.
- Promote and chair the Primary MH and Wellbeing network meetings to ensure good attendance.
- Meet on a regular basis with Yael Leinman.

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Covid-19 Response:

Schools, settings, CYP and parents feel supported through a range of training opportunities which reflect the SEMH needs at a local level.

Ensure that schools and settings have a whole school approach to SEMH needs (including anxiety, attachment, ACES etc) to enable all staff to recognise and respond appropriately

Covid- 19 Response

- High uptake of SEMH whole school training
- Feedback both instant and retrospective that show impact of the training amongst staff confidence and CYP.

Specialist Transition worker to provide opportunities during the autumn to inform and support any initial parent/carer concerns with transition.

Specialist worker to work with CYP and families to ensure the transition process is a positive experience. Assessments completed to show impact of the support provided.

Covid-19 Response

- Triage Lead to provide consultations for schools who are interested in accessing this whole school training to ensure it is specific to the needs of the school.
- Triage Lead to provide the whole school training and encourage feedback both at an instant and retrospective level.
- Triage Lead and DSPL manager to monitor the response to the Covid-19 response training 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.

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	<p>Staff supervision Training and support DSPL 9 to provide settings with support and guidance in creating a staff supervision model that will ensure staff feel supported and listened to.</p> <p>DSPL 9 to provide SENCo group supervisions as part of this to allow time for local SENCos to share SLT to feel secure in developing a staff supervision process within their setting to enable all staff to supported and listened to.</p>	<p>Staff supervision Training and support</p> <ul style="list-style-type: none"> • Good number of schools accessing this support across DSPL 9. • Feedback from SLT around the impact of the staff supervision model (both verbal and written) • Feedback from staff around the impact the supervision model has had on their MH and wellbeing. • Feedback from local SENCos in response to the group supervisions. 	<p>Staff supervision Training and support Deliver training sessions for SLT and provide them with an opportunity to develop and understand the importance and impact of staff supervision when considering the mental health of staff.</p>		
<p>Specialist Provision Continue to identify how local specialist provision can support local mainstream settings across DSPL9.</p> <p>Evidence: 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.</p>	<p>Continued collaboration and joint working with the Headteacher and Outreach Lead 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"> • Training opportunities • Visits to specialist provision 	<p>Through contact and meetings with the Outreach Manager to discuss:</p> <ul style="list-style-type: none"> • Levels of response to contact line • Training needs identified (via a range of sources) and session created in response. • Feedback (immediate and retrospective) to consider impact of training. • Colnbrook Outreach annual report. 	<ul style="list-style-type: none"> • 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. 		
<p>Targeted SEND Support Services</p>	<p>Increased staff confidence within mainstream settings.</p>	<ul style="list-style-type: none"> • Attendance at networking meetings 	<ul style="list-style-type: none"> • Provide termly network meetings for the TRT (secondary) and Numicon 		

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<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"> • SLCN • MLD • SEMH • ASD • SpLD <p>These identify the needs that need to be addressed through short term projects as and where appropriate.</p> <p><i>Evidence:</i> <i>SENCo July Survey 2021.</i></p>	<p>Increased knowledge of tools, strategies, resources and interventions amongst mainstream staff to enable a more inclusive practice.</p> <p>Networking opportunities to remain in place for settings who have accessed specific projects in the last academic year. This will continue to ensure settings feel supported in delivering interventions (many settings attended the training but have not yet rolled out interventions due to restrictions, staff isolations etc), share good practice and concerns. This will also enable DSPL 9 to gather further feedback of impact which has again been limited due to the pandemic.</p> <p>The end of term survey (June 2021) and the covid-19 response working party has identified the following areas that need to be addressed during this academic year:</p> <p>ADHD knowledge ADHD pathways SEND back to basics</p>	<ul style="list-style-type: none"> • Regular analysis of the termly survey monkeys to consider short term projects on a needs basis • Feedback and evaluations (immediate and retrospective) 	<p>(primary) projects that took place last year to enable settings to pick up where they left at the end of the last academic year and continue to be supported in delivering these interventions.</p> <ul style="list-style-type: none"> • Regular analysis of feedback from termly SENCo survey to determine further short term projects and training. • Collaborative work with ISL including ISL staff attending DSPL 9 SENCo, Autism Leads and review group meetings • The commissioning of organisations to enable training to take place linked to needs in the local area. • Implement training developed by the Triage Lead where appropriate to support and inform parents, careers, young people, CPD and staff wellbeing in all settings. 		
<p>Speech Language and Communication (SLCN) Services</p> <p>Following the end of the underspend (where the SLCN Outreach Service was initially</p>	<p>Re-structured SLCN Outreach service tiered approach to meet local need. New structure to include:</p> <ul style="list-style-type: none"> • Recorded training webinars for SENCos to share and train staff members with. 	<ul style="list-style-type: none"> • Feedback from training accessed • No. of schools accessing the recorded webinars. • Retrospective feedback from google forms at the end of 	<ul style="list-style-type: none"> • DSPL 9 manager to continue to work alongside the SLCN Outreach Lead in ensuring training meets local need and resources are shared with SENCos. 		

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<p>funded from) and the completion of the SENCo end of term survey and SLCN Outreach survey, the service will be re-structured to meet the local need.</p> <p><i>Evidence: SENCo end of term survey 2020-21, SLCN Outreach service survey monkey</i></p> <p><i>Graded support from SLCN Outreach Service (1:poor-5:excellent) 15 responses:</i></p> <ul style="list-style-type: none"> • Graded 5: 33.3% • Graded 4: 26.2% • Graded 3: 6.7% 	<ul style="list-style-type: none"> • Termly Q&A sessions with SLCN Outreach Lead • Re-distribution of primary and secondary top tips document. <p>DSPL 9 SLCN Review group to continue to meet termly and consider the support and provision available for settings and parents/carers across DSPL 9.</p> <p>DSPL 9 to deliver its second Wellcomm Project and settings participating to complete a full cycle of the intervention. An additional 10 local EYs settings to engage and train in the Wellcomm intervention to support the EYs support for SLCN.</p>	<p>each term to measure impact of training on staff confidence and CYP.</p> <ul style="list-style-type: none"> • Engagement and contributions from network meetings • End of term feedback and data to measure impact of the project. • Continued attendance at SLCN Review Group • Minutes and actions from SLCN Review Group • Full attendance at Wellcomm project training and network meetings • Data received at the end of the project to highlight the impact of the wellcomm project. • Feedback from setting who have accessed the training and project. 	<ul style="list-style-type: none"> • Provide local settings with high quality SLCN training opportunities through recorded webinars which can be shared with whole staff, specific teams to upskill staff and develop SLCN confidence • Provide termly Q&A sessions with SLCN Outreach Lead to enable SENCos an opportunity to ask questions and seek advice. • Part subsidise a second round of the wellcomm project to enable EY's setting to engage with the intervention, access training and networking opportunities. • Monitor attendance at training and network meetings. • Collect data and monitor/measuring the impact of the wellcomm project. 		
<p>Early Years SEND</p>	<p>EYs setting continue to feel supported by DSPL 9 through:</p> <ul style="list-style-type: none"> • Termly EYs SENCo Forums and coffee mornings to provide updates at a local and national level and peer to peer support. • Wellcomm project: see above 	<ul style="list-style-type: none"> • High levels of attendance at network meetings, EYs SENCo forums and coffee mornings. • Feedback (verbal and written) to show impact of these 	<ul style="list-style-type: none"> • Provide termly network and EYs forum meetings and coffee mornings to enable EYs SENCos and staff to feel supported and receive up to date and relevant information. 		

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	<ul style="list-style-type: none"> Continued support through network meetings for setting who accessed the EYs SEMH project in the last academic year. 	<p>sessions and highlight areas of need to be addressed.</p>	<ul style="list-style-type: none"> Regular contact with ISL EYs Lead Teacher to ensure correct information is delivered and updates shared. Termly meeting arranged during the autumn term to check in with settings who accessed the EY SEMH project and continue to provide support where necessary. 		
<p>Post 16 SEND and Preparing for adulthood</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 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"> The Triage Team to continue to provide support for post 16 SEND CYP, parents and carers. DSPL 9 to provide additional support for 16-25 year olds through the Covid-19 response budget. Representation of post 16 mainstream education at the DSPL 9 Group meetings. Links formed and development of working together to meet the needs of SEND children in mainstream post 16 settings. 	<ul style="list-style-type: none"> Triage Team feedback and service satisfaction data collected. Feedback and evaluations from training sessions and workshops run by the Triage team at Springboard Seek views of young people and parent at college and apprenticeships: what are they most worried about Seek views of young people and parents in secondary schools. Develop further links and support Footfall monitored of post 16 directory. 	<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. In addition to this the triage team will facilitate and co-produce training and workshops for/with Springboard</p> <p>The Triage Team to use the newly developed data collection to measure impact and consider future support to meet local need.</p> <p>DSPL 9 to develop better links with post 16 establishments e.g YC:SEND liaison and the possibility of them attending 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>		

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Short Term projects/ local initiatives, such as training, communication and support for parents £

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.