

DSPL 9 Strategic Plan 2019/20

What are the key issues in your DSPL area, and where is the evidence to support this?	What do you want to achieve?	What will you do, and what resources/ funding will you use to achieve this, and by when?
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PLEASE NOTE THAT IT IS IMPERATIVE TO READ THE APPENDICES ATTACHED THIS PLAN

Leadership and Management - £36,588		
<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 Lead continues to lead, work with and support her team in assisting and working 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. Support high need secondary transition. To ensure that Parent Carers 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>	<ul style="list-style-type: none"> • Build on the work already ongoing within DSPL 9 , creating a clear picture of needs in DSPL Area 9 across the 0-25 age range • Continue to ensure the profile of DSPL 9 throughout the area is high and all settings are aware of the services that are available to them and how to access them. • 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. • Continue to work alongside the Triage Lead to embed the structure of DSPL 9 and 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. 	<ul style="list-style-type: none"> • DSPL 9 Manager and SEND Lead to continue to develop relationships with SENCOS and Head teachers to ensure that schools feel supported and engaged with DSPL 9 through: <ul style="list-style-type: none"> ○ Termly SENCo/INCo forum ○ Introduction of SENCo buddying system for new SENCos within DSPL 9 (starting September 2019) ○ Respond to local need and work with county to support the review of ENF including attending ENF panel meetings • DSPL 9 manager to be proactive towards the Herts benchmarking and planning toolkit data and consider areas of development for the next academic year (link to future short term projects) • Continue to work alongside the Triage Lead to develop the understanding and effectiveness of the underlying strategic focus of the triage team so that roles within the team are understood by all stakeholders and show clear coverage of a range of skills that will support, Expand and strengthen capacity of DSPL 9 and multi-agency approach.

<p><i>Evidence- Engagement spreadsheets and statistics from termly workstream evaluation forms to highlight settings participating in DSPL led events Current structure with Triage System ensures that there is a clear process within the service for referrals and support.</i></p> <p><i>See appendices for Diagram of structure, identifying workstreams in place. Feedback from parents and carers</i></p>		<ul style="list-style-type: none"> • Hold stakeholder event in Autumn term 2019 to generate interest and recruit new schools into work streams. Ensure all involved at DSPL9 board are available to share information with regard to their work stream/area of expertise. • Triage Lead to continue to provide case consultations to SENCo's at all settings and deliver staff training where appropriate (list attached) <p>For allocation of funding see appendices.</p>
<p>Leads identified/ in place for work-streams within DSPL 9 area.</p> <p>Jenny Morley – Primary Behaviour</p> <p>Jill Litchfield – Attachment Awareness Project</p> <p>Gemma Hall- SEND (including Autism but not SEMH)</p> <p>John Mynott/ Debbie Watson –SLCN</p> <p>Jan Crook – Triage lead (SEMH and signposting)</p>	<ul style="list-style-type: none"> • A clear purpose and shared responsibility to be effectively communicated with parents/carers, children and young people and throughout EYFS settings, schools and colleges in DSPL Area 9 and with partners in the NHS and other agencies and charities • engagement of broad range of stakeholders • targeted work by teams/work-stream sub-groups • continued development of services/provision in response to needs • meet both the needs specific to our area and reflecting the County SEND strategy and targets set out by ISL 	<p>Successful triage system to remain at the heart of provision as the central point of contact (see appendix -diagram)</p> <ul style="list-style-type: none"> • continue appropriate in-house and external training for schools in DSPL9 • clear action plans for each workstream sub-group in place and being followed – linked to County SEND strategy and identified local needs • Regular review of services through feedback and consultation with all stakeholders and linked services/agencies. • Continued development of communication with and involvement of stakeholders (co-production). • Primary Behaviour partnership is funded directly to ESC and Tier 4/5 (separate forms have to be sent into county for this funding)-tier 2 funded through DSPL9-model to be discussed at primary behaviour board Summer 2019 to ensure hub schools have the capacity of 2 members of staff for school year 2019/20 • Funding with the Primary Behaviour Partnership is as follows: <ul style="list-style-type: none"> ○ Tier 2 and 3: Funded by DSPL 9 ○ Tier 4/5: Funded by HCC

<p>Area SEND Lead - £17,088</p>		
<p>Autism- Local needs:</p> <ul style="list-style-type: none"> • to consider the high percentage of ASD children/Young people in mainstream settings awaiting specialist provision places • to have a very clear picture of what is happening for children and young people - identify strengths and needs in provision and experiences across the area • to continue to upskill mainstream staff in settings to enable them to meet the needs of pupils and students both those with or without diagnosis • children, young people parents, carers, schools and settings to engage in review and development <p><i>Evidence-</i> <i>DSPL dashboard/Herts dashboard continues to highlight that ASD is the second highest area of need at 19.3% within DSPL area 9, AET training data (see below), Attendance lists from AL meetings, Minutes from Autism Review Group</i></p> <p>County wide needs:</p> <ul style="list-style-type: none"> • effective provision for ASD, particularly high functioning children <p><i>Evidence - Lack of consistency across schools and settings - highlighted in recent autism review area profile, surveys, feedback from professionals and parents</i></p>	<ul style="list-style-type: none"> • All schools to have identified an Autism Lead within their setting to lead the provision for ASD (currently 78% of schools with identified AL's). • Continued good attendance of AL's at the termly AL meetings enabling them to take advantage of guest speakers, resource sharing, networking opportunities and time to look at Herts Autism Tracker. • All SENCOs in schools and settings to have been contacted by Lead to discuss current provisions and support within settings. • Autism Review Group to continue to meet termly and discuss provision and support for children and young people with ASD. SEND Lead to ensure a range of stakeholders attend the meetings (including parents), liaise with County lead to share updates with regard to potential changes in provision • Lead to explore increased parental engagement- alongside Triage lead who works with parents • All schools to be using AET self-evaluation materials/Herts Autism Tracker • system in place for feeding back strengths and training needs identified through AET self-evaluation – SEND lead to head up • autism sub-group established – 0-25 representation – action plan in place • increased knowledge of tools, strategies, resources and interventions amongst mainstream staff to enable them to support the increasing number of ASD children and young people (with and without a diagnosis) through: <ul style="list-style-type: none"> ○ Centre of ASD and ADHD support ○ Training opportunities provided by staff from local specialist provision 	<p>SEND (autism) Lead to continue to:</p> <ul style="list-style-type: none"> • Continue to promote AET training at all tiers to ensure schools access this to build capacity through increased knowledge and expertise. • Liaise with all schools and settings in DSPL9 including EYFS and FE with particular focus on schools that have not completed the AET training. • Identifying Autism Lead in each school and encourage them to attend the AL meetings. Create a contact list of AL's. Monitor attendance and evaluate impact of meetings. • Consider future training opportunities for AL's in understanding the Autism Quality Offer. • Provide time, encouragement and support in the completion of the Herts Autism Tracker • explore effective communication systems with parents/carers and schools regarding supporting and developing and 'best practice' for CYP • coordinate school ASD self-evaluation, regarding service provision using AET materials to identify strengths and training needs across the area- Ensure formation of and lead work-stream sub-group attendance and interest is variable. It is hoped that as the structure and overall strategy for Autism is better defined and more heads engage with tier 3 this group can grow and develop. • collate and monitor data from training and feedback This goes straight to HCC feedback is generally very positive with Tier 1 and 1. • Commissioning the Centre of ADHD and ASD support to provide in depth ASD training for SENCOs and mainstream teaching staff (through staff twilight sessions within the hub areas) to give them the

<p>Current data: (March 2019)</p> <ul style="list-style-type: none"> • Approx 59 (65%) schools have received either Tier 1. DSPL 9 SEND Lead has contacted all schools that have not completed the training and offered to deliver it to the whole staff (11 schools in total so far have accessed this) • Approx 55 (61%) have staff who have completed the receive Tier 2 training. • Approx 23 (25%) of schools have had a member of SLT attend the Tier 3 training. 	<ul style="list-style-type: none"> • An increased completion of the Herts Benchmarking and Planning toolkit by setting in DSPL 9 (10 in the last academic year) to enable the data to be collected in the final forum session in July for the SEND lead to analyse and use in the next academic year (2019-2020). 	<p>confidence to trial new tools and strategies to support these children and young people.</p> <ul style="list-style-type: none"> • Focus of SENCo/INCo forum during the academic year 2018-19 has been on the completion and peer to peer support of the Hertfordshire Benchmarking and Planning toolkit. • Lunch will be provided during the final forum in July 2019 to encourage a high number of SENCos/INCos to attend the event and complete the survey monkey. <p>see appendix for funding allocation</p>
<p>Long Term strategic planning, such as reshaping services, enhancing provision and filling gaps - £(see attached underspend plan and budget 2019-20 for breakdown)</p>		
<p>Triage Service (SEMH, Post 16, support staff, targeted support)</p>		
<p>The DSPL9 Triage Service has been developed with ongoing consultation with parent/carers, children, young people, education and support settings, early years, education and 16+ services (including SEMH support and signposting)</p>		
<p>Parents & Carers: to continue to meet the needs identified by Parents, Carers, Young People, Children, all settings and partners using local intelligence and initiatives where possible Continue to provide opportunities for:</p> <ul style="list-style-type: none"> • Parent/Carers, children and young people to access training workshops and events to develop their skills and knowledge and 	<ul style="list-style-type: none"> • 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. • To 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 	<ul style="list-style-type: none"> • Continue to develop the team knowledge and skills, the website, provide training opportunities, 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,

<p>understanding of services available to support their needs</p> <ul style="list-style-type: none"> • for families who feel socially excluded to have opportunities to meet and share experiences. • For parent/carers, children and young people to access a no-wrong door service to ensure they get quality information, support and appropriate signposting • To continue to consult with Parent/Carers and Young People to ensure they are able to access training and events. <p>To continue to provide evidence of good participation, developing relationships of trust, feedback from events, growing involvement and level of self-referrals</p>	<p>families to meet individual need and strengthen their ties and involvement in the community and DSPL9</p> <ul style="list-style-type: none"> • To continue to empower parent/carers and young people to access and use the services and opportunities available • To continue to host opportunities to meet including safe stay and play sessions, parent coffee mornings and workshops • To continue to ensure that working parents and time-limited carers have access to workshops, training courses and social events 	<p>education, charities, the private and voluntary sector, through regular updates and visits.</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 evaluate the uptake of other means of communication i.e. on line referrals for some parents and carers to enable them to access support. • Continue to develop relationships with other services and agencies to develop access, joined up working practices and good quality communication • Continue to deliver and commission workshops on various topics by talking with our Parents/Carers and young people to ensure the provision is specifically targeted such as support with sleep, anxiety, anger management and effective communication • Continue to listen to what is needed and how this can best be delivered flexible. • Continue to develop the DSPL9 website to ensure that it is user friendly, current and helpful
<p>Children & Young People: to continue to be aware</p> <ul style="list-style-type: none"> • The need for children and young people to have the opportunity to participate in the development of local provision, to be aware of what is available and how to access this • To support children and young people on the Autistic Spectrum to access opportunities to develop their self-understanding and skills to enhance life opportunities and manage anxiety • Provide professionals working with families, children and young people 0-25 with SEND and associated SEMH have access to advice, 	<ul style="list-style-type: none"> • Increased involvement in decision making and sharing of experience. Provide opportunities for children and young people to gain awareness and understanding. • Develop a peer support and sharing group for young people who find themselves otherwise isolated • Work with children and young people to find the best way of facilitating support to meet their needs in the most accessible way 	<ul style="list-style-type: none"> • Continue to work with services and agencies for children and young people and support development of identified need • Provide opportunities to socialise safely and access age appropriate information and resources working with Partner agencies • Continue to develop and host 1-1 support and groups (where possible) to support young people to manage anxiety, anger, family breakdown and bereavement • Continue to develop evidenced based support and share information (directory) on safe online self-help where appropriate.

<p>guidance, information, resources and training to better support identified need</p> <p><i>Evidence:</i> <i>DSPL 9 Dashboard continues to highlight the increase in identified SEMH needs resulting in SEMH being the third highest area of need in the area (17.0%)</i> <i>Triage report 1.7.2017 to 31.10.2018</i> <i>Triage Team Activity Data</i> <i>Triage feedback and evaluations</i></p>		<ul style="list-style-type: none"> • Provide online and face to face opportunities for gaining and sharing information • Continue to provide 'crisis' support as needed to support mental health and well-being of children and young people <p>see appendix for funding allocation</p>
Behaviour and Social Emotional and Mental Health (SEMH)		
<p>Continued strengthening and development of effective provision for children with social, emotional and mental health issues resulting in challenging behaviours, low mood, self harm and suicidal ideation , including those at risk of exclusion (and excluded)</p> <p>Local Needs</p> <ul style="list-style-type: none"> • To maintain children in full time education provision • To protect and deliver entitlement and build capacity in schools • To further develop the DSPL9 primary model • To consolidate and further develop school partnerships and relationships with parents/carers • To further develop new ways of delivering behaviour support and alternative provision • To build an effective partnership between schools and LA support service 	<p>Early Years</p> <p>Related to the Behaviour Partnership, the increase in SEMH needs being identified in very young children, has indicated this as a priority area for development of support/ provision. Increasing need coming into school system. Holistic approach - developing tiered system of support</p> <p>Provide support and early intervention for PVI's and nurseries to enable them to develop strategies for dealing with children with initial SEMH needs possibly prior to the support for additional external professionals. Essentially an initial port of call to gain support and advice for these children who arrive in settings and the staff are unsure of how to deal</p> <ul style="list-style-type: none"> • To introduce a tiered system to support all early years setting-Model to be based on primary model and adapt as needed • Ensure support from EY team, ISL and work in partnership with the children's centres 	<ul style="list-style-type: none"> • Identification of Early Years SEMH project through consultation with EY's setting. • Possible commissioning/seconding EY's SEND specialist teacher to work for DSPL 9 (on a 3 year contract) for one and a half days a week. • Establishment of Early Years workstream to ensure a range of stakeholders are involved in the discussions around provision and support for EY's children with SEND and SEMH. • Identify lead in Early Years to engage and work with other partners to develop a possible tiered model of support • DSPL 9 to monitor the uptake of Herts Steps training within the Early Years, • Peer to peer support • Outreach support • Training opportunities • Consider nurture small group provision for children and families with highest need

Evidence:

DSPL 9 Dashboard continues to highlight the increase in identified SEMH needs resulting in SEMH being the third highest area of need in the area (17.0%)

Exclusion data, evidence of part-time timetables, survey, hub schools feedback, tier 3 panels, tier 4 panels,

Exclusion figures, Acorn Centre data

Day 6 provision has been provided from children permanently excluded

At least 2 P/EX prevented with support from Acorn

Herts Steps:

57 settings across DSPL 9 have attended Herts Steps training (full and refresher)

25 schools has accessed the financial support from DSPL 9 during the last financial year

Primary

- all schools to be using tiered model for fair access (see appendix)
- reduce number of primary exclusions
- reduce number of children on part time timetables and ensure those remaining meet statutory requirements
- consistency of approach across the area with increased support for schools through outreach and training
- Schools, children and parents are supported so needs are jointly identified and met.
- new 'classroom' provision established.
- Through tier 4/5 funding Acorn team staff have all been trained in Thrive approach-to deliver locality respite places and to be able to assess and monitor progress of all in and out reach children in terms of social and emotional development.

Triage, hub schools, Behaviour Partnership Lead, family worker, Acorn Centre staff

Review/update Behaviour Partnership information leaflet annually

- evaluate provision end Summer 19 - 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
- triage team continue to support with communication to parents/carers and young people

Tier 2/3 (funded by DSPL 9):

- tier 2 hub schools to deliver generic training (trriage lead to lead)-*this has been really successful 18/19*
- continue to advertise and deliver new training package, further communicate tier 2 to schools - currently high take up, evaluations have been very positive
- Provision of specialist transition outreach worker to improve experiences and outcomes for children identified as needing exceptional level of support entering secondary education. – initial pilot, continues to be funded from underspend and has had positive impact

- family support worker supporting tier 3 provision funded by DSPL9

Funded through HCC:

- Plan to use tier 3 and tiers 4/5 funding to develop an increase in services and therefore effective support.
- further develop and refine in-reach and out-reach support with clear outcomes
- seek stakeholder views, board to meet and review, evaluate and agree forward plan

see appendix for allocation of funding

	<p>Herts Steps</p> <ul style="list-style-type: none"> • greater consistency across schools and settings in approaches to understanding and managing behaviours and addressing underlying needs • vast majority of schools to have attended Herts Steps training and annual refreshers • Through monitoring visits DSPL 9 will to have a clear through the use of monitoring visits • DSPL 9 to ensure through monitoring visits that Herts Steps is being used consistently and confidently across settings within the area and that any schools who are not embedding this are identified and supported. • greater understanding, consistency and confidence of PVI and nursery staff in using the Herts Steps approach throughout their settings. 	<ul style="list-style-type: none"> • Herts Steps training to continue to be part funded across DSPL Area 9 for all primary and secondary settings • DSPL 9 manager to continue to emphasise the funding available at SENCo forums, Autism Lead meetings and via emails • DSPL 9 Manager and Primary Behaviour Partnership to attend monitoring visits with schools highlighted to complete the tutor self –audit activity and analyse staff questionnaire (survey monkey) • To support schools in reviewing behaviour policy and systems in place so that they align with Herts Steps • Work alongside the Herts Steps team in ensuring that PVI's and nurseries have accessed the Early Years Herts Steps Training. • promote embedding of STEPS practice in schools and settings – consistency of county preferred approach across DSPL 9. <p>See appendix for allocation of funding</p>
	<p>Attachment Awareness</p> <ul style="list-style-type: none"> • Schools accessing the project to complete the research in their schools and develop a consistent and shared understanding and approach of behaviours as manifestations of unmet needs • Schools from first and second round of the project share good practice and experiences of the project. 	<ul style="list-style-type: none"> • DSPL Manager and Lead to monitor attendance of whole school training, additional half day training sessions and networking opportunities • DSPL Manager and Lead to support the Rees Centre and KCA in ensuring all questionnaires during the project are completed in a timely manner. <p>See appendix for allocation of funding</p>
<p>Specialist Provision</p>		
<p>To identify how local specialist provision can support aims of DSPL9 and priority areas for settings.</p>	<ul style="list-style-type: none"> • Local specialist provision to provide the following to enable mainstream staff to be upskilled: 	<ul style="list-style-type: none"> • DSPL manager to work along the Head Teacher of the local specialist provision to consider how specialist

<p>Local need: Specialist provision 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><i>Evidence: See local need</i></p>	<ul style="list-style-type: none"> ○ Hotline to support mainstream SENCOs and staff in strategies, resources and advice. ○ Training opportunities ○ Visits to specialist provision 	<p>school staff can support mainstream staff through support and training sessions.</p> <p>See appendix for allocation of funding</p>
Targeted SEND Support		
<p>ADHD/FASD/Down syndrome</p> <p>Local need: Increased number of children with Down Syndrome coming into the area, resulting in an increase of need for training in this area of SEND. Varying degrees of experience and understanding of ADHD and FASD within the local area which needs to be addressed to ensure a greater level of this across SENCOs and staff in settings.</p> <p>For ASD focus see SEND Lead aspect of the plan.</p> <p><i>Evidence: Through formal and informal discussions it has been noted that there is an increase in the number of children/young people with Down Syndrome in the local area. Data has been requested for numbers of children/young people with the above diagnosis.</i></p>	<ul style="list-style-type: none"> ● increased knowledge of tools, strategies, resources and interventions amongst mainstream staff to enable them to support the increasing number of ADHD/FASD/Down Syndrome children and young people (with and without a diagnosis) through: <ul style="list-style-type: none"> ○ Centre of ASD and ADHD support ○ Training opportunities provided by staff from local specialist provision ○ Training opportunities from additional external providers 	<ul style="list-style-type: none"> ● Commission external providers to provide training opportunities for both SENCOs and staff across settings in DSPL 9. ● DSPL manager to work along the Head Teacher of the local specialist provision to consider how specialist school staff can support mainstream staff through support and training sessions. ● DSPL manager to work Outreach Lead to consider training opportunities from the outreach team. <p>See appendix for allocation of funding</p>
Speech Language and Communication Services		

Effective provision for speech, language and communication supporting staff in settings to identify and support pupils with SLCN achieve reducing behaviour and SALT referrals for cases that can have their needs met in mainstream practice.

Evidence:

DSPL 9 Dashboard continues to highlight the increase in identified SLCN needs resulting in SLCN being the fourth highest area of need in the area (15.0%)

Data also highlights that SLCN has the highest number of children receiving SEN support within the Early Years at 128 children with the second highest being 26 with SEMH.

feedback from schools and other early years providers, including PVI - where high level of need is reported by settings and EY team

- Continue to increase capacity of EYFS, primary and secondary settings to support pupils with SCLN
- Continue to ensure training and support is established alongside SALTs to further develop expertise for all practitioners.
- Continue to increase the range of providers reached with training to include settings not worked with in previous year
- Continue to develop Secondary training from Pilot
- Continue to develop the tiered model to enable continuous development of practice throughout DSPL9 (including the further development of tier 4)
- Continue to develop training alongside SALT team to develop and deliver training together (Wellcomm: See Early Years)
- Continued high interest and uptake by settings in DSPL 9 despite the service moving more towards a traded service in which schools will fund one space and DSPL 9 will fund the other.
- Ensure that impact from both Tier 2 and 3 through instant and then retrospective feedback to ensure strategies have been implemented since the training and also look at the impact on the pupils SLCN.

- Following feedback from staff attending tier 2 training, this will now be offered as a one full day session each term for EYFS and Primary. The content of the day courses also reflect information that has been received from evaluation forms (e.g. narrative development and vocabulary learning). Secondary school sessions will now be offered at slightly extended session (2 hours), this is mainly due to the lack of uptake for these sessions.
- Focused outreach work (Tier 3) with settings to work on specific targets and upskill settings with integrated coding, communication friendly classrooms and specific structures for each setting
- As part of the Tier 3 programmes staff can visit to the Base classes at Central Primary. During these visits there are opportunities to observe teaching and learning and to see how resources and strategies are used. During this time the professionals also have an opportunity to speak to both the Base teacher and LSA's, and ask any relevant questions. Some of these sessions are charged at £50 as the visitors will receive a pack of resources.
- Support PVIs through their cluster training sessions to continue to increase reach
- Tier 2- Training session assessment
 - At the beginning of the session attendees are asked to provide information about what they already know about the SLCN topic being covered. This information is then compared to what the attendee knows at the end of the session. This comparison enables the trainer to see how much knowledge the attendee has gained.
 - By asking attendees to fill out an evaluation form at the end of the session the trainer is able to see how successful the training has

		<p>been, and which strategies attendees will be using. This information enables the trainer to see which recommended strategies are favoured, and as how any future training sessions can be improved.</p> <ul style="list-style-type: none">○ This term the outreach teacher will be sending out a follow up questionnaire to all attendees to see which strategies they have implemented and what impact it has had on the pupils speech, language and communication needs. Once the questionnaire is complete attendees will receive a certificate of attendance. (We are hoping that this will be the hook to get people to complete the questionnaire)● Tier 3- Bespoke SLCN training<ul style="list-style-type: none">○ Settings must fill in a self-referral before the outreach programme begins. This information enables the outreach teacher to create bespoke training for the settings current needs and directly compare the initial needs to the current strengths.○ For some settings the outreach teacher completes a 'Communication Friendly' checklist during the first and last visit. She then uses this information to evaluate impact on the settings environment.○ When the settings require an INSET session they trainer will ask attendees to complete a session evaluation form.○ After each training session the outreach teacher provides the settings with strategies to try. Then she will return after a short period of time to review, evaluating whether the setting have used the recommended strategies, and if so what the impact has been on the children.
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Early Years SEND		
<p>To further develop effective provision for Early Years SEND including a range of early intervention tools and training opportunities that included SEMH.</p> <p>Autism Raising the profile of Hertfordshire Early Years ASD training (currently being rolled out instead of AET) to ensure that all PVI, school nurseries and reception staff have attended and acquired this knowledge.</p> <p>Wellcomm Project Increase the use of this early intervention and identification tool within the Early Years settings within DSPL 9 to support the early identification of further SLCN concerns and develop children's SLCN skills. Develop a one year Wellcomm project to enable 10 settings across DSPL 9 to train and deliver the Wellcomm speech and language toolkit within their nursery, reception classes.</p> <p><i>Evidence:</i></p>	<ul style="list-style-type: none"> ● Establishment of Early Years workstream to ensure a range of stakeholders are involved in the discussions around provision and support for EY's children with SEND and SEMH. ● Increased numbers of staff accessing the training across DSPL 9. ● Staff in the Early Years to feel better educated and equip in working with children with a diagnosis or ASD traits. ● A greater number of settings within DSPL 9 are using the tool to support the development of speech and language skills within the early years. ● Settings will be able to identify children who present as having more significant speech and language needs and use the tool to support the referral process. 	<ul style="list-style-type: none"> ● Workstream to be established ensuring a range of stakeholders form the group ● Meetings to begin Summer 2019/Autumn 2019 ● SEND Lead to work with training team in sourcing dates and venues for the next academic year. ● SEND Lead to promote Early Years ASD training at SENCo forums and Autism Lead meetings as well as communication via email. ● DSPL manager to work alongside the NHS speech and language therapy services and the DSPL SLCN outreach lead to establish the project to enable it to commence in September 2019. ● DSPL 9 to commission the NHS speech and language therapy service to provide the Wellcomm training. ● Settings to pay £200 to be part of the project, DSPL 9 to subsidise the rest of the project. ● DSPL manager and SLCN outreach lead to monitor the project and meet with settings at least once a term to discuss progress, data and any concerns arising. ● DSPL manager to share information regarding the project with DSPL 9 group members at the meetings.

<p><i>DSPL 9 Data highlights that SLCN has the highest number of children receiving SEN support within the Early Years at 128 children with the second highest being 26 with SEMH.</i></p> <p><i>Consistently high numbers of EY settings accessing the SLCN tier 2 training opportunities.</i></p> <p><i>Good attendance at EY's ASD training over the last academic year with the majority of sessions being fully booked. Feedback very positive.</i></p>		<p>See Appendix for full breakdown of allocation</p>
<p>Post 16 SEND and Preparing for adult hood</p>		
<p>Raising awareness of secondary settings within the DSPL 9 area about post 16 provision that is available for young people with SEND.</p> <p><i>Evidence:</i> <i>DSPL 9 data highlights both ASD and SEMH as the second highest area of need for post 16 with receiving SEN support at 23.</i> <i>Most referrals for places within springboard are currently received through Youth Connections.</i></p>	<ul style="list-style-type: none"> • 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. • DSPL 9 manager to ensure links are established between secondary schools and Springboard to enable staff and settings to know what is available for these young people with a diagnosis of ASD or traits. • DSPL 9 to support springboard in promoting the year 11 transition programme with both settings and parents. 	<ul style="list-style-type: none"> • Triage will continue to work alongside the staff at Springboard in promoting the courses it provides along with the triage team themselves providing training opportunities for both young people who attend Springboard and their parents. • DSPL manager to use the SENCo/INCo forum, AL meetings and other networking events to promote Springboard. DSPL manager to encourage secondary SENCo's to visit and engage with this post 16 provision. <p>See Appendix for full breakdown of allocation</p>
<p>Short Term projects/ local initiatives, such as training, communication and support for parents -£(see attached underspend plan and budget 2019-20 for breakdown)</p>		
	<p>Wellcomm project: see Early Years section (funded through underspend)</p>	
<p>Contingency</p>		
<p>Underspend</p>		

See above areas and allocation of funding for areas funded through the underspend		
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