

DSPL Strategic Plan 2018/19

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?

PLEASE NOTE THAT IT IS IMPERATIVE TO READ THE APPENDICES ATTACHED THIS PLAN

Leadership and Management		
<p>Effective management structure has been in place- since April 2017.</p> <p>Currently advertising for a replacement SEND Lead and DSPL9 Area Manager. Likely to be in post by May/June 2018.</p> <p>Evidence- Current structure with Triage System ensures that there is a clear process within the service for referrals and support.</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"> • 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 • Enbed the structure of DSPL 9 and develop workstreams as directed by county. • Recruit an additional parent rep for committee as per constitution. 	<ul style="list-style-type: none"> • Merge the role of DSPL Manager and SEND lead to ensure that the person in post will have a more holistic insight into county directives. • Develop work already being carried out within Triage team with a more strategic focus. • Expand and strengthen capacity of DSPL 9 and multi-agency approach. • Develop relationships with SENCOS and Head teachers to ensure that schools feel supported and engaged with DSPL 9. • Hold stakeholder event in Autumn term to generate interest and recruit new schools into work streams. <p>For allocation of funding see appendices.</p>

<p>Leads identified/ in place for work-streams within DSPL area.</p> <p>Jenny Morley – Primary Behaviour</p> <p>Jill Litchfield – Attachment</p> <p>Rina Dhadra- ASD (Vacancy April 2018- recruiting May 2018)</p> <p>John Mynott/ Debbie Watson –SLC</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). • Behaviour Partnership and Secondary Transition pilot to run duration of 17/18 for 2018 transition.
<p>Strategic priorities linked to the SEND Strategy Work-streams (approximately 80% of model indicator allocation)</p>		
<p>BEHAVIOUR- Effective provision for children with social, emotional and mental health issues resulting in challenging behaviours , 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 	<p>Early Years</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"> • Identify lead in Early Years-Jo from Westfield CC is engaged and working with other partners to develop a model • Herts Steps training • Peer to peer support • Specialist behaviour support worker (tier3 – tier 4 – <i>following successful pilot</i>) • Outreach support

<ul style="list-style-type: none"> • To further develop new ways of delivering behaviour support and alternative provision • To build an effective partnership between schools and LA support services <p><i>Evidence: exclusion data, evidence of part-time timetables, survey, hub schools feedback, tier 3 panels, tier 4 panels, Exclusion figures, Acorn Centre data</i></p> <p><i>Day 6 provision has been provided from children permanently excluded</i></p> <p><i>At least 2 P/EX prevented with support from Acorn</i></p>	<p>Primary</p> <ul style="list-style-type: none"> • 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. • commissioning of all tiers of the system through DSPL Area 9 to increase capacity for intense outreach support • new 'classroom' provision established. • Acorn team to be 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. Once approval gained from DSPL9 management team. 	<ul style="list-style-type: none"> • Consider nurture small group provision for children and families with highest need <p>Triage, hub schools, Behaviour Partnership Lead, family worker, Acorn Centre staff</p> <p>Review/update Behaviour Partnership information leaflet annually</p> <ul style="list-style-type: none"> • evaluate new provision end Summer 17 - Review children accessing provision to ensure fair across DSPL9- <i>This is still ongoing as some schools are still not accessing or asking for help/advice at an earlier level</i> • triage team continue to support with communication to parents/carers and young people • tier 2 hub schools to deliver generic training (triage lead to lead)-<i>this has been really successful 17/18</i> • continue to advertise and deliver new training package, further communicate tier 2 to schools - <i>currently high take up, evaluations have been very positive</i> • 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
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	<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 • schools from initial Attachment Awareness Schools project to complete research in their own school and to mentor second group – developing consistency and shared understanding of behaviours as manifestations of unmet needs 	<p>Address inconsistency in approaches and understanding of behaviours and strategies through:</p> <ul style="list-style-type: none"> • Following positive feedback-Attachment Aware Schools project to be extended to include more schools and settings (The DSPL has received additional requests from schools requesting this training) • review third year planned for mentoring - shorten to two year and run a second time <p>See appendix for allocation of funding</p> <p>Herts Steps training- to be part funded across DSPL Area 9 – to include secondary and EYFS</p> <ul style="list-style-type: none"> • all schools and settings to have attended ‘new style’ STEPS training and annual updates

		<ul style="list-style-type: none"> • 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>Autism- Local needs:</p> <ul style="list-style-type: none"> • 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 have upskilled staff in settings meeting 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></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> <p>To date</p> <ul style="list-style-type: none"> • Approx 53 school have or are due to receive Tier 2 by the end of this academic year • Around 40 schools have received either Tier 1 or have trained trainers within their own schools. • Tier 3 emails have gone out to the heads 	<ul style="list-style-type: none"> • All SENCOs in schools and settings to have been contacted by Lead to discuss current provisions and support within settings. • Lead to explore increased parental engagement • All schools to be using AET self-evaluation materials • 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 	<p><i>Recruit new SEND/Autism lead</i> SEND (autism) Lead to</p> <ul style="list-style-type: none"> • Liaise with all schools and settings in DSPL9 including EYFS and FE. With particular focus on schools that have not completed the training. • identifying Autism lead in each school post training and at the start of the new academic year. • 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 <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • collate and monitor data from training and feedback This goes straight to HCC feedback is generally very positive with Tier 1 and 1.

<ul style="list-style-type: none"> • These numbers could be higher based on information that is sometimes going directly to HCC. • Very few schools have engaged with the process for completing standards document. Feedback from other areas has been to incentivise this process. • Going forward the emphasis is to encourage schools to look at benchmarking tools and combine the work they are doing here with autism standards / autism offer. 		<p>see appendix for funding allocation</p>
<p>SLCN 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. <i>Evidence: area profile, feedback from schools and other early years providers, including PVI - where high level of need is reported by settings and EY team</i></p>	<ul style="list-style-type: none"> • Increased capacity of EYFS, primary and secondary settings to support pupils with SCLN • Training and support established alongside SALTs to further expertise for all practitioners • Increase range of providers reached with training to include settings not worked with in previous year • Continue to develop Secondary training from Pilot • Developing the tiered model to continuously develop practice throughout DSPL9 	<ul style="list-style-type: none"> • Continue twice termly Training (outreach) for EYFS/ Primary and Secondary Settings • Opportunities to visit the SLC base to see strategies used in action and to work with SLC staff • Focused outreach work with settings to work on specific targets and upskill settings with integrated coding, communication friendly classrooms and specific structures for each setting • Support PVIs through their cluster training sessions to continue to increase reach <p>See Appendix for full breakdown of allocation and training.</p>

	<ul style="list-style-type: none"> • Development of training alongside SALT team to develop and deliver training together 	
Local offer/ self-evaluation tool-		
Short Term Projects/ Local Initiatives - such as training and support for parents (approximately 20% of model indicator allocation)		
Communication & Engagement with Stakeholders		
<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</p> <p>(including SEMH support and signpost)</p> <p>Parents & Carers</p> <ul style="list-style-type: none"> • The need for Parent/Carers, children and young people to have opportunities to access training workshops and events to develop their skills and knowledge and understanding of services available to support their needs • The need 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 	<ul style="list-style-type: none"> • 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 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 DSPL9 	<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, education, charities, the private and voluntary sector, through regular updates and visits. • Continue to develop and support a well-established Parent/Carer group that includes

<p>get quality information, support and appropriate signposting</p> <ul style="list-style-type: none"> • Parent/Carers and Young People state that they often have difficulty in attending training and events due to timings and other accessibility issues. <p><i>Evidence: Good participation, developing relationships of trust, feedback from events, growing involvement and level of self-referrals</i></p> <p>Children & Young People</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 	<ul style="list-style-type: none"> • 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 • Ensure that working parents and time-limited carers have access to workshops, training courses and social events <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 	<p>peer to peer and appropriate agency support and informs the service in regard to how we can further develop local provision.</p> <ul style="list-style-type: none"> • 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 current and helpful <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 • Continue to develop and host 1-1 support and groups (where possible) to support young people to manage anxiety, anger, family breakdown and bereavement
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<p>develop their self-understanding and skills to enhance life opportunities and manage anxiety</p> <ul style="list-style-type: none">• Provide professionals working with families, children and young people 0-25 with SEND and associated SEMH have access to advice, guidance, information, resources and training to better support identified need	<p>to meet their needs in the most accessible way</p>	<ul style="list-style-type: none">• Continue to develop evidenced based support and share information (directory) on safe online self-help where appropriate.• Provide online and face to face opportunities for gaining and sharing information
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