



Area Annual Report

Year: 2020-21

DSPL Area: 7

Area Context:

1 Area Leadership and Management Arrangements:

- Following the retirement of one of the part-time managers/secondary SEND lead, there is now one full-time manager and SEND lead in post.
- The change in leadership and management arrangements has allowed for greater consistency in service delivery, and better communication.
- Historically, there were 2 admin posts totalling 30 hours. One assistant was redeployed in October 2020, leaving one admin role for 15 hours.

2 Our Area group and subgroups:

- The Board has full representation and meets half termly.
- There are no subgroups currently. The development of the planned EY and Post 16 subgroups was delayed by COVID-19 but will be a priority in 21-22

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

Leadership and management

- Develop joined up multi-agency working between DSPL7, ISL and other area groups
- Improve understanding of the needs in schools across the area

SEMH and Behaviour

- Develop Mental Health support for primary aged children with emotional needs related to trauma and attachment, for those at risk of school avoidance, or who may have witnessed DA in lockdown
- Upskill identified parents to manage the challenging behaviour of CYP with SEND at home
- Support the MH, learning and behaviour needs of students in Y7-9
- Develop a more consistent approach to behaviour management across schools and settings

Specialist Provision

- Support the needs of DS students in the area by ensuring high quality practice in EY and school settings

Targeted Services

- Increase settings' confidence in their ability to support the needs of CYP with SEND
- Develop a SEND Lead improvement plan for the area
- Manage the LHNF panel for DSPL7

SLCN (inc ASD)

- Improve SLCN provision across schools through upskilling of school staff
- Upskill school staff to develop the vocabulary of CYP with SEND
- Support transition of Y7 pupils with ASD through a secondary mentoring programme

Early Years

- Increase understanding of the work done in PVI and EY settings for children with SEND
- Support EY settings to have a qualified SENCo within the setting

Post 16

- Improve transition from Y11 to Post 16 education, employment or training

What We Did:

1 The actions we took/what we delivered:

Many of the activities on the strategic plan were driven by analysis of local data and responses from both the annual parent and school surveys and feedback from the Benchmark and planning tool survey.

Leadership and management

Develop joined up multi-agency working between DSPL7, ISL and other area groups

- Manager/SEND Lead attended Strategic groups, monthly StADac ISL Managers meetings, Families First Partnership meetings, Families Centre District Partnership meetings and LSP board meetings.

Improve understanding of the needs in schools across the area

- SEND Lead monitored all schools' engagement with DSPL7 and attended fortnightly StADac LMAG panels.
- SEND Lead joined the Links behaviour solutions sessions to offer advice to class teachers and SENCos struggling to manage the behaviour needs of individual children, groups or a class. Management of CYP with ADHD was a recurring theme, so training for school staff was then commissioned through ADD-vance. Attendance at the cluster provided opportunities for cross-agency working.
- SEND Lead managed and chaired the monthly LHNF panels

SEMH and Behaviour

Support parents to manage the challenging behaviour of CYP with SEND at home

- DSPL7 employed a Specialist SEND family worker, based with the 2 local schools partnerships, to support families with parenting advice and strategies to manage challenging behaviour.
- Commissioned ADD-vance to provide 6-8 coaching sessions for 20 families, which was accessed through the school family workers in the two LSPs.

Develop Mental Health support for primary aged children

- Commissioned NESSie to deliver therapeutic services to CYP, alongside training for schools and parents and supervision for SENCOs and Mental Health leads. NESSie training was provided to settings on My World and Me, and Positive Behaviour

Support the MH needs of students in Y7-9

- DSPL7 employed a Male Mentor to support secondary students with SEND in Y7-9, who were finding an aspect of school challenging. On occasion, the Male Mentor and SEND Family worker combined expertise to support the family at home and the student in school.

Develop a more consistent approach to behaviour management across schools and settings

- Part-funding was offered to schools for Steps training
- SEND Lead attended the local behaviour solutions clusters, as above

Specialist Provision

Support the needs of DS students in the area

- DSPL7 employed an Advisory teacher for Down Syndrome who supported class teachers and settings with strategies for learning. She attended EHCP reviews and virtual transition meetings throughout school closures.

Targeted Services

Increase settings' confidence in their ability to support the needs of CYP with SEND

- Half termly online SENCO cluster meetings were held,
- The HfL SEND briefing was delivered termly.
- ISL staff delivered a range of workshops to SENCOs and other staff supporting CYP
 - Manager of StADac SEN team delivered a workshop for SENCOs in preparing EHCNA applications
 - Education Psychology Service delivered a workshop on supporting SEMH needs in school post COVID-19 return to school, and a further session on the new EBSA guidance.
- Additional training was delivered by The Collett Outreach teacher on CAPPs Assessment tool, and by Helen Jones on Making Small Steps of Progress.
- 8 New to role SENCOs attended the half termly cluster group, which targeted areas such as the EHCP process, making referrals, local requirements and working strategically.

- A SEND guide to DSPL7 was produced to support new SENCOs in their role.
- SEND Lead attended several NQT sessions to answer questions and offer strategies. From one session, further training on supporting children with Anxiety was delivered.
- An online training package with Creative Education provided 100 logins for school staff. 56 schools registered.

Develop a SEND Lead improvement plan for the area

- 41 schools engaged with the SEND review in June 2020, and 22 with the BPT annual survey. This information was used to create a DSPL7 Schools SEND Improvement plan for 20-21, identifying 5 key themes to be addressed.

Manage the LHNF panel for DSPL7

- 7 panels were organised, chaired by the SEND Lead with good support received from local SENCOs and professionals. 89 referrals were received, and funding awarded to 55 CYP.

SLCN inc ASD

Improve SLCN provision across schools through upskilling of school staff

- Continued to loan sensory resources to schools to support the needs of students with SEND.
- Used ADD-vance to provide training in the use of Social Stories and Comic Strip Conversations

Upskill school staff to develop the vocabulary of CYP with SEND

- Planned Word Aware training was postponed due to COVID-19 and will now be delivered in October 21 in collaboration with DSPL5 and DSPL6

Support transition of Y7 pupils with ASD through a secondary mentoring programme

- 7 secondary schools showed initial interest in the project, with 3 committing to take it forward. However, with school closures in the Spring term, ongoing COVID restrictions and exam assessments, schools were unable to recruit and train the Y11 mentors. This project will be relaunched in Spring 22.

Early Years

Increase understanding of the work done in PVI and EY settings for children with SEND

- The creation of the planned EY sub-group was delayed by COVID-19 and will be a priority in 21-22

Support EY settings to have a qualified SENCO within the setting

- Full funding was offered for 15 SENCOs to complete the CERTSEY award with the Eastern Partnership/HfL. Sessions were delivered by the ISL EY team.

Post 16

Improve transition from Y11 to Post 16 education, employment or training

- A Post 16 Transition worker was appointed and began on Nov 1st. Links were established with all secondary schools and local colleges. 16 referrals were received from 11 of the 13 schools, and 15 students have now started courses at 4 local colleges, where they continue to receive support as needed. 12 of the 13 schools have engaged for 21-22

2 What we developed/changed:

- Partnership working has developed, with stronger links between DSPL7 and the StADac ISL team. The DSPL manager attends the monthly ISL StADac managers meeting and the SEND Lead is involved with ISL in supporting local schools.
- Post 16 transition support has been introduced, with 15 students with SEND but without an EHCP, supported to move into college or an apprenticeship
- The SEND Lead has developed strong links with the majority of school settings and is regularly contacted to offer advice and support. Visits to schools have been made, with advice re next steps offered for some pupils.

3 How we engaged schools, parents, others throughout:

- 3 parent reps sit on the DSPL7 board and provide good feedback and support
- Annual survey was sent to parents and schools in June 2020 and again in June 2021.
- Feedback forms were completed and analysed after each training session
- School evaluations were received following Down Syndrome support
- Monthly newsletter was sent to SENCos and termly newsletter/training booklet produced for parents
- Active website and facebook regularly updated

What Difference We Made as a result of our work:

1 What has been achieved:

Leadership and management

- There was very little disruption to services during the second lockdown and school closures. All DSPL7 staff continued to support CYP and families virtually and by phone, training continued online and sensory resources were loaned to schools to support CYP who continued to attend.
- Greater joined up working between DSPL7 and other agencies has been key this year

SEMH and Behaviour

- The Family Engagement Worker supported 68 families during the year. The main focus of the work was 1:1 support for parents to develop strategies to manage challenging behaviour at home, usually related to ASD and ADHD. Advice and signposting to other SEN services was also given, and referrals to other agencies made as needed. Positive outcomes included reducing anger and frustration in the home, creating a calmer and happier home environment.
- 20 families who were struggling to manage challenging behaviour at home were supported to make changes through ADD-vance coaching which had a positive impact on family life.
- Parents and schools feel there is increased support for young people in primary schools with mental health difficulties.

2 What has improved:

Specialist Provision

- The DS advisory teacher supported 13 pupils across PVI, Primary and Secondary settings, offering specific advice and guidance through a visit report, to staff and parents. Referrals were responded to very quickly, often within days, and feedback from settings indicated they appreciated that there was no long waiting time.

Targeted Services

- SENCo cluster sessions were the most attended training. Many were recorded to allow staff who could not be released to watch at a convenient time. Resources were sent to all settings regardless of whether they had booked onto the session so that all SENCos received the same information.
- HfL briefings were oversubscribed
- 8 new to role/new to Herts SENCos were supported by the SEND Lead, who also made visits to schools to support action planning and, with parental consent, to give advice on next steps for individual pupils.
- 7 panels were organised, chaired by the SEND Lead with good support received from local SENCos and professionals. 89 referrals were received, and funding awarded to 55 CYP.

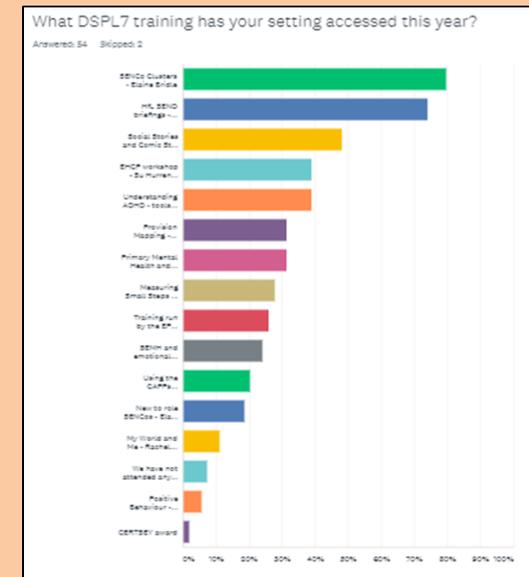
SLCN (inc ASD)

- CYP with sensory needs had access to a range of resources to support them in school. The school was able to trial these resources to assess the impact before purchasing them.
- The ADD-vance session on Social Stories was popular with staff in schools, and one of the most highly attended

Early Years

- 13 SENCos completed the CERTSEY award during the Autumn and Spring terms

- The profile of DSPL7 has been raised across education settings and there is greater awareness of what services are available
- Partnership working, with stronger links between DSPL7, the local school partnerships, and the StADac ISL team
- Knowledge and understanding of the needs within local school settings
- Support for CYP aged 5-16 across a range of SEND



3 How we know:

Leadership and Management

- Feedback from the annual survey highlighted how much DSPL7 has developed over the last year

'We've noticed a real shift in support we now get from our DSPL in the last year, and are very appreciative. I'm learning all the time just how much you are offering that I wasn't aware of a year ago.'

'DSPL7 is very well run and informed, all the staff are very helpful and responsive. The training programme is well thought out to match need and investing in resources such as assessment tools is a smart move.'

'A huge thank you to the DSPL7 team for all they have done during such challenging times. You have kept us all going, running everything as smoothly as possible with relevant training, support and advice.'

'Thanks to Sophie in the admin team who always answers queries quickly and efficiently'

SEMH and Behaviour

- Evaluations from work completed by the DSPL team were wholly positive.

SEND Family Support Worker - *'We have really appreciated Claire's support – her wealth of knowledge has been invaluable – and she has liaised between ourselves, our school SENCo and CAMHS. Thank you for all your advice.'*

'Very careful of sensitive topics. Very knowledgeable and I felt that my feelings mattered. Built a very trusting relationship.'

'We now feel so empowered to manage our situation and can't praise Clare enough for her support, knowledge and practical help.'

KS3 Mentor - *'Mike Rose has been very supportive for 1:1 pupil interventions – student, school and parents were pleased.'*

- Feedback from parents and school family workers following the ADD-vance coaching highlighted how grateful parents were for support.

'I really hope that any other families that find themselves in the desperate situation we were in, are able to access the same invaluable help and support that we were lucky enough to get.'

NESSie

- 65 referrals were made to NESSie during the year and the 2 NESSie therapists delivered 457 sessions. Pupils ranged in age from YR – Y6. Two Y6 pupils not ready to be discharged continued with support into Y7. 87% of pupils have shown improvement using 2 or more measures, and the small % who didn't were referred onto the Intensive Family Support Team and PALMS.

'The work you have done with her has been amazing. She has seemed so much more settled and able to cope with the difficulties of school. She is more willing to talk to adults to share her feelings and is reaching her academic potential too. She is in the classroom much more - I rarely have to fetch her from the toilet anymore! Can you work with all my pupils?' (School SENCo)

'I am truly grateful for the support you and Nessie are showing our small family. The way in which the case was processed and the speed with which the sessions were set up was simply impressive. You have quickly gained our child's trust which is so important for him and I am so pleased with the progress you have made with him. I cannot thank you enough.' (Feedback from parent)

- In the Summer term, DSPL7 and NESSie ran 3 successful Solution Circles offering staff members an opportunity to discuss individual pupils mental health & wellbeing in detail with us. 9 schools booked on, and all were provided with half an hour consultation slots. We will continue to offer these once a month for the next academic year.

Specialist Provision

The support from the **Down Syndrome Advisory teacher** was highly valued by settings -

'Huge thanks for the year of support from Helen Long. It has made a great difference to the school and how we now support pupils with complex SEND.'

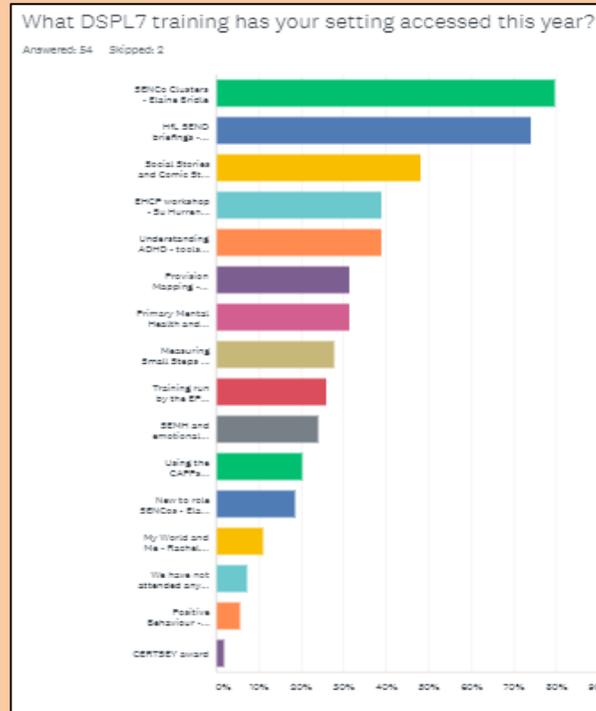
Post 16

- 16 Year 11's were supported to find courses or apprenticeships. 14 are currently in college, 1 has gone onto 6th form in another setting, and 1 is currently struggling to attend because of anxiety related to ASD.

'The post-16 advisor has been amazing in supporting our students in finding the appropriate courses'

Targeted Services

- Evaluations following training sessions were extremely positive



- Analysis of the 7 LHNF panels held in 20-21 showed that applications from EY/KS1 were more likely to be awarded funding. SEMH was the highest presenting need, followed by ASD. LHNF reviews showed that 1:1 support was the most common use of funding. The majority of settings went on to apply for an EHCNA.

Responses to the annual survey showed that the most accessed training sessions were the DSPL SENCo clusters, followed by the HfL briefing and the ADD-vance training on ADHD and social stories.

'Great training! Being able to re-watch the webinar was incredibly helpful' (Social Stories)

'Very informative sessions, providing up-to-date developments' (HfL Briefings)

'The EP Training was particularly useful and delivered in such a succinct way.'

'Support from the SEND Lead has been the most beneficial as a SENCo new to Herts.'

Applications Received:	87 (12 resubmissions)
No of settings who applied:	44
Gender breakdown:	Male: 65 Female: 10

Presch	Nurs	Rec	1	2	3	4	5	6	7	8	9
4	16	11	15	7	8	3	6	1	1	2	1
Out of Year group:						6					
C&L		C&I	SLCN	SEMH		PNI		HI	VI		PD
10		24	10	27		1		1	-		2
Went on to receive an EHC?						16 finalised so far					

			Band 5			Band 4			Band 3		
Banding applications:			14			59			14		
Banding awards:			0			27			28		
Presch	Nurs	Rec	1	2	3	4	5	6	7	8	9
3	15	8	11	1	7	3	5	1	-	1	-
C&L		C&A	SLCN	SEMH		PNI		HI	VI		PD
8		15	8	21		-		1	-		2

Example