

Area Annual Report

Year: 2019-20

DSPL Area: 7

Area Context:

1 Area Leadership and Management Arrangements:

- New lead agency, Spiral Partnership Trust, based within Fleetville Junior School in St Albans, replaced St Albans Girls school in April 2019. New lead head is Androulla Peek, CEO of the Trust.
- The Manager and SEND lead roles were shared between 2 part time staff, one for a day and a half and the other for 2 days. From September 2020, Margot Nichols will retire, and Elaine Bridle will assume the full time joint role
- There was historic additional admin support in place for consistency; however, the number of hours was double that recommended and this is currently under review.

2 Our Area group and subgroups:

- The Board has full representation and meets half termly.
- There are no subgroups currently

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

Leadership and management

- Smooth transition to the new lead school

SEMH and Behaviour

- Continue to fund a specialist SEND family worker
- Develop Mental Health support for primary aged children
- Support parents to manage the challenging behaviour of CYP with SEND at home
- Upskill settings to support the needs of CYP with SEMH

Specialist Provision

- Fund additional outreach sessions in the Summer term if required

Targeted Services

- Enable SENCOs to identify needs more easily and support CYP more appropriately
- Support class teachers and settings where there is a CYP with Down Syndrome
- Upskill parents and professionals through a range of training opportunities identified in the annual survey

SLCN (inc ASD)

- Ensure 2 schools complete the Elklan Communication Friendly Status training
- Continue to develop the Sensory resources library for CYP with ASD
- Upskill settings and parents to support CYP with sensory processing needs

Early Years

- Upskill EY settings to support young children with SEND
- Develop an EY sensory resource library

Post 16

- Hold a Post 16 conference in collaboration with DSPLs 5 and 6 for YP with SEND in Year 10 and 11 to highlight the options available for education, employment or training after Y11.
- Continue to investigate the role of a Post 16 transition worker

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.

SEMH and Behaviour

- Employed a Specialist SEND family worker, based with the 2 local schools partnerships, to support up to 30 families with parenting advice and strategies to manage challenging behaviour.
- Commissioned NESSie to carry out an audit of need in all DSPL7 primary settings, and to deliver therapeutic services to CYP alongside training for schools and parents, and supervision for SENCOs and Mental Health leads. NESSie training provided to settings on SEMH assessments, Attachment and Trauma, Bereavement and Loss and Anxiety in CYP
- Commissioned ADD-vance to provide 6-8 coaching sessions for 20 families, accessed through the school family workers in the two LSPs and the ADHD Foundation to support 10 families to manage the behaviour of CYP at home.

- Parent training included a 'Talking to Teens' workshop for parents of Hearing Impaired and Deaf CYP, Anxiety in CYP and Zones of Regulation. A day in the life of a SEND child at school delivered by The Collett outreach teacher was one of the most well attended sessions by parents.

Specialist Provision

- By the end of the Spring term, The Collett Outreach teacher had delivered a significantly higher number of sessions than were commissioned (198). The DSPL7 board agreed to fund additional sessions already agreed, but with school closures, these were not needed.

Targeted Services

- We held the 3rd DSPL7 SEND information village for parents and professions, with representation from over 30 agencies supporting SEND in the area. The event was busy throughout the morning with good attendance from both professionals and parents.
- Half termly SENCo cluster meetings were held, with ISL staff delivering a range of workshops to SENCos, along with the HfL termly SEND briefing
- We purchased a range of SEND Assessment tools for SENCos to borrow, and provided training from an EP so that the tools could be used accurately to better identify needs and target provision more effectively.
- 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. Training was given on delivering an adapted curriculum and was open to professionals across Herts.

SLCN inc ASD

- 2 settings, STAGS and Sauncey Wood, were due to complete Elklan Communication Friendly Status training by the end of the summer term 2020. However, due to school closures, this was pushed back and will be carried into 20-21.
- We added additional sensory resources to develop the library for schools to support CYP with ASD and ADHD. These are constantly on loan with a waiting list.
- Dr Helga Abernethy delivered training in Sensory processing needs and gross motor skills for both parents and professionals. Pauline Hickey delivered SLCN training, Sally Glossop held termly Simple Solutions sessions for parents of CYP with ASD and The Collett outreach teacher delivered Social Stories sessions.

Early Years

- 4 sessions of Maketon training were delivered to staff from EY settings
- We resourced an EY sensory toy library for EY settings to enable them to meet the needs of their children
- Provided 25 EY settings with attention buckets, to support them to develop the attention skills of ASD children

Post 16

- The post 16 event was cancelled due to the pandemic but planned for 2021.

2 What we developed/changed:

- We moved away from commissioning external training providers (SPACE/Families in Focus) and utilised the expertise of the specialist advisory teams, Collett outreach and EPs to deliver training
- We created a database of SENCos, behaviour, MH, pastoral and ASD leads in all settings which is regularly updated and has enabled better communication between DSPL7 and a named person within the school
- We improved and updated the website
- Some activities planned for the summer term were cancelled or postponed because of the impact of the pandemic – see detail above.
- Joint primary and secondary SENCo clusters were held, instead of separate ones as in previous years, to allow for greater networking and opportunities to learn from practice in different phases

3 How we engaged schools, parents, others throughout:

- Annual survey was sent to parents and schools in June 2020
- Feedback forms were completed and analysed after each training session
- School evaluations were received following Down Syndrome support
- Termly newsletter was sent to stakeholders
- Active website and facebook regularly updated – good feedback was received during the pandemic about the resources that were provided on the Coronavirus tab.
- Fliers sent into schools for distribution to the parent body reach the widest audience
- You said – We did updates were sent out prior to the annual survey
- Introduced the use of Governor Hub for Board Members to securely access papers for meetings.

What Difference We Made as a result of our work:

1 What has been achieved:

Leadership and management

- The transfer to a new lead school was very successful, systems and procedures have been strengthened and stronger working practices established
- The profile of DSPL7 has been raised through the provision of a central Hub where the team can work together, deliver training, host meetings and store the library resources, without impacting on the school premises.

SEMH and Behaviour

- 30 sets of parents who were struggling to manage challenging behaviour at home were supported to make changes through ADD-vance coaching or ADHD Foundation training, 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. 43 primary settings accessed the NESSie audit and 21 have made referrals.

2 What has improved:

- There was very little disruption to services during lockdown and school closures. NESSie, the SEND family worker and the coach from ADD-vance continued to support families virtually and by phone, training moved online and sensory resources were loaned to parents instead of schools.

Targeted Services

- The DS adviser supported 11 pupils in mainstream settings, and continued to attend EHCP reviews and transition meetings virtually in the summer term.

Early Years

- EY settings have been a focus for support – they have received training in ASD and Maketon, and now have access to sensory resources and WellComm assessment tools. Stronger links have been made with the EY advisory team and there are plans for an EY subgroup in 20-21.

- Partnership working has developed, with stronger links between DSPL7 and the local school partnerships, and the StADac ISL team – eg the ASD Advisory teachers use the resources from the sensory library to support pupils on their caseload.
- Having named contacts in schools has allowed for the development of stronger relationships with settings and it is now easier to identify those that don't engage and target them more specifically. SENCOs know who to contact with any issues, and there was an increase in the number of responses to the annual survey and to the HfL Benchmark and planning tool survey
- New joint primary and secondary SENCO clusters were valued and well attended, particularly the group for new to role SENCOs.

3 How we know:

- Data from the ADHD foundation course evaluations indicates improved parental confidence in the majority of areas.

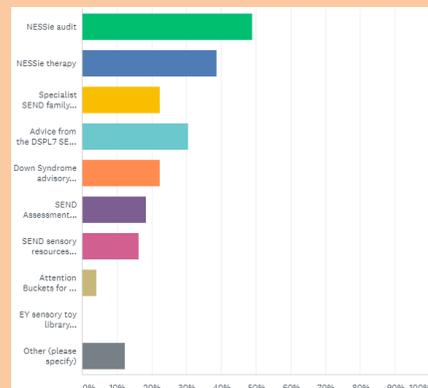
	Improved	No change	Worsened
Understanding of ADHD/Child's difficulties	78%	22%	0%
Confidence managing child	89%	11%	0%
Managing/supporting family life	89%	11%	0%
Ability to communicate effectively with other services	50%	50%	0%
Hope for the future	78%	22%	0%

- Feedback from parents and school family workers following the ADD-vance coaching highlighted how grateful parents were for support. In particular, parents appeared to value the timeliness of the intervention and that there was very little waiting time, unlike other agencies.

“I have just finished my last coaching session with Robin. I cannot thank you enough for arranging it for us. She has been absolutely amazing and helped so much. I am going to go to her monthly support group. I really can't thank you enough for all the help you have given us. Things have improved so much. (Parent)

I have had such positive feedback from families about the ADD-vance coaching that was funded by DSPL7 so I just wanted to thank you for the chance to put this in place. It really does make a difference to families, and is appreciated. Please also pass my thanks to ADD-vance. (School Family worker)”

- In the 2020 survey, NESSie was the most accessed service by both parents and schools.



Their training events were always hugely oversubscribed – 80 parents attended ‘Anxiety in CYP’ during lockdown, and a further 80 registered for the 6 week anxiety course. 61 settings attended Bereavement and Loss training which was planned to help settings support CYP who had lost a family member to COVID-19

- Down Syndrome support was highly valued by parents in the survey *“Support from Helen Long has been so important over the years. This level of expert advice is not available for schools from other sources on a cost effective basis. Without DSPL7’s ongoing support schools will struggle to continue to provide the help the children need.”*

- SENCOs appreciate the support given by DSPL7 and regularly email for advice.

Thank you for all your support throughout the year and especially during lockdown, it was much appreciated.

Thank you DSPL7!!

Thank you for the support and guidance we have received this year. As a fairly new to role SENCO, I have especially found the SENCO clusters very useful.

Thank you so much for being a great support!

Thank you to DSPL7 for the support that you have provided throughout this academic Year.

It is great to have the DSPL7 and it feels more joint up and I have enjoyed having a years programme of events to book on and receive more information and have time with local SENDCOs. Always great to be able to email Elaine for support. Thanks you

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