

Area Annual Report 2017/18

DSPL6: Potters Bar, South Hatfield villages, Borehamwood

Area Context:	
1 Area Leadership and Management Arrangements	Lead Head (Roger Billing) working in partnership with DSPL 6 Manager and Area SEND Lead (Cheryl Mence). Working alongside all local settings to improve provision, practice and support for all children with SEND.
2 Our Area group and subgroups	23 Primary Schools 6 Secondary Schools (including Elstree UTC) No Special Schools Cowley Hill Speech and Language Base Parkside Specific Learning Difficulties (SpLD) Base The Park Education Support Centre (ESC) Summerwood Primary Support Base (PSB) DSPL 6 Steering Group Sub Groups – Autism Review Group Behaviour Review Group Early Years Group to start in 2018
3 Key issues/priorities	Behaviour – Implement recommendations of primary behaviour review. Greater support for children and young people at risk of exclusion. Greater support for Early Years. Autism – Ensure all schools have an autism lead. Ensure all schools have attended AET (Autism Education Trust) training, including two member of the Senior Leadership Team (SLT). Ensure schools are using the AET standards. Ensure all schools are using the Hertfordshire Autism Quality Offer. Post 16's Autism Project Clear Speech and Language offer of support. Local Offer/SET – All schools to use SEND Benchmarking tool and complete on-line data collection survey. Gaps to be identified and addressed through local SENCo groups. Settings to update benchmarking report annually.

What We Did:

1 The actions we took

Autism review group – Clear steps to ensure that all schools have an autism lead, are AET trained and using AET standards. Two members of each Senior Leadership Team (SLT) should also complete AET training. Encouraging all settings to use Hertfordshire Autism Quality Offer. Support groups for parents, teenagers, siblings. Currently completing a Post 16's project to improve support and outcomes for young people with autism.

We are now running a fortnightly teenagers group for young people with autism. It ensures they have the opportunity to socialise outside of school and have the chance to make new friends. It is run at a local youth club in Potters Bar.

Behaviour – Completed Primary Behaviour Review. Findings and recommendations to be implemented.

Our Continuum Coordinator has worked with over one hundred children across the area to improve support with transition to Secondary School. She continues to coordinate the Primary LIFE project, Assets Aspiration Thinking Programme and transition projects. 'Challenges and Change' workshops are being rolled out across DSPL 6 for Year 6 students.

We worked in partnership with the CAMHS school link team to run a number of mental health workshops, including 'Anxiety Awareness', 'Mental Health First Aid' etc. These were all well attended and received positive feedback.

"The mental health first aid course was one of the best training courses I have been on in years." – Local SENCo

2 What we developed/changed

Autism – Created an autism improvement plan to improve provision and support for children with Autism. Support for families too. This includes parents and siblings, in addition to the children and young people themselves. Schools adopting a shared approach to supporting children and young people with autism.

Behaviour – Completed a primary behaviour review. Main findings show that greater support and understanding is needed for children with SEND who display challenging behaviour. Greater support needed for Early Years behaviour. Greater support needed for children and young people at risk of exclusion.

Provision of support for excluded children needs to be improved and fit for purpose. We are addressing this.

3 How we engaged schools, parents, others

Monthly parent support group run by an autism specialist. Guest speakers from different Herts services each month.

"The parent support group makes sure that we do not feel alone. It offers someone to listen, hope and advice when things are not going so well." – parent

"I used to feel quite alone and now I have made some friends in the group. We met up and I do not feel so

isolated. I look forward to it every month.” - parent
We run ‘Super Sibs’ each month which is a respite group for brothers and sisters of children with SEND.

“I like it because we get to meet new friends and have fun”
– local 7 year old sibling

Half termly SENCo / Autism Lead meetings.

“The SENCo group has brought all the local SENCos together and we all help to support each other. We share ideas and find out about everything that is going on in our local area and through DSPL 6.” – Local SENCo

“I think it is essential that all SENCos attend both the County SEN updates and the local DSPL SENCo group. For me, they are the non-negotiables.” – Local SENCo

DSPL updates at local Heads meetings and local partnership meetings.

“DSPL 6 has come such a long way. All the activities and local support we are providing is making a difference.” -Local Headteacher

Annual DSPL 6 conference. “Brilliant and thought provoking” – Local Headteacher

What Difference We Made:

1 What has been achieved

Schools and settings in our area are now engaged in DSPL and recognise the positive difference it is making. More families are now involved in DSPL activities and parents are also part of the autism review group. Settings are working together to improve SEND support. Schools are using the Tiered approach systems to work together with local services.

2 What has improved

Local SENCos are working together to improve SEND support, with a uniform approach. Network of local SENCos has been developed and half termly meetings are well attended. Parent support groups are well attended and families wish for them to continue.

Siblings have a voice and their needs are being considered too.

Children and young people are being put at the centre of any support being given through DSPL, so that it is needs driven.

3 What the area profile/data tells us

The number of pupils with an EHCP for autism has increased. The number of pupils with an EHCP for social, emotional and mental health needs is the second highest of the DSPL areas. There has been a significant increase in both primary and secondary school exclusions.

Our Vision and Priorities for Next Year:

1 What we want to achieve in 2018-19

All schools in DSPL 6 to be AET trained and using AET standards. All schools to follow the Hertfordshire Autism Quality Offer.

All schools to use the SEND benchmarking tool, as an SLT working document and update annually. Any gaps across the area to be identified and targeted through local SENCo groups.

Primary behaviour review findings and recommendations to be implemented. Provision to be 'fit for purpose'.

2 What are our key priorities

Behaviour – improve provision and reduce exclusions.

Greater support package for children at risk of exclusion.

Autism – Post 16's Project. Clear guidance on opportunities available and support.

Local Offer / SEND – Address gaps in school profiles.

Mental Health – increase awareness and improve support.

Speech and Language – Ensure all settings are using the tiered approach. Develop 'Communication Friendly' schools.

3 What we will do next

Implement recommendations from Primary Behaviour Review.

Make sure all settings have an Autism Lead, are AET trained and using AET standards and Hertfordshire Quality Offer.

Uniform local offer across all schools.

Make sure all settings are using SEND benchmarking tools.

Establish Early Year Sub group and address gaps.

Focus on mental health and wellbeing in local settings.