

DSPL Area: 3	Written by: Katie Algate
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What are the key issues in your DSPL area?	What do you want to achieve?	How will you know you have achieved this?	What will you do, and what resources will you use to achieve this?
Leadership			
<p>Area Board meeting to reflect all stakeholders</p> <p>Increase visibility of DSPL3 across the local area to ensure all stakeholders are aware of the services and support available and how to access them</p> <p>DSPL3 area is geographically large and widespread in comparison to other areas. Ensure all schools/settings, parents/carers and CYP are receiving a high level of support and access to all available services</p> <p>Tight budget constraints making it difficult to</p>	<p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools</p> <p>Outcome 4: DSPL facilitates working at a local level between all stakeholders</p> <ul style="list-style-type: none"> • Clear staffing structure and Area Board representation to ensure stability for DSPL3 area • Local settings to feel supported by the services available in DSPL3 area, and to have a clear understanding of what is 	<p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p> <p>Indicator 4: All short and long term pieces of work with partners are evaluated using the summary question ‘Did the intervention/support provided make a positive difference?’ and an overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> • Budget finalised for the year • Board members from all stakeholder groups in place • Website and Facebook page maintained and kept up-to-date and relevant 	<ul style="list-style-type: none"> • DSPL3 Manager to communicate board meeting dates/times/venue, arrange agenda and chair meetings • DSPL3 Manager to communicate and agree the Strategic Plan and Budget with Area Board • Provide all relevant information and data to enable Area Board to understand the benefits of the commissioned services – this to include, NESSie, Outreach, EP consults, Mindkindness, Future Living • Discuss in an open and transparent manner the impact of the activities from last year and whether they should be continued or terminated • Be clear on budget constraints for next year to help aid and prioritise decisions on support/services offered by DSPL3 going forward • Consideration of local needs and the most appropriate commissioned services to best support that • We currently have representation from EY, Primary & Secondary schools and a parent representative. We have recently lost our Post 16 members.



<p>maintain existing commissioned services</p> <p>The importance to consider new or different support/services to reflect the current needs across DSPL3 area within budget. <i>(Taken from a survey about local needs at the DSPL3 conference in Feb '24: Autism 14%, ADHD 13%, SEMH 12%, Speech & language 11%, Dyslexia 10%, Trauma 7%, EBSA 7%, Global development delay 6%, Dyspraxia 5%, Dyscalculia 5%, Neurological impairment 2%, Hearing impairment 2%, Vision impairment 2%, Dysgraphia 1%, Downs syndrome 1%, Physical disability <1%)</i></p> <p>Early Years Providers reported that they felt somewhat less supported in previous years compared with schools</p>	<p>available, how it works, how to access it and clear expectations</p> <ul style="list-style-type: none"> • Easy to find and access information • Agree budget and ensure financial transparency • Ensure appropriate membership on the DSPL3 Area Group Board in line with the Terms of Reference and to reflect all stakeholders • Greater online visibility to services and support in DSPL3 area • Improved processes for communication • Better relationships with all stakeholders 	<ul style="list-style-type: none"> • Newsletters regularly produced and distributed • Feedback and surveys will help collate information on impacts and outcomes from use of support services • Greater engagement / attendance from all stakeholders 	<p>DSPL3 Manager will contact HRC to see if they are willing to reconsider this or suggest an alternative professional that could join our Area Board. Failing that we will approach Sixth Forms for a Post-16 rep</p> <ul style="list-style-type: none"> • Continued termly monitoring of DSPL3 Strategic Plan through Area Board Meetings and distributed minutes • Continued completion of budget monitoring returns to show effective financial management and detailed analysis discussed with Board • Continue half-termly newsletters to schools and parent/carers, termly SENCO forums and HFL briefings and parent/carers coffee mornings • Evaluation surveys and feedback will be completed after a service has been accessed to evaluate its impact. DSPL3 Manager to collate this information and share with Area Board • Continued promotion of VSEND and benchmarking toolkit and facilitating training days • Continue to use feedback and SENCO voice to capture up-to-date information on local needs/services • Keep Engagement data spreadsheet up-to-date and use this to directly target support/services to schools that they are not currently accessing to help ensure they are aware of all that is available to them • Continue to visit schools not yet frequented and build relationships with those that engage less
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			<ul style="list-style-type: none">• Build relationships with EY providers and departments. Include an EY page with relevant information on website. Share more EY information on FB page, newsletters and training lists. Attend as many EY network meetings as possible.• Support the role out of the SENCO induction programme by delivering in-person sessions <p><u>Website:</u></p> <ul style="list-style-type: none">• DSPL3 Manager to continue to update new website with relevant information/content including key sections about DSPL, information for professionals, parents/carers, support/services available and contact information• Plans to include sections for Service Directories (Support on a Page), Ordinarily Available Provision (OAP), EBSNA framework, TA academy/training, SENCO inductions and any other information that would be useful for our stakeholders to access• Look at other DSPL website to try to keep consistency across them and streamline menus <p>DSPL3 Manager to keep Facebook page up-to-date, share posts from outside organisations of interest – ensure everything is relevant and useful to users</p>
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What are the key issues in your DSPL area?	What do you want to achieve?	How will you know you have achieved this?	What will you do, and what resources will you use to achieve this?
SEND Lead			
<p>There are increasing numbers of pupils in our mainstream schools with complex learning needs</p> <p>Increasing number of CYP awaiting places at Specialist schools</p> <p>High proportion of pupils being suspended have or awaiting diagnosis of autism/ADHD</p> <p>Significant number of schools not using/reluctant to use VSEND in DSPL3</p> <ul style="list-style-type: none"> 99% have completed training (only 1 school has not) 	<p>Outcome 1: All schools, early years settings, colleges and services deliver quality provision that meets the needs of children and young people with SEND locally</p> <p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools</p> <p>Outcome 4: DSPL facilitates working at a local level between all stakeholders</p> <ul style="list-style-type: none"> Acting as the area contact regarding knowledge of 	<p>Indicator 1:</p> <ul style="list-style-type: none"> The VSEND Setting Readiness Radar indicates provision at least at level 4 and rising to level 5 by March 2026 At least 80% of schools will have completed the VSEND setting readiness and a CYP profile by September 2025 The % of settings completing the Benchmark and Planning Tool increase between 2024 (%) and 2025 <p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p>	<p>DSPL3 SEND Lead:</p> <ul style="list-style-type: none"> Will establish and maintain good working relationships with all stakeholders Provide day to day support for all local SENCO's through a combination of face to face and online support Act as an area contact, sharing knowledge of services and support available for children and young people with SEND, their parents and for all schools and setting Establish and manage DSPL3 Area SENCO forums including preparing agendas, arranging guest speakers, resources etc. Support the DSPL3 Manager in mapping and understanding the local need and the resources available to support children and young people with SEND and their families Contribute to information about, and to the development of, services for families who have children/young people with SEND

<ul style="list-style-type: none"> • 44 schools have completed setting readiness • 34 schools have completed CYP profile <p>But many of the above do not use VSEND regularly / beyond the training</p>	<p>services and support available</p> <ul style="list-style-type: none"> • Assist schools in resolving day to day issues that impact on a CYP accessing education • Support with VSEND roll out and facilitate training/refresher sessions 	<p>Indicator 4: All short and long term pieces of work with partners are evaluated using the summary question ‘Did the intervention/support provided make a positive difference?’ and an overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> • Good attendance levels to SENCO forums, HFL briefings, VSEND and all training sessions • Regular positive feedback and engagement • Open and professional discussions regarding SEND provision leading to increased support where necessary • Increased level of confidence from schools and SENCO’s and feeling they are being supported 	<ul style="list-style-type: none"> • Assist schools, settings and parents in resolving issues that impact on children and young person accessing learning • Attend and contribute to the DSPL Area Board • Help develop SEN parent/carer coffee mornings • Continue to support DSPL3 Manager to provide a robust and successful LHF system • Continue to develop Primary behaviour, Secondary behaviour, at risk, EHCCO meetings • To support all schools and settings to use Hertfordshire’s Descriptors of Need Toolkit • Collate and monitor data from training and feedback <p><u>VSEND:</u></p> <ul style="list-style-type: none"> • To support the roll out of VSEND across all schools and settings in the area • Arrange, promote and advertise training sessions (with Katy Alexander) and communicate date/times with schools and settings • Ensure all schools book onto a training session and monitor attendance <p><u>Benchmarking Day</u> – Facilitate the completion of this year’s toolkit by arranging local venue, date/time and ensure high attendance/uptake and encourage those schools that cannot attend to complete online. <i>(Last year’s data - 48 schools completed, 66%)</i></p>
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What are the key issues in your DSPL area?	What do you want to achieve?	How will you know you have achieved this?	What will you do, and what resources will you use to achieve this?
Strategic Development			
<p>There are increasing numbers of pupils in our mainstream schools with complex learning needs</p> <p>Increasing number of CYP awaiting places at Specialist schools</p> <p>High proportion of EHCPs have autism as main presenting need, suggesting children are struggling in school and/or parents are lacking confidence that needs are being met</p> <p>High proportion of pupils being suspended have or awaiting diagnosis of autism/ADHD</p>	<p>Outcome 1: All schools, early years settings, colleges and services deliver quality provision that meets the needs of children and young people with SEND locally</p> <p>Outcome 2: All schools, early years settings, colleges and services deliver quality provision that meets the needs of children and young people with SEND locally</p> <p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools</p> <ul style="list-style-type: none"> Ensure that pupils with any additional needs, can 	<p>Indicator 1:</p> <ul style="list-style-type: none"> The VSEND Setting Readiness Radar indicates provision at least at level 4 and rising to level 5 by March 2025 At least 80% of schools will have completed the VSEND setting readiness and a CYP profile by September 2024 The % of settings completing the Benchmark and Planning Tool increase between 2023 (%) and 2024 <p>Indicator 2: Short and long term pieces of work with young people and families are evaluated using the summary questions ‘Did the intervention/support provided make a positive difference?’ and an</p>	<p><u>DSPL3 Family Support Worker</u> (Alison Whenman) to provide Parent of Neurodiverse children Support:</p> <ul style="list-style-type: none"> Support for pupils and schools (EBSA, Autism, ADHD) Work with the pupil to establish the barriers to accessing school Work with pupil 1:1 to create a step plan for reintegration Provide social skills sessions with the pupil Provide advice and recommendation to meet needs in school Attend school visits with the pupil Attend school review meetings Provide parents with support in following area: <ul style="list-style-type: none"> Behaviour at home Partnership with professionals Understanding next steps Preparing and Managing transition Meeting others in a similar situation Accessing Services Implementing Strategies Understanding social implications

<p>High proportion of pupils who are showing Emotionally Based School Avoidance (EBSA) have/awaiting/suspected diagnosis of autism/ADHD</p> <p>Parents reporting that they need support</p> <p>Parents unsure what support is available and how to access it</p> <p>Children with SEMH needs impacting their attendance or ability to access a full-time timetable and learning</p> <p>Children/young people on reduced/part-time timetables</p> <p>Professionals reporting that they are feeling increased pressure and stress in their job roles and require more support/services</p>	<p>remain in their local mainstream school wherever possible, and support those pupils who are waiting for specialist provision</p> <ul style="list-style-type: none"> • Emotional Based School Avoidance (EBSA) pupils attending school or accessing alternative provision • Stronger relationships between home and school • Pupils successfully transition between schools/classes • Parents feeling supported and more confident • Fewer pupils with autism/ADHD are being suspended/at high risk of exclusion • Parents having the skills to support their children attending school • Pupils with EBSA feeling less anxious • Increase parent engagement and ensure 	<p>overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> • Pupils with SEND on reduced/part-time timetables increase their attendance • Pupils who are impacted by Emotionally Based School Avoidance (EBSA) increase their attendance • Pupils Awaiting a Special School (ASSP) are attending their mainstream school full-time <p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p> <ul style="list-style-type: none"> • Schools feel confident meeting the needs of Children/Young People Awaiting a Special School Place and they are receiving targeted support from the Outreach Service (Integrated 	<ul style="list-style-type: none"> • Non-attendance due to anxiety • Child being at risk of exclusion • Services for families are provided as follows: • Support via home visits, telephone or email, especially following a diagnosis or at crisis point • Advice and home visits to help with behaviour and strategies • Information about talks, training and developments in the area • Provide families a bespoke package with resources to support their child or young person at home • Put parents in contact with other SEND families <p>Commission Amwell View School to provide additional outreach sessions:</p> <p><u>Sheila Kitchen, Secondary Outreach Teacher</u></p> <ul style="list-style-type: none"> • Mainly supporting secondary schools • Y6/7 transition in Summer/Autumn • Co-chairs Secondary SENCO group with DSPL3 SEND Lead • Provides training to support staff working with SEN children <p><u>Alison Lindsell, Primary Outreach Manager</u></p> <ul style="list-style-type: none"> • Mainly supporting primary schools
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	<p>they feel supported and know where they can access information, support and services</p> <ul style="list-style-type: none"> • Pupils with EBSA attending school for an increasing amount of time • Provide a positive package of support to children, young people and adults aged 0-25 • Pupils attending school for an increasing amount of time • Ensure smooth transition for children to Secondary schools • Maintain high standards and level of support via Outreach and FSW team and ensure this impact is measured and contributes positively to helping support schools and families. <i>(Last year's cumulative data reported: Staff were knowledgeable & worked in professional manner: 4.96, The quality</i> 	<p>Services for Learning [ISL] and Rivers Education Support Centre [ESC])</p> <ul style="list-style-type: none"> • Increased attendance of EBSA pupils in school or accessing learning through alternative provision • Parents and pupils feel supported by DSPL3 and other professionals • Collaborative working with schools, families and professionals • Support parents to have a toolbox of strategies to use in the family home • Pupils with autism/ADHD are attending school consistently • Termly reports will be provided showing a list of schools and children using the service and the impact it has had including a record of their attendance pre and post support • Data to be collected and monitored to understand why pupils are on reduced or 	<ul style="list-style-type: none"> • Attends all Local High Needs Funding (LHNF) panels • Attends DSPL3 Primary 'At Risk' meetings • Offers a series of workshops and bespoke training delivered to schools to support staff working with SEN children <p><u>NESSie train-the trainer EBSA programme</u> We will continue to roll out this programme in the schools/settings that attended the training. This is a 12-week programme that schools can deliver themselves whilst having access to all the materials, resources, tools and direct access to a NESSie mentor as and when needed. We will monitor which schools are using it and monitor the impact and outcomes for those CYP. Schools that wish to participate can take up any spaces that have not been utilised.</p> <p><u>Future Living Therapy</u> A local charity in Hertford, supports children and parents and deliver a package of care which can include up to 12 weekly sessions of 45 minutes. Therapy can include lego, art, play and talk therapy tailored to the individual's needs. Future Living are very experienced at dealing with children/families that have suffered trauma such as, but not limited to, domestic violence. They previously delivered 20 spaces last year and were very well received by all. Unfortunately, CYP were required to attend the base in Hertford which resulted in less use of the service</p>
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	<p><i>of the support offered: 4.90, Staff/parents are confident in using the support/strategies suggested: 4.72</i></p>	<p>part-time timetables and identify the reasons for this and if intervention, support and services can improve this</p>	<p>by the Bishop’s Stortford schools. We will work collaboratively with Future Living to find a suitable alternative working space in this area so all CYP have equal access to the service. Future Living ended the year with a waiting list so we will negotiate additional spaces this year within budget constraints. They will produce evaluations post support to monitor impact.</p> <p><u>Behaviour surgeries, At Risk, EHCCO, Triage and various support meetings:</u></p> <ul style="list-style-type: none"> • DSPL3 Manager and DSPL SEND Lead (with input from Rivers ESC), will continue to run/attend above meetings to capture CYP and schools that may need additional support and services and communicate relevant information • Support with those on reduced timetables • Monitor and ‘check-in’ from time-to-time children, families and schools that have accessed a service to be proactive rather than reactive • When discussing CYP at risk of suspensions or perm-ex, ensure support or signposting is done in a timely manner and actions are followed up <p><u>TA Academy:</u> DSPL Managers will work together to come up with a training offer of 6 sessions (1 each half-term) which will be offered across all 9 DSPL’s. This will help upskill TA’s and aid staff retention, whilst improving quality outcomes for CYP.</p>
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			<p><u>Website/Facebook:</u></p> <ul style="list-style-type: none">• Keep both up to date at least weekly to ensure information is current, relevant and of high quality for all stakeholders• Continue to promote website and Facebook page to increase visibility• Add a Mental Health / Pastoral leads page to the website detailing network meeting dates/times/locations and contact details <p><u>Enhanced Transition:</u></p> <ul style="list-style-type: none">• Continue to improve our transition offering and processes to ensure CYP have the best chances of success and are known/expected at new setting• Reflection meeting to share good practice amongst schools, go over what worked/didn't work and plan improvements for the future• Continue to encourage the use of our Transition Guidance document as a minimum standard and update as appropriate• DSPL3 Manager to arrange Transition day, source host venue, schedule timeslots and ensure attendance from each and every school <p><u>Mindkindness:</u></p> <ul style="list-style-type: none">• Speak to Secondary schools to identify those with a cohort of CYP that are struggling to attend school for whatever reason (anxiety, friendship
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			<p>problems, MH etc) and discuss the benefits of running the Chill Skills 6-week course</p> <ul style="list-style-type: none">• Monitor the impact the courses have had on those CYP and whether this has helped increase attendance, more confident or happy being at school etc. <i>(Data impact from last year where CYP scored themselves out of 10 regarding how relaxed they felt attending school, rose from an average of 4/10 at the start of the course to 8/10 at the end of the 6 sessions)</i> <p><u>Training Courses/workshops:</u></p> <ul style="list-style-type: none">• Continue to collate all flyers/emails/ information that DSPL3 receives and maintain an up-to-date list of all courses and workshops available for professional to access• Regularly distribute this list to schools and keep the website up-to-date weekly, deleting those that are now past and adding new ones
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What are the key issues in your DSPL area?	What do you want to achieve?	How will you know you have achieved this?	What will you do, and what resources will you use to achieve this?
Local SEND Initiatives			
<p>SENCO's reported that the last 2 annual conferences were their favourite event of the year – they were very informative and valuable, and have requested this event to continue: <i>(A survey indicated that 100% of SENCO's thought it was good value for money and 100% would attend again)</i></p>	<p>Outcome 4: DSPL facilitates working at a local level between all stakeholders</p> <ul style="list-style-type: none"> • DSPL3 to arrange an annual conference with a high level of attendance from both Primary and Secondary schools • The topics covered to reflect the needs of our area • To receive positive feedback following the event 	<p>Indicator 4: All short and long term pieces of work with partners are evaluated using the summary question 'Did the intervention/support provided make a positive difference?' and an overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> • High attendance • Positive feedback on content 	<p><u>SENCO conference:</u></p> <ul style="list-style-type: none"> • Budget for the annual conference. As previously, attendees will be asked to contribute towards the cost. Budgets will be based on 75 attendees • DSPL3 Manager to get creative and source high quality workshops/speakers for low cost • DSPL3 Manager will identify possible local venues and availability • DSPL3 Manager to confirm date and communicate information with all SENCO's including agenda/timings • DSPL3 Manager to work with SEND Lead, Outreach team and Family Support worker to hold discussions around the topic/theme of the conference to reflect current needs and issues in the area • Evaluation form created to capture feedback for all aspects of the conference following the event and shared with Area Board

<p>HFL briefings and SENCO forums have been available to all SENCO's in the DSPL3 area. They are well attended and highly valued (<i>in total 72 booked on across the 3 HFL briefings and 74 attended across the 3 SENCO forums</i>)</p>	<p>Outcome 3: DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools</p> <p>Outcome 4: DSPL facilitates working at a local level between all stakeholders</p> <ul style="list-style-type: none"> • Opportunity for SENCO's, services and external professionals to network • Consistent way for SENCO's to access/receive information to local and national SEND updates • SENCO's feel confident and equip to fulfil their role 	<p>Indicator 3: A comprehensive Local DSPL Offer is in place that reflects strategic priorities and has been moderated by the LA</p> <p>Indicator 4: All short and long term pieces of work with partners are evaluated using the summary question 'Did the intervention/support provided make a positive difference?' and an overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> • High/sustained attendance of SENCO's to both events • Positive feedback 	<p><u>HFL Briefings:</u></p> <ul style="list-style-type: none"> • DSPL3 Manager to confirm with HFL dates for the next academic year • Budget for first HFL briefing only. This assumes a small contribution from approx. 50 schools as per last year's arrangements. We are not budgeting beyond this as this cost will be picked up by HCC for all DSPL areas going forward <p><u>SENCO Forums:</u></p> <ul style="list-style-type: none"> • Source school halls to enable forums to be held face to face at no cost • DSPL3 SEND Lead to confirm dates for SENCO Forums • DSPL3 SEND Lead to source guest speakers for forums and decide agenda for the day <p>DSPL3 Manager to communicate dates with schools and promote attendance and reminders each term. Advertised on website, Facebook and newsletters</p>
<p>SENCO voice was captured and the overwhelming wants/needs identified were:</p> <ol style="list-style-type: none"> 1. To continue to access Educational Psychologist consultations 	<p>Outcome 2: All schools, early years settings, colleges and services deliver quality provision that meets the needs of children and young people with SEND locally</p> <ul style="list-style-type: none"> • DSPL3 responds to the needs in our local area 	<p>Indicator 2: Short and long term pieces of work with young people and families are evaluated using the summary questions 'Did the intervention/support provided make a positive difference?' and an</p>	<p><u>Educational Psychologist Consultation Sessions</u> (Dr Katy Cole):</p> <ul style="list-style-type: none"> • Continue to commission the successful and much valued online consultations. These are sessions lasting 45-50 minutes. Schools book on a first come first serve basis, complete a school's questionnaire and parent consent prior to the call and receive a written report afterwards

<p>2. Introduce some form of SpLD support/service (LA restructured and this became a ‘paid for’ service which many cannot afford or the offering is not what is required)</p> <p>3. More support in dealing with parents</p>	<ul style="list-style-type: none"> • SENCO’s will be equip and feel supported through DSPL training events <p>Outcome 4: DSPL facilitates working at a local level between all stakeholders</p> <ul style="list-style-type: none"> • SENCO’s feel confident and equip to fulfil their role • CYP is able to access mainstream education on a full-time basis 	<p>overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> • Good attendance • Satisfaction levels from feedback surveys <p>Indicator 4: All short and long term pieces of work with partners are evaluated using the summary question ‘Did the intervention/support provided make a positive difference?’ and an overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> • Positive feedback on the impact the intervention has had on the child 	<ul style="list-style-type: none"> • DSPL3 Manager to negotiate to keep costs the same as last year and work with 25/26 budget to enable a further 36 sessions available to our schools • Set aside 1 or 2 consultations for ‘emergencies’. These can be accessed immediately if a CYP has been identified as ‘at risk’ from suspensions or perm-ex during professional meetings or via another service such as Outreach, Rivers ESC etc. • Monitoring of regular feedback to inform Area Board of value and allow future planning <p><u>SpLD Consultations</u> (with Jenny Wright – formally HCC):</p> <ul style="list-style-type: none"> • Commission online consultations of approx. 40 minutes. Schools book on a first come first serve basis and complete a brief information form along with parent consent if required • DSPL3 Manager to negotiate price to maximise value whilst also maintaining quality and impact. • Ideally look to commission 12 sessions a term = 36 sessions available to our schools across the year 25/26 • Monitor and assess feedback and report to board to show impact of sessions <p>Both consultations involve parents if they so wish to be present on the Teams calls.</p>
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<p>Parents may not necessarily have heard about the work DSPL does, or understand how it can support them</p> <p>Parents reporting that they need support</p> <p>Parents unsure what support is available and how to access it</p> <p>A total of 39 parents attended across 3 coffee mornings last year and many had never heard of DSPL before or had little understanding of what we did</p>	<p>Outcome 4: DSPL facilitates working at a local level between all stakeholders</p> <ul style="list-style-type: none"> • Make DSPL3 more visible and accessible to parents and carers • Parents and carers feel more supported and equip 	<p>Indicator 4: All short and long term pieces of work with partners are evaluated using the summary question ‘Did the intervention/support provided make a positive difference?’ and an overall satisfaction rate of 90% is achieved</p> <ul style="list-style-type: none"> • Good/regular attendance with new faces also cropping up • Positive feedback 	<p><u>SEN parent/carers Coffee Mornings:</u></p> <ul style="list-style-type: none"> • DSPL3 Manager to continue termly coffee mornings • Arrange venue, date/times and advertise through schools/newsletters/ website/Facebook • Ensure a minimum number of professionals attend such as DSPL3 Manager, DSPL3 SEND Lead, SENCO, family support worker, Rivers, EY etc. to assist discussions with parents • Create evaluation feedback form or collect verbal feedback following event <p><u>Parent/carer Newsletters:</u></p> <ul style="list-style-type: none"> • Continue to produce half-termly newsletters and distribute to schools • Upload onto website so it is easily accessible in the case that schools have not forwarded to parents • Communicate reminders via other channels such as Facebook where they are available and how to access them <p><u>Training Courses/workshops:</u></p> <ul style="list-style-type: none"> • Continue to collate all flyers/emails/ information that DSPL3 receives and maintain an up-to-date list of all courses and workshops available for parents to book onto to further their knowledge and gain support via professionals and parent networking opportunities
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			<ul style="list-style-type: none">• Advertise where to find this information and keep the website up-to-date weekly, deleting those that are now past and adding new ones <p>Attend ad hoc events to promote the work of DSPL3 to parent/carers in the community and work with other agencies such as SPACE, Family Centres etc to become more visible.</p>
Contingency (10%)			
			To be decided