

This monitoring form should be completed and submitted on the following dates:

**Submission dates financial year 2017/18:**

### DSPL Area Group Details

This section needs to be completed / updated each time the form is submitted. It is recommended that it is signed off by the Lead Headteacher.

<b>DSPL Area Group</b>	<b>2</b>
<b>Lead School</b>	<b>Peartree Spring Primary</b>
<b>Name of person completing form</b>	<b>Kim Taylor</b>
<b>Position</b>	<b>DSPL 2 Manager</b>
<b>Date</b>	<b>21.09.17</b>
<b>Period of monitoring (please specify)</b>	<input checked="" type="checkbox"/> Summer 2017 <input type="checkbox"/> Autumn 2017 <input checked="" type="checkbox"/> Spring 2018
<b>Group Membership (Please indicate any vacancies)</b>	
<b>Name</b>	<b>Role</b>
	Parent Vacancy
	Parent Vacancy
	Parent Vacancy
Teresa Skeggs	Primary School Headteacher
Louise Shuttleworth	Primary School Headteacher
Emma Flawn	Primary School Headteacher
Jonty Hall	Village School Headteacher
Rob Staples	Primary School Headteacher
Gary Hawkins	Junior School Headteacher
Ben Reader	Infant School Assistant Headteacher
Deb Willcox	Nursery School Headteacher
Tony Fitzpatrick	Secondary School Headteacher
Barry Burningham	Secondary School Deputy Headteacher
Shaun Trimble	Special School Headteacher
Dave Victor	Special School Headteacher
Dan Nearney	ESC Headteacher
Jennie Newman	Area Manager, ISL
Tracy Haase	ISL staff
Naina Cowell	EP manager, North Herts and Stevenage
Helen Longstaff	Early Years provider



**Overall rating on delivering the objectives of the DSPL Area Strategic Commissioning Plan Agreement:**

Please identify any areas that you are finding challenging and require support with. Also note below examples of best practice.

	<b>Not Yet Met</b>	<b>Met</b>
Provide the leadership for the DSPL Area Group;	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chair the DSPL Area Group meetings;	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure appropriate management arrangements are in place to develop, implement, monitor and evaluate the strategic DSPL plan for the area;	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure that the area strategic development plans contribute to the overall SEND Strategy 2015-18 and workstream outcomes and that the services and activities identified in the agreed strategic development plans are delivered to meet the objectives;	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure appropriate membership on the DSPL Area Group in line with the Terms of Reference;	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure representation on the DSPL Development Planning Group;	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sit on the DSPL County Network;	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work in close partnership with the Integrated Services for Learning Area Manager and other local authority officers as appropriate;	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ensure parents of children and young people with SEND are actively engaged in working in collaboration with professionals on the DSPL Area Group;	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Seek to consult with and inform a wider number of local stakeholders including parents of children and young people with SEND; schools and settings and other relevant services and organisations about the DSPL Area Group's plans and activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Examples of best practice:**

Early Years and Year 6/7 Transition Workers in post.

ASD Leads project with a bespoke package of support and consultancy has increased staff expertise in Autism across DSPL 2.

Shared CPD across Stevenage schools.

Stevenage Mental Health Pilot (GLAs Ltd)

## DSPL Monitoring Form

DSPL Monitoring Activity Form 2017/18

Funding brought forward from previous period

**£297102.89**

- Please complete this table to provide up to date information of activities in relation to the objectives in your Strategic Commissioning Plan\*, details of evaluation and any impact as a consequence.  
*\*If you have any new proposed plans please include them presented on the correct Planning and Evaluation template*
- Include financial records and provide a sheet from your school accounts.

Development Plan Objective	Funding allocated	Actual Spend to date**	What did you do?	Impact (what difference did it make?)
<i>What you want to change/achieve and why? – this should be in line with SEND Strategy objectives and have been evidenced as a need through both hard and soft (anecdotal) data</i>	<i>This will be identified in your plan with a sum for time and/ or money allocated to deliver</i>	<i>This is how much you have spent on this objective to date**</i>	<i>This is what you have done so far, e.g. provided training to upskill staff in schools and settings. Provide details of methods of evaluation.</i>	<i>This is what happened as a result of what you did, e.g. more schools and settings in your Area are accepting and managing children and young people with complex needs (this will be evidenced in the dataset; less cyp excluded, going to special school, to another area or I/NM placement)</i>
1.1) Each DSPL area must set up an Autism review group. The autism review group must be responsible for developing an Autism Improvement plan for their DSPL area and individual schools. 1.2) The DSPL area (SEND lead) will develop an understanding of good practice and reasonable adjustments with the DSPL area,	<b>£2000</b>	<b>£2784</b>	Training and support to enhance staff expertise and confidence in key areas such as Autism, Speech and Language and Behaviour and confirmed by subsequent reviews of need. Increased capacity of services for CYP with Autism	Development of shared practice implemented for S&L and Autism Improved outcomes for young people.  Increased skills and confidence of staff and parents with the range of services provided to support

Development Plan Objective	Funding allocated	Actual Spend to date**	What did you do?	Impact (what difference did it make?)
<p>regarding supporting pupils with autism and their parent.</p> <p>1.3) Each DSPL area will be responsible for promoting and implementing the Hertfordshire's School Autism Lead Role/ Approach.</p> <p>1.4) Promote the use of the Autism AET Standards and School Audit framework.</p> <p>1.5) Promote the AET training approach and use of AET materials.</p> <p>1.6) Each DSPL area will be responsible for monitoring the take up of AET training in their area, in conjunction with the county lead for autism.</p>			<p>and enable them to have their needs met.</p> <p>Implement the LA Autism Review 9 key recommendations.</p> <p>Increase parental confidence in mainstream settings.</p>	<p>speech and language and pupils with ASD.</p> <p>9 key recommendations of the Autism review implemented in DSPL 2 schools. Staff in the locality up skilled to support children with ASD. Schools audit practice using the AET standards.</p>
<p>Create shared CPD approach for settings to share good practice using strategic funding to enhance expertise across DSPL2.</p>	<p><b>£1000</b></p>	<p><b>£348</b></p>	<p>Set up shared CPD training timetable for all schools in DSPL 2.</p>	<p>Increased skills and confidence of staff</p> <p>Development of networks of shared practice</p> <p>Improved outcomes for young people</p> <p>Networking of Stevenage staff to support local provision</p>

Development Plan Objective	Funding allocated	Actual Spend to date**	What did you do?	Impact (what difference did it make?)
			<p>DSPL 2 SENCo forum active – meetings half termly. Representative from ISL attends and updates. Good attendance.</p>	<p>ELKLAN training rolled out across schools. Increased EYs scores in Communication and Language</p> <p>Families Feeling Safe – Protective Behaviours training programme rolled out.</p> <p>SENCo's in DSPL 2 kept informed about high needs funding is meeting the needs of children and young people with special educational needs and/or disabilities (SEND) as well as strategic developments with aims to outcomes for CYP.</p>
<p>Improve KS4 and Post 16 provision and progression routes for vulnerable and 'at risk' young people.</p>	<p><b>£7000</b></p>	<p><b>No invoices as yet.</b></p>	<p>Fund Barnwell school to continue the Level 2 Stevenage 6<sup>th</sup> programme to support vulnerable post 16 students.</p>	<p>Improved Post 16 offer and advice for the identified group of young people</p> <p>Students enrol on appropriate courses and/ or remain in employment.</p> <p>This project is now improving to support other vulnerable post 16 students across the District and not just Barnwell Secondary school.</p>

Development Plan Objective	Funding allocated	Actual Spend to date**	What did you do?	Impact (what difference did it make?)
				Provision for part time KS4 respite at the ESC for pupils who are in mainstream schools. The project aims to support students to remain in mainstream provision while also providing alternative provision for 4 afternoons a week. 12 spaces offered and the programme will include both GCSE and vocational courses.
	<b>£6400</b>	<b>£1973.76</b>	Fund the ESC Darwin project	Provision for part time KS4 respite at the ESC for pupils who are in mainstream schools. The project has supported students to remain in mainstream provision while also providing alternative provision for 4 afternoons a week. 12 spaces offered and the programme has included both GCSE and vocational courses.
1.1) The tiered approach to behaviour will be developed in each DSPL area. 1.2) New commissioning arrangements will be developed in each DSPL area.			Review Primary behaviour across Stevenage. Behaviour Steering group meet regularly to review Primary behaviour in Stevenage with a view to set up a base to meet the	Core mental health offer with a tiered approach that schools can rag individual needs and refer children with significant mental health needs for therapy and

Development Plan Objective	Funding allocated	Actual Spend to date**	What did you do?	Impact (what difference did it make?)
<p>1.3) Each DSPL area will ensure that a clear entitlement pathway is created for those children who experience behaviour difficulties in schools and settings.</p> <p>1.4) Each DSPL area will ensure that suitable full time provision is created for those children who are permanently excluded from school.</p> <p>1.5) A high needs behaviour support service will be commissioned in each DSPL area.</p> <p>1.6) A review of secondary behaviour support/ alternative Provision capacity and allocation arrangements will be carried out in each DSPL area.</p> <p>1.7) Hertfordshire Steps will continue to be rolled out across each DSPL area as Hertfordshires preferred approach to behaviour management in schools and settings.</p> <p>Unmet needs for pupils with social, emotional and behavioural. Settings request more support with children who present challenging needs.</p>	<p><b>£23,100</b></p>	<p><b>£2163.00</b></p>	<p>needs of vulnerable pupils in students.</p> <p>Launch the ACE Mental Health pilot (GLAS ltd).</p>	<p>sessions from a psychiatric nurse. ACE Mental Health pilot (GLAS ltd) will support 10 cases (to include families) as well as a parent group of 10 parents.</p>



Development Plan Objective	Funding allocated	Actual Spend to date**	What did you do?	Impact (what difference did it make?)
To engage all stakeholders and settings through partnerships and developing the website.	<b>£3000</b>	<b>£527.38</b>	Maintain DSPL 2 website	Launched the DSPL 2 website to inform stakeholders about recent projects and developments as well as training offered for parents and professionals.
Improve transition arrangements and parental support in place for Nursery/Reception children (H5 + payment for 4 weeks during summer holidays = £23,000)	<b>£22,000</b>	<b>£6774.65</b>	Developed the roles of the Transition workers across Stevenage.	Improved transition for targeted group of children across Stevenage.  Improved educational outcomes for vulnerable children.  Increased numbers of children supported through Nursery to school transition and across local Early Years settings.
Improve transition arrangements in place for Years 6/7 pupils (H4)	<b>£20,000</b>	<b>£7637.75</b>	Developed the roles of the Transition workers across Stevenage.	Improved transition for targeted group of children across Stevenage.  Improved educational outcomes for vulnerable children.  Supported and engaged hard to reach families via the Children's Centre.

<b>Development Plan Objective</b>	<b>Funding allocated</b>	<b>Actual Spend to date**</b>	<b>What did you do?</b>	<b>Impact (what difference did it make?)</b>
<p>Leadership and Management To coordinate the leadership and management of DSPL 2. To engage all settings in DSPL To increase skills and confidence of staff. To develop networks of shared practice. Improve outcomes for young people. To enhance networking of Stevenage staff to support local provision.</p>	<b>£22,222</b>	<b>£5046.50</b>	<p>Lead school management of DSPL. SET admin costs</p>	<p>Range of projects and pilots to enhance special provision locally. DSPL expenditure accounts monitored carefully. Impact of projects and pilots reviewed regularly. Evidence of pilots and projects requested and collated. Increased staff training. Improved outcomes for vulnerable pupils – evident in impact reports.</p>
<b>Totals</b>		<b>£27255.04</b>		
<b>Carried Forward</b>	<b>£323,099.35</b>			

**\*\* Include funding from previous years.**

#### PLAN FOR UNDERSPEND

Herts Steps Programme for DSPL 2 schools

Level 2 Stevenage 6<sup>th</sup> – Accrued

Transition + Family Workers – Accrued

Behaviour review, plan for new behaviour provision in Stevenage – exact cost unknown.