



## **DSPL 8 Strategic Plan for Hertfordshire County Council May 2025**

### **What are the key issues in our DSPL area and where is the evidence from your self assessment - Local Context and Need:**

Currently DSPL 8 data captured by county indicates we are below or average in all their main indicators apart from those on reduced timetables.

From other data sources we are aware that our post 16 not in education, employment or training for SEN learners, has increased and currently stands at 93 learners in yr12/13. We have also seen a rise in dropout rate from college with no option to access new courses during the academic year.

Our number of children (162) on approved reduced timetables continues to be the second highest in the county with the highest two reasons given for the timetable being in place related to anxiety or anxiety related to autism. However, children awaiting specialist provision also feature highly on our reduced timetable data.

The attendance data for our area indicated in 22/23 that we had a highest level of non-school attendance in county with overall absence rate of 7.8% in 22/23.

We have 101 Children awaiting specialist provision within DSPL 8 in April 2025, meeting the needs of these children and ensuring successful progress in their learning can present significant challenges to our mainstream schools who lack training, staffing and resources to support these learners.

Finally, we know good identification of need accurately by health and school staff as well as parental understanding of their child's needs gives a child the best chance to developing to their full potential. We know children are waiting too long for educational psychology assessments to help understand their learning needs, alongside long waits for speech and language assessments and



ADHD/AS assessments. Furthermore, school staff are leaving the profession and struggling to confidently meet the needs of the learners within their schools.

DSPL:	Date:	Submitted by:	
<b>What are the key issues in your DSPL area, and where is the evidence from your self-assessment to support this?</b>	<b>What do you want to achieve?</b>	<b>How will you know you have achieved this?</b>	<b>What will you do, and what resources will you use to achieve this?</b>
LEADERSHIP			
See Introductory statement	To support all schools, settings, colleges and services to deliver quality provision that meets the needs of learners with SEND locally. DSPL facilitates working at a local level between all stakeholders.	DSPL strategic plan reflects our local barriers to quality provision. DSPL Board structures facilitate local working relationships and support SEND learners and families. Support the work of EDUGaurd to improve outcomes for learners with multiple needs.	<p>Manage effective working relationships with DSPL8 Team, DSPL8 Board and sub group and identified partners.</p> <p>Develop and manage the 5 project plans to implement strategic plan.</p> <p>To ensure that all elements of the strategic plan are delivered and subgroup action plans are on task and deliver outcomes.</p> <p>Circulate the dates of the Board and Sub Group Meetings in the Summer Term for academic year 2025/6</p>

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			<p>Provide DSPL8 named representation and administrative support for the DSPL8 board and sub groups.</p> <p>Complete annual survey of need and impact in spring term 2026.</p> <p>Attend EduGuard meetings and support project plan implementation.</p> <p>DSPL8 Team time.</p>
<p>Currently DSPL 8 data captured by county indicates we are below or average in all their main indicators apart from those on reduced timetables.</p>	<p>To support improved short and long term outcomes for children and young people with SEND.</p>	<p>LHNF/local individual child funding- allocations remain in budget.</p> <p>The process is seen as fair and transparent by all settings.</p> <p>LHNF review forms indicate that additional funding has met need and improved outcomes for CYP.</p> <p>Support implementation of replacement for LHNF in September 2025.</p> <p>80% SEND benchmarking return for our area.</p>	<p>To organise and chair the LHNF panels for the DSPL 8 area across the academic year.</p> <p>Ensure all panel members have understanding of funding procedures.</p> <p>Ensure administration of panel process is efficient and transparent.</p> <p>DSPL Team Time (3 days per half term)</p> <p>Support and engage schools in SEND bench marking survey.</p>
<p>Summer Term Impact and summary</p>			

SEND LEAD			
	<p>DSPL will ensure consistent provision to achieve the best outcomes at a local level for children, young people and schools.</p>	<p>Meetings will be well attended with 90% of schools attending at least 2 DSPL activities a year. Evaluations with school consistently report DSPL support as having good or helpful impact. 80% of schools have one or more child profile on VSend.</p>	<p>SEND Lead will facilitate: SENCO Clusters, SEND Briefings, and Early years Sessions in order for settings to be able to support the needs of CYP locally. Strategic SENCO support to specific schools and newly qualified SENCOs. Meet with the ECHOOs to provide a key link locally for young people with EHCPs in order for issues to be resolved and identified quickly. Lead and support the roll out of V Send and best practice.  £1500 for room hire, catering and speakers from EIS funding line.</p>
Summer Term Impact and summary			
STRATEGIC DEVELOPMENT			
<p>We have 101 Children awaiting specialist provision within DSPL 8 in April 2025, meeting the needs of these children and ensuring successful progress in their learning can present significant</p>	<p>Supporting learners awaiting specialist provision to make progress in their current setting</p>	<p>Cohorts of learners awaiting specialist provision will be supported to make progress in their current setting through support to schools to implement EHCP goals and learners will either increase or successful stay in school during</p>	<p>25-26 support targeting SLD learners in Key stage 1 in schools including training for staff, parent support and supplementary activities for learners. Evaluate supplementary activities and training to consider second phase.  2026 support targeting SEMH learners in key stage 3/4 in schools including training for staff, parent support and supplementary activities for learners.</p>

<p>challenges to our mainstream schools who lack training, staffing and resources to support these learners.</p>		<p>the period of support and the term afterwards.</p>	<p>Budget £18,495 training, supplementary provision external providers.</p>
<p>Summer Term Impact and summary</p>			
<p>The attendance data for our area indicated in 22/23 that we had a highest level of non school attendance in county with overall absence rate of 7.8% in 22/23. Our number of children (162) on approved reduced timetables continues to be the second highest in the county with the highest two reasons given for the timetable being in place related to anxiety or anxiety related to autism. However, children awaiting specialist</p>	<p>EBSNA supporting schools, learners and families to address barriers to attendance.</p>	<p>Secondary Schools have completed self-audit tool to plan their own approach to EBSNA. 15 learners in Key stage 3.4 have received direct support from DSPL Nessie counselling resulting in improved engagement with schools or external activity. 12 Solution circle sessions have been held and feedback from schools involved indicates positive impact from session. 15 primary schools report positive impact from My Feelings and Me training.</p>	<p>Contract with Nessie to provide 2 days a week support from an Art Therapist.  1 ½ days will be for direct therapy with learners in Dacorum referred via solution circles or DSPL Send Lead involvement.  ½ Whole area support including: Targeted transition support for 4-6 – Key stage 2 to 3 learners including session over summer holidays. Parent support group half termly. Supervision support for groups of staff either within secondary schools or in primary using My Feelings and Me.  15 primary schools trained in My Feels and Me.  6 Primary Solution Circles  6 Secondary Solution Circles</p>

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provision also feature highly on our reduced timetable data.			12 DESC ELSA interventions for primary schools.  DSPL SEND Lead time Budget £29,800 – commission of Nessie plus DESC interventions and support for coffee mornings.
Summer Term Impact and Summary			
From other data sources we are aware that our post 16 not in education, employment or training for SEN learners, has increased and currently stands at 93 learners in yr12/13. We have also seen a rise in dropout rate from college with no option to access new courses during the academic year	Support SEND learners to successful employment, education or training post 16.  DSPL facilitates working at a local level between all stakeholders	DSPL 8 has clear understanding of reasons behind NEET learners in local area.  Project identifies options for impact as a result of tested models of support in current strategic plan.	DSPL Send Development Officer appointed to research and plan interventions to reduce SEND Neet learners.  Post 16 Sub group is established to direct work.  Liase with County RONI to work on Local Neet.  Budget £24,500 staffing of SEND development officer and resources for interventions.
Summer Term Impact and Summary			
We know children are waiting too long for educational psychology	Provide early support and intervention to learners, schools and	80% of Schools report positive impact from training provided by DSPL.	ESI project plan is developed for DSPL 8.

<p>assessments to help understand their learning needs, alongside long waits for speech and language assessments and ADHD/AS assessments. Furthermore, school staff are leaving the profession and struggling to confidently meet the needs of the learners within their schools.</p>	<p>families in order to improve short and long term outcomes for learners with SEND.</p>	<p>80% of Parents report positive impact from training / support provided by DSPL.</p> <p>Learners who receive assessments are reported to have adjusted APDR plans which support their progress.</p>	<p>Training is commissioned to support schools and parents in key areas of need: SEMH, Transitions, persistent difficulties with literacy and/or numeracy.</p> <p>Local TA academy course</p> <p>Assessment resources distributed to Key stage 2 learners twice a year where school have identified need. Panel process developed with local senco's to ensure transparent process.</p> <p>Local information on SEND support available to parents via; SEND surgeries 6 x a year, targeted support, information fair 2 x a year, website and newsletters half termly– professional and parent.</p> <p>Budget for £31,750 training for parents and school staff, assessment funding for schools, publicity and direct support for families.</p> <p>Parent SEN clinic support funding by Short Term projects £1,800</p>
<p>Summer Term Impact and Summary</p>			
<p style="text-align: center;"><b>LOCAL SEND INITIATIVES</b></p>			

<p>22 of our local primary schools are without access to MHST services</p>	<p>Develop mental health support for schools without MHST support.</p>	<p>22 schools report positive outcome from My Feelings and Me training.</p> <p>Schools report emotional well being boxes are used frequently at the end of 2026.</p> <p>80% of schools attend extra mental health leads training and sign posting sessions.</p>	<p>Consider access to My Feelings and Me training for all 22 schools. Or alternative intervention materials for schools to implement.</p> <p>Emotional Well Being Boxes delivered to each school – targeted to schools identified need and informed by MHST.</p> <p>2 extra Mental health leads and sign posting sessions for schools without MHST including guest speaker.</p> <p>Additional spaces and early booking for parents in schools without MHST for Bounce Forward courses.</p> <p>Budget £12,725 My Feelings and Me package, emotional well being resources and speakers.</p>
<p>Summer Term Impact and Summary</p>			
<p>Concern raised over number of permanent exclusions in key stage 3, 10 learners awaiting specialist provision transferring into mainstream schools at phase transfer, ensuring early years transition is effective.</p>	<p>Transition support ensuring phase transfers are successful and learners continue to make progress.</p>	<p>Young people who receive mentoring report it makes a positive difference.</p> <p>Young people who mentor report it was a positive experience.</p> <p>Staff involved in transition events from DSPL report a positive impact.</p>	<p>Mentoring for transition in secondary.</p> <p>Early years transition events.</p> <p>Reviewing of transition activities.</p> <p>Budget £1,250 funding for training, room hire and speakers.</p>

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Summer Term Impact and Summary			
	Support for Sub Groups and SEND briefing venue hire. Ensuring local knowledge and collaborative working.	Engagement with funded activities indicates a 90% positive impact on learners, staff or parent/carers	Each subgroup of DSPL apart from post 16, provided with £500 in order to fund project work during the year. Early years Well-being and Behaviour Family Support  Budget £1,500
Summer Term Impact and Summary			
<b>CONTINGENCY (10%) £3,000</b>			