

Achieving quality outcomes

DSPL3 News

Welcome to our first newsletter of this academic year. We thought it would be good to share with you information about projects and training that we have coming up. Please visit our website www.dspl3.co.uk to be kept up to date with all that is happening.

Autism Education Trust (AET) Standards Self Evaluation Project

The AET Autism Standards **enable educational settings to evaluate their practice in addressing the needs of pupils on the autism spectrum.**

The standards have been designed for use across all types of educational settings from mainstream to special and specialist, for pupils from the ages of 5 – 16 years, at all levels of ability. The standards mirror the categories established by the [AET training hubs materials](#). There are interactive links from the set of standards to resources that demonstrate how a school or provider might implement practice or policy. The standards also link to the [AET schools autism competency framework](#), the SEND code of practice and the Ofsted framework.

The project will have tranches of schools and settings meeting to use the Autism Standards as a way of self-review and planning developments. SENCOs and/or Setting Autism Leads will meet for a morning at the beginning of a half-term to look at the standards together to develop their understanding of them. This session will be led by Julia Carmichael, Specialist Teacher for Autism (Communication and Autism Team) and Kerry Scripps (DSPL3 SEN Lead). It is then expected that the SENCOs/Autism Leads will carry out a review back in their schools before meeting again a month later to support each other with development planning, again facilitated by Julia and Kerry. Participating schools and settings will receive funding towards supply cover when their action plan is submitted and also be able to apply for 50% funding grants towards resources

There are 44 schools and settings signed up so far, [click here for the list](#).

WellComm Speech and Language Screening Project

Our WellComm project has been very successful, with over 90 settings already trained and using it. Ideal as an initial screening tool, the *WellComm Toolkit* provides a complete speech and language toolkit that can be used by all Early Years practitioners. With 1 in 10 children under 5 years of age experiencing some degree of difficulty in learning language and communication skills, early identification is crucial. To help achieve this, *WellComm Toolkit's* clear and easy-to-use record forms enable the screening process to be carried out quickly and efficiently.

WellComm is a complete speech and language toolkit, offering screening and intervention tools for children in the early years — **suitable for children from 6 months to 6 years.**

[For more information visit the GL Assessment website:](#)

DSPL3 is funding and organising:

A toolkit for each participating setting
1/2 day training for two members of staff from each setting
Facilitation of termly network meetings

Schools/settings will be expected:

To send at least one member of staff to the initial training
To complete an online evaluation after the training
To send at least one member of staff to at least one Network meeting per year
To complete a case study about the impact of the materials two terms after introducing them.

[Click here for a list of the 94 schools and PVI settings involved.](#)

Date for your diary!

Following the success of our **SEND Information Village** earlier this year, we have another planned for next year:

1.00—5.00 p.m. Tuesday 13th June at Wodson Park, Ware. Further details to follow

SEND FAMILY SUPPORT

We are pleased to let you know that we have expanded our Family Support team to include two Social Emotional Mental Health (SEMH) workers. Caronne and Alex are available to support parents of children and young people from 0-18 with SEMH issues and who attend a mainstream school.

[Click here to download a leaflet](#) that gives you further information about the team and how to make a request for support. There are no particular referral criteria as we know it can be hard to get a diagnosis for many SEMH issues, so after a request for support has been made a member of the team will visit the family to establish whether or not there is a role for them.

Sandy, one of our Autism Family Support workers, left at the end of last term, we will be recruiting for her



replacement in the near future, in the meantime Sarah is doing a sterling job.

PARENTS' AUTISM CONFERENCE

We are pleased to let you know that, in partnership with SPACE, we are organising a conference for parents/carers of children and young people with (or awaiting) a diagnosis of Autism. Further details to follow, but please put the date in your diary:

**10.00 a.m.—2.00 p.m.
on Friday 17th March
at Fanhams Hall, Ware**

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PROTECTIVE BEHAVIOURS FOUNDATION TRAINING

This is a 2-day course for anyone who lives and/or works with children, young people, or adults. The day sessions are separated by a week to allow time for reflection and practice.

The learning outcomes for the course are that each participant will be able to:

- understand what makes up the **Language of Safety** and be able to use this in order to communicate in a way that enhances relationships and empowers all involved
- explain some of the possible effects of **Unwritten Rules**
- describe the relationship between **Feelings, Thoughts and Behaviour** and use this model to problem solve events
- clarify **Rights and Responsibilities**
- define a personal concept of **Safety**
- describe the function of **Early Warning Signs** in the PB process
- describe how a person might use the idea of **Personal Networks** of support
- describe how someone could use the seven PB **Strategies** as an integral part of the Protective Behaviours process in practice
- devise a **Personal and/or Group Plan** to use the Protective Behaviours process
- make links with the **Protective Behaviours process** and things that people may already statutorily have to do or **choose** to do

[Click here for a list of settings attending](#)

'ATTACHMENT AWARE SCHOOLS: SUPPORTING LEARNING, PROMOTING RESILIENCE'

This course, which is being delivered by Kate Cairns Associated is for anyone working with vulnerable and traumatised children and young people in an education setting. Participants will develop an understanding of the impact of unmet attachment needs and trauma on education throughout childhood, and will have an opportunity to reflect on what they can do to develop an attachment aware setting.

[Click here for a list of settings attending](#)

AN INTRODUCTION TO CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH IN SCHOOL

Due to demand we have organised further 'Mental Health Awareness' training that is being delivered by YoungMinds. There are separate courses for Early Years and 5-18.

The course covers:

- ◆ Exploring models of mental health
- ◆ Attachment problems and school
- ◆ Identifying vulnerable students
- ◆ Making effective referrals
- ◆ Resilience in school
- ◆ Signposting

[Click here for a list of Early Years' settings attending](#)

[Click here for a list of schools attending](#)

[Visit our website to book onto our courses.](#) Courses are funded by DSPL3 and free to attend, provided that attendees complete a case study outlining changes they have made to their practice as a result of the training and the impact the changes have made.