DSPL Delivering Special Provision Locally

DSPL1 North Herts Primary Support Service

NHESC

North Herts Primary Support Service

"Supporting Children and Families to a Brighter Future"

Information Booklet for DSPL1 Primary Schools 2026–2027

Table of Contents

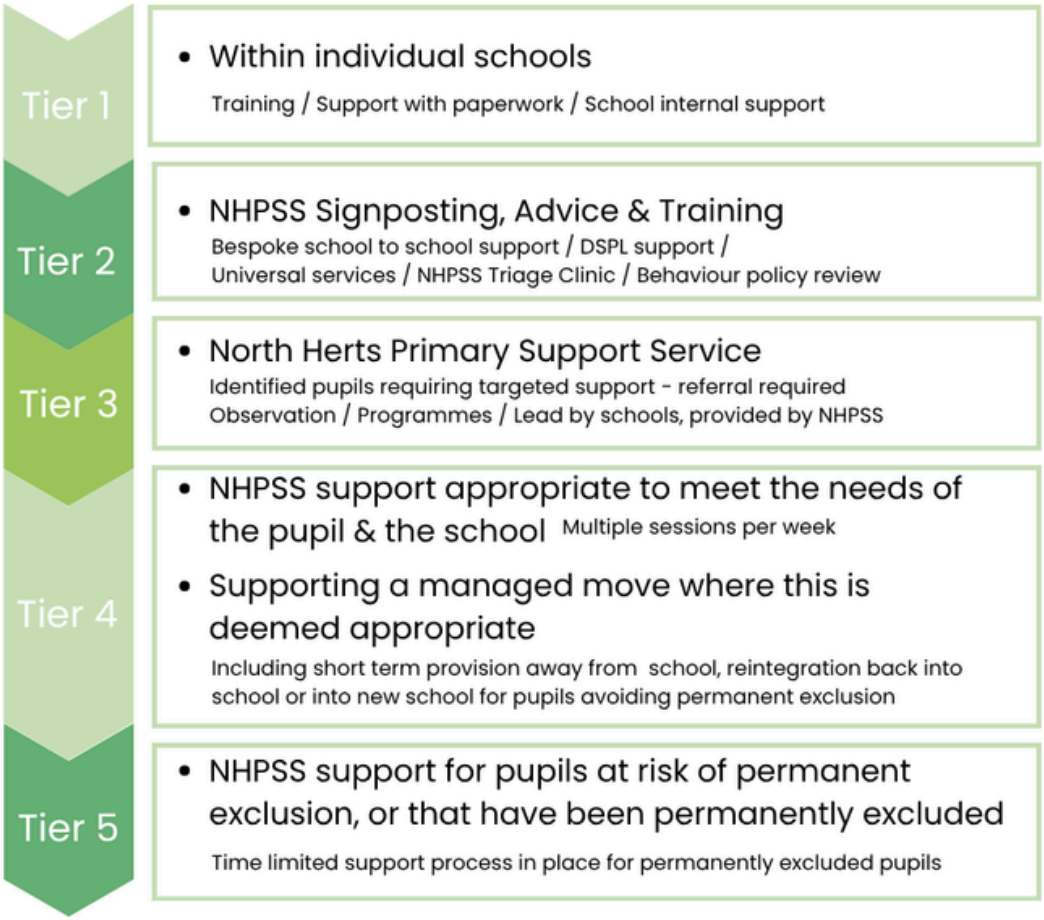
Introduction to NHPSS	Page 3
Model of SEMH Support in DSPL1	Page 3
The “quick start” guide	**Page 4**
Tier 1: Within School	Page 5
Tier 2: Advice & Training	Page 6
Tier 3-5 School Expectations	Page 6
Tier 3: NHPSS Outreach Support	Page 7
Tier 4: Higher Frequency Outreach Support	Page 7
Tier 5: Support for pupils Permanently Excluded	Page 8
Referral Process	**Page 9**
Termly Review Process	Page 9
SEND/SEMH/Behaviour Training	**Page 10**
Organisation & Contact Information	Page 11

Introduction to NHPSS

This information booklet sets out the tiered approach DSPL1 Tri-Partnership Primary Outreach take to support schools. The aim of this approach is to support schools, children and families with a focus on appropriate support and advice to ultimately reduce the number of children at significant risk of or who have been permanently excluded. The model supports direct work with high needs SEMH pupils, while also facilitating early intervention advice and training in school.

Model of SEMH Support in DSPL1

NHPSS signposting, advice and training is available at all tiers.



Back to contents

“Quick Start” Guide

School identify need for further support
and liaise with parents

Schools may wish to book onto the schools’ clinic
at this point for pre referral/signposting advice for both school and family support

page 3

Referral forms (SSR, SEMH Questionnaire and Pupil Data Collection Sheet)
are sent by school to NHPSS admin

page 9

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NHPSS will assess next steps and:
Invite to book onto the school’s clinic for bespoke advice, signposting and/or
Observe pupil and talk with to staff who know the pupil well

NHPSS assess tiered need and feedback appropriate support offer

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Tier 1 and 2

Support with strategies, practical solutions and planning for success

page 5-6

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Tier 3 and 4

Allocation of worker and bespoke, planned SEMH programme of sessions

page 7

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Tier 4-5

Support with Managed Moves, APEx and PEx

page 8

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Termly review

- SEMH Questionnaire and Data Collection Sheet updated by school
- Worker to assess and feedback progress
- Assessment to identify a change in need and offer of ongoing, appropriate support

page 9

Back to contents

Tier 1: Within school

1. All school based support and interventions are in place for pupils displaying SEMH needs.
2. NHPSS work with school staff to ensure essential aspects of the school structure/ethos are in place to promote pro-social behaviour.
3. Schools and other professionals actively seeking to engage parents/carers in the process from the earliest point.
4. Schools are expected to have a robust, consistent behaviour for learning policy that has been applied and regularly reviewed by the SLT and classroom and whole school staff.

Forms of support may include:

- Pastoral support plans
- EHM
- SEN plans
- Roots & Fruits
- Anxiety Mapping
- Risk Reduction plan
- RAMP
- Pupil passports
- Additional adult support
- Pupil timetables
- Playtime & Lunch time rotas
- Reward systems/Consequence ladders
- Assess, plan, do, review system in place
- Clear ethos of inclusion and nurture
- Positive behaviour learning environment
- Conscious & Sub-Conscious behaviour monitoring
- Support with reviewing schools' behaviour for learning and relationship policies
- Providing a safe space for the young person
- Contact with parents/carers is consistent and appropriate.
- Clear behaviour policies.
- Manageable reasonable adjustments are expected to be made within class and within school to support the continued learning, whilst being mindful of the emotional well-being of the young person.
- The NHPSS team are aware of the variety of resources that may be available to some schools compared with others and in turn the impact of a child's behaviour on their setting.
- The Herts STEPS approach will support the above and is supported by the LA and should be the first approach.
- Nurseries attached to Tri-partnership schools can access advice and signposting.
- Schools can access training (specific or generic) by NHPSS to upskill school staff to support pupils effectively. Please see page 10 for details.
- School staff can access advice from NHPSS to support the implementation of strategies and consistency which will enable school to support a child more effectively.
- Pupils who have been 'stepped down to tier 1' are monitored by NHPSS to ensure consistent handover (particularly at the start of a new school year or term).

Back to contents

Tier 2: Advice & Training

The NHPSS Outreach Manager and Senior Support Worker will work with a setting/school to review that all appropriate strategies in Tier 1 have been put in place, and then may implement some of the following:

- NHPSS Outreach Manager and/or Senior Support Worker arrange initial school meeting(s)
- Observations arranged
- Personalised advice offered to staff/staff teams
- Report/advice given to school
- Step down procedure following active NHPSS support (following tier 3 support): Pupil's progress is monitored and worker contact is provided once support is finished
- Support schools in creating/reviewing robust risk management plans, safety and support plans and effective 'roots & fruits' planning
- If a school referral indicates a high level of need at this stage, NHPSS data questionnaires may be issued. These would then be analysed by the NHPSS Outreach Manager and/or Senior Support Worker to determine the hours of support that are feasible to meet the needs of the pupil and the resources available to the service
- The NHPSS Outreach Manager and/or Senior Support Worker will consider the availability of resources in the settings; therefore, advice and support will be adjusted to reflect the setting and pupil's needs
- Use of Severe Trauma, Unmet Need, Crisis (STUC) Interagency meeting to support schools using a multi-agency approach
- Support schools in making connections with Mentors from other schools
- Work alongside DSPL to support a school's systems and approach
- Provide tailored free training & advice to staff
- Provide bespoke, informed signposting and collaborative work with other services

Tier 3-5 – School Expectations:

NHPSS expect online referrals, so referral paperwork is emailed into support services. More details on page 9.

Paperwork required: At point of referral

- Hertfordshire Service Request form signed by parent/carer.
- NHPSS Pupil Data Collection sheet and Pupil SEMH Questionnaire should be completed by the most appropriate adult(s) supporting the pupil.

Paperwork required: Termly

- NHPSS Pupil SEMH questionnaire updated by the school (this should be completed by the most appropriate adult(s) supporting the pupil).
- Termly tab on Pupil Data Collection Sheet updated by the school.

Back to contents

Tier 3: NHPSS Outreach Support

- Provide bespoke weekly outreach support for individual pupil. Support may be delivered through short-term interventions lasting either six or twelve weeks, or through more extensive outreach support.
- Communicate with Parents/Carers as appropriate.
- Liaise with schools to ensure NHPSS workers have all information necessary to provide appropriate support to meet individual pupils' SEMH needs
- Ensure schools are quickly updated about any changes concerning their pupils' support
- Provide schools with an email copy of the planning including aims for each supported pupil
- Send a start of support letter to parent/carer to inform them that support has started
- Email schools half-termly feedback for each of their supported pupils
- Provide a formal pupil report either at the end of the Summer Term or at the end of support.
- Review meeting after three terms of support (NHPSS support to be reviewed by NHPSS Outreach Manager and/or Senior Support Worker & school to plan for next steps)
- Consultation with partnership Family Support Workers for holistic support

Tier 4: Higher Frequency Outreach Support

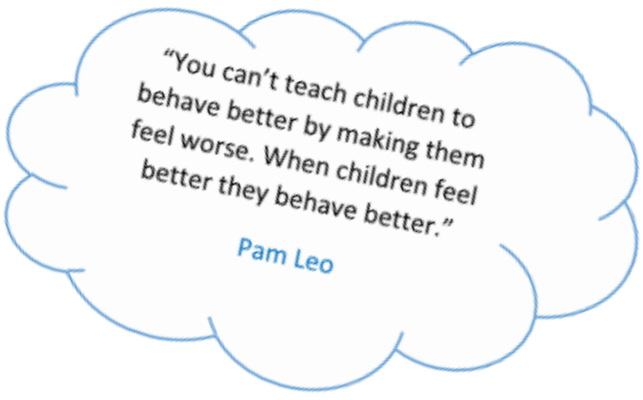
- Planning adapted to support escalation in pupils' need and increase in support time. Support may be delivered through short-term interventions lasting either six or twelve weeks, or through more extensive outreach support.
- Intensive pupil support to avoid an escalation to tier 5, or manage the step down from tier 5
- Risk management plans/roots and fruits reviewed
- Supporting schools in determining future plans: school day timetable adjustments / part-time timetable / PSP / applications for EHCP/ FIF
- Offering support to parents to attend consultations with outside professionals
- Support with short term respite away from school (if appropriate) before an integration plan to support return to the current school or into a new school. Time limited support and review process in place within the PSP
- Regularly liaising with the Primary Inclusion Team (Integrated Services For Learning) about a pupil's current situation and risk of moving up to Tier 5
- Consultation with partnership Family Support Workers for holistic support
- NHPSS Support is reviewed after three terms of support or at the end of the academic year
- Pupils requiring a Managed Move, through the inclusion team, will be offered support, including school advice, attendance at meetings, pupil transition support programme where appropriate (Pupils requiring a Managed Move to avoid a Permanent exclusion could be offered NHPSS respite in the interim either at the current school or local host school)
- Support for APEx pupils and managed move pupils will be reviewed regularly and may be time limited.

Back to contents

Tier 5: Support for Pupils Permanently Excluded (PEx)

- This covers pupils at the level of Managed Move (MM), APEx and PEx; there will be provision for Day 6 of any PEx; there will be close consultation with County Primary Inclusion Officer
- PEx pupils will be provided Day 6 provision from day 6 until the GDC meeting has taken place. After this the responsibility for support will transfer back to the Inclusion team or SEN depending on the pupils EHCP status.
- Pupils requiring a Managed Move through the Inclusion Team will be offered support, including school advice, attendance at meetings, pupil transition support programme where appropriate (Pupils requiring a Managed Move to avoid a Permanent Exclusion could be offered NHPSS respite in the interim either at the current school or local host school)
- Liaising with local schools to identify a host school to ensure access is appropriate, with risk assessed facilities for APEx and PEx pupils
- Liaising with schools for temporary adjustment of their timetables with regard to lower tier pupils
- Whilst working offsite, academic work is provided by the excluding school and SEMH work by NHPSS in line with the PSP
- Providing reports in support of EHCP process
- When using NHPSS's own positive motivation and behaviour interventions these will be agreed with individual schools for individual pupils
- NHPSS staff are trained in Hertfordshire Steps and this ethos is embedded through all support and work offered to schools, parents and pupils
- Consultation with partnership Family Support Workers for holistic support

Within the Hertfordshire emotional wellbeing and behaviour strategy document, it quotes the following "No child should be allowed to fall through the gap or be left behind, and each individual child should have access to a continuum of support which can address his/her needs". This will require NHPSS to review support for pupils awaiting alternative provision and at high risk of exclusion. This will be supported by the STUC meeting process and support from the North Herts ESC Heads.



Back to contents

Referral Process Information and Instructions

- Once it has been identified that there is a need for NHPSS to be involved with a child, the school should meet with parent/carer(s) and discuss the service and what NHPSS can offer; a leaflet (downloadable from our website) should then be passed to parents to direct them to our website and procedures.

- Schools may wish to book onto the NHPSS schools clinic at this point for pre referral/signposting advice for both school and family support. Book an appointment here: https://calendly.com/nhpss

- A Single Service Request (SR) is to be completed and signed by parent/carer. Referral paperwork can be downloaded here.

- The SENCo and any other relevant member of staff should then complete the tab 'Referral or Start of year' on the Pupil Data Collection sheet. All the purple boxes need an answer, these can either be selected from the drop down menus or written in. Please send the signed SR and the completed Data Collection sheet to supportservices@nhf.school via the secure OneDrive folder.

- Once received, the referral will be reviewed by the NHPSS Outreach Manager and/or Senior Support Worker to assess the next steps.

- If the pupil requires targeted support, the allocated NHPSS worker will be in contact with the person who made the referral to complete the SEMH Questionnaire and create an Individual Pupil Programme.

- The Pupil Data Collection sheet and SEMH Questionnaire will be used to record and track progress and any changes for the duration of support or the relevant academic year. These will be updated at the end of each term in consultation with the school. We will also send out session feedback each half term.

Termly Review Process

- The Pupil Data Collection sheet will be sent out to SENCOs via the secure OneDrive folder, approximately three weeks before the end of term. Once you receive the Pupil Data Collection please complete the tab related to the current term. This will need to be completed and returned by the date set. The data collected will be used to create the NHPSS Termly reports which are sent to all school Heads and SENCos.

- Support Workers will be in schools towards the end of each term to fill out the SEMH Questionnaires and will use this information to create new Individualised Pupil Programmes for the next term.

- Each term NHPSS will send Individual Pupil Programmes to each SENCo: they will receive a blank copy for the beginning of each term; at half term a copy will be sent with updates and feedback from the first half terms sessions; and then again at the end of term with the second half term's feedback.

- End of Academic Year reports will be sent out in July, or at the point of a pupil finishing support.

Back to contents

SEND/SEMH/Behaviour Training

NHPSS workshops are available to all Tri-partnership schools, and are aimed at enhancing the skills and knowledge of teachers, administrators, SLT and support staff. Led by experienced professionals, they offer a blend of theoretical insights and practical strategies to ensure that participants can effectively apply what they learn in their own schools. Please email supportservices@nhf.school to enquire about booking a workshop.

Positive Behaviour Management & Well-being

Including the practical application of therapeutic intervention (in line with Herts Steps model), consequences, positive reinforcement, adult self-reflection, looking at ACEs, Attachment and Trauma. Q&A time after presentation. Slides & certificates provided. 60-90 minutes.

Positive Mental Health (Application & Theory of Zones of Regulations)

Zones of Regulation is a programme of support to teach self-regulation and emotional understanding: this training covers the ethos and theory behind Zones of Regulation and the application of Zones in school, either with individuals or as a whole school approach. Q&A time after presentation. Resource pack, certificates and parent leaflet provided. 60-90 minutes.

Positive Mental Health - Parents/Carers Workshop

A workshop for parents/carers explaining the use of Zones of Regulation in schools and how it can be used at home. This session can take the form of a coffee morning/afternoon or an after school workshop.

Looking Behind the Behaviour

This training session takes a closer look specifically at Attachment, Trauma, ACEs, Autism and ADHD, how these present in children, and how we can support young people who may be impacted by these experiences. Q&A time. Slides & certificates provided. 60-90 minutes.

Personal Safety

Personal safety training has been designed to support school staff to work with complex, highly impulsive young people. It looks at the physical environment, equipment and resources that can support a safer environment for both pupils and staff. It focuses on how we can reduce the risk of harm to adults and pupils from behaviour. Identify triggers and have planned responses, using physical skills and understanding the use of resources, people and environments with in this. 90 minute session.

Whole School Support/Training

This will look at a whole school approach to behaviour management and the systems in place for support. Reflection on policy and practice. This will include:

- a whole schools observation/walk round
- a review of current policies with school SLT
- a whole school positive behaviour management training based on SLT direction
- 90 minutes, with Q & A time

Organisation & Contact Information

The North Herts Primary Support Service considers the following schools (see list below) in which they are commissioned to work, supporting pupils with high SEMH needs, as the NHPSS setting. Within these settings NHPSS staff will use a combination of the NHPSS relationship policy and the school policy as agreed with schools.

Baldock:
Ashwell Primary
Hartsfield JMI
Sandon JMI
St Johns RC JMI
St Marys Infants
St Marys Junior
Weston JMI

Letchworth:
Garden City Academy
Grange Academy
Hillshott Infants
Icknield Infants
Lordship Farm JMI
Northfields Infants
Norton St Nicholas
Pixmore Junior
St Thomas More RC
Stonehill JMI
Wilbury Academy

Royston:
Barkway First
Barley First
King James Academy
Royston
Icknield Walk First
Reed First
Roman Way First
St Mary's RC JMI
Studlands Rise First
Tannery Drift First
Therfield First

Name	Phone number	Working Days
Miss McFayden	07876 788760	Mon-Fri
Mrs Young	07795 841915	Mon-Tue Thu-Fri
Mrs Goddard	07796 526289	Mon-Fri
Mrs Hussain	07786 935699	Tue & Thu
Miss Hammett	07796 536609	Mon-Thu
Mrs Galas	07717 534613	Tue-Thu
Mrs Wakefield	07796 538094	Mon-Thu
Mrs Dobinson	07796 542070	Mon-Fri
Mrs Walker	07795 843599	Mon-Thu
Mrs Mayse	07840 848677	Mon-Fri
Miss Gordon	07858 308767	Mon-Thu
Miss Upton	07902 746568	Mon-Tue Thu-Fri

NHPSS Outreach Manager:
Robyn McFayden

North Herts ESC:
Executive Head: Dan Nearney
Head of School: Dan Lewis

Tri- Partnership:
Baldock Head: Simon England, Ashwell Primary School
Royston Head: Anna Greetham, Tannery Drift First School
Letchworth Head (Current Chair): Julie Petitt, Lordship Farm Primary School

Back to contents