

SEND and Inclusion Strategic Improvement Plan		
Ref	Task	Completion date
<b>Priority 1: Develop a System Underpinned by National Standards</b>		
<i>Strengthening inclusive education systems with excellent mainstream and specialist provision that puts children and young people first, being ambitious in reimagining a society that is inclusive at every level. Create environments that are designed to offer every child and young person the support they need to fulfil their potential, both within the classroom and beyond.</i>		
<b>1.1 Pre-diagnosis support options for children, young people and young adults are in place</b>		
S1.1.1	Develop operating procedures with a focus on how to meet need without/awaiting a diagnosis through what is 'ordinarily available' and screening tools.	Jul-26
<b>1.2 Safe environments within local communities and schools are provided, where early support and services can be accessed easily.</b>		
S1.2.1	Refresh and monitor the school accessibility strategy, with associated guidance, to ensure schools increase access to the curriculum, improve the physical environment and make written information more accessible.	Sep-25
S1.2.2	Family Hubs SEND Centre of Excellence will be established, to provide families the opportunity to access immediate support, advice and guidance for any SEND related needs.	Jul-25
S1.2.3	Promote support for children and young people with SEND who are homeless	Dec-25
<b>1.3 Clear and effective pathways for services including assessment and post assessment support are in place and embedded across the city.</b>		
S1.3.1	Establish a Inclusion Framework setting out and strengthening pathways (ISAPP, Attendance (ESO/SAO), medical needs) to provide support and interventions and sharing of data to understanding the needs of CYP and schools.	Jul-26
S1.3.2	Develop transition clinics and additional outpatient waiting list capacity to reduce waiting lists with revised referral guidance to provide clarity on referral criteria and pathways.	Dec-25
S1.3.3	Ensure the capacity in Paediatrics is fit for purpose and NICE compliant.	Dec-26
S1.3.4	Ensure the capacity in CAMHS is fit for purpose and NICE compliant.	Dec-26
S1.3.5	Develop a clear autism assessment pathway for CYP, reflective of demand, that is fit for purpose and NICE compliant. This will include signposting to support offers for CYP, parents/carers and schools/settings to ensure needs are identified and met during the pre and post assessment period.	Aug-25
S1.3.6	Develop clear pathway and eligibility criteria for carers assessment and direct payments, including for children with an EHCP to have this reviewed as part of the annual review.	Jul-25
S1.3.7	Implement and embed a Personal budget policy (Education, Health and Care) and promote procedure (including guidance) to provide clear information to professionals, CYP and families and improve experiences and outcomes.	Jul-25
S1.3.8	Further develop the EHCP annual review process with schools and professionals to support an increased compliance of amendments through the development of guidance and systems to support the process.	Jul-26
<b>1.4 Clear information on services and pathways is provided and promoted</b>		
S1.4.1	Launch revised local offer which includes updated information on education, health and care.	Jul-25
S1.4.2	Develop and deliver communication plan to raise awareness of the Local Offer to all stakeholders to provide consistent messages.	Jul-25
S1.4.3	High quality short breaks statement to be developed to reflect universal, targeted and specialist offer including clear eligibility criteria and process.	Mar-26
S1.4.4	Promote post 16 travel options, and travel training for post 16, on the local offer and to explore if there are any other funding elements that can be accessed for post 16.	Jul-25

<b>Priority 2: Successful transition and preparation for adulthood</b>		
<i>Further develop a SEND and alternative provision system which supports children and young people to successfully move through education and into adulthood, regardless of whether they have an EHCP, through the wide variety of routes available. Destination planning will be built in from the earliest stages and should continue through their education, centred around the aspirations, interests, and needs of the child or young person.</i>		
<i>Provision should support children and young people to develop independence, contribute to their community, develop positive friendships, be as healthy as possible, and, for the majority of</i>		
<b>2.1 An understanding of what can be expected from the earliest point will be developed so that children, young people and their families can plan for their future.</b>		
W2.1.1	Develop a PFA and transitions pathway across the SEND and Inclusion Partnership including transitions between services.	Dec-25
<b>2.2 Clear and effective pathways between services at transition points, between children and adult services, and employment pathways are understood.</b>		
S2.2.1	Establish processes to plan, support, and share information together throughout life transitions, or when things change for children and young people across the partnership.	Jul-26
<b>2.3 Clear and accessible options for young people and young adults so they feel confident to access services for themselves are available.</b>		
S2.3.1	Develop a policy for PFA (Preparing for Adulthood) and how person-centred planning tools can attend to the voice of young people	Jul-26
<b>2.4 Leisure offers are available which are appropriate and accessible for children, young people and young adults within local communities and that are accessible all year</b>		
S2.4.1	Undertake timely engagement with the SEND community to support development of an extended leisure and activity offer in their local community including parks, leisure centres etc to make sure they are SEND appropriate	Sep-26
<b>Priority 3: A skilled workforce and excellent leadership</b>		
<i>Professionals who deliver for children and young people with SEND – in early years, schools, colleges, health and care settings, specialist and alternative provision, local authorities and beyond – are dedicated, highly skilled and passionate about meeting their needs. Build on the extensive expertise held and focus on setting consistent standards and incentives to build one united workforce around the child or young person.</i>		
<b>3.1 A clear understanding around co-production and participation is embedded so that we have a shared agreement of when it is appropriate to consult, co-design and co-produce our services together.</b>		
S3.1.1	Review, relaunch and embed the co-production charter across all partnership services to underpin effective engagement.	Dec-25
S3.1.2	For all services to complete the CDC co-production audit toolkit bi-annually to develop/include in operational action plans for services to drive improvements.	Dec-25
S3.1.3	Develop processes and guidance to inform where and when additional participation activities may take place will help families to understanding engagement, consultation, and co-production including what this is, when we would apply this, and would not through guidance which will be	Jul-26
<b>3.2 A shared training offer is developed that supports services to test and learn together</b>		
S3.2.1	Provide training and maintenance of skills to professionals working with CYP with SEND and their families	Jul-26
S3.2.2	Consider how to increase the capacity and recruitment of appropriately qualified staff available to work in schools through traded offers or options around deployment of staff from other settings (i.e., Special Schools)	Jul-26
S3.2.3	Continue with the current processes for MDT working and safeguarding so that we can ensure that shared practice is in place and the CYP is the focus. Any concerns are identified early and shared so that the issues regarding the CYP can be addressed and safeguarded before they escalate.	Dec-25
<b>Priority 4: Strengthened accountabilities and clear routes of redress</b>		
<i>A vision for a SEND and alternative provision system where decisions are made, collectively and consistently by partnerships and informed by robust data and evidence. This will be underpinned by strengthened accountabilities for all those responsible for local delivery</i>		
<b>4.1 How we co-produce assessments and reviews is shared and understood by professionals and families</b>		
S4.1.1	Establish a work group to explore how to ensure CYP are involved in a meaningful way in Education Support Plans and Education Health & Care Plans and their reviews providing them adaptable ways of communicating their aspirations within their annual reviews with schools & families able to access a range of resource to help capture this.	Jul-25

<b>4.2 A quality assurance framework across the SEND and Inclusion Partnership is in place</b>		
S4.2.1	Develop a clear and effective QA Framework to be used across the SEND and Inclusion Partnership which is implemented and embedded in order to ensure continuous improvement.	Jul-25
S4.2.2	All quality assurance themes from across the partnership to be developed into practice improvement plan/practice report.	Jul-26
S4.2.3	A You Said, We did will be published to address feedback from children, young people and families.	Jul-26
S4.2.4	A self-evaluation update cycle will be established throughout the life of the strategy and beyond, to create opportunities for any new priorities to be considered within the board where new areas of need arise.	Jul-27
S4.2.5	Using existing data from a variety of sources to monitor performance, with established mechanisms through the Equality Groups to monitor under-representation of children and young people with protected characteristics receiving support for their SEND needs.	Jul-26
S4.2.6	Develop a schools causing concern process for sharing emerging concerns about SEND provision in school, so that targeted support and identified training can be put in place swiftly to address these concerns.	Jul-25
S4.2.6	Continue development of Complaints and Compliance Group to deliver solutions from the thematic review of complaints and LGCSOs to mitigate the key issues identified.	Dec-25
<b>Priority 5: A financially sustainable system delivering improved outcomes</b>		
<i>The SEND and alternative provision system should deliver consistent, clear and early support for children and young people with SEND and provide financial sustainability. The system should enable local partners to work together effectively with families to deliver for children and young people.</i>		
<b>5.1 A clear framework that shows when and how services are commissioned including single service and Jointly Commissioned is in place</b>		
S5.1.1	Joint Strategic Commissioning Group to deliver outcomes within the refreshed Joint Commissioning Strategy.	Sep-27
S5.1.2	Establish a Joint Commissioning Dashboard that can be used to analyse and predict service requirements.	Dec-25
5.1.3	Ensure all services for Alternative Provision are procured through the appropriate framework	Jul-25
<b>5.2 The quality of services commissioned is improved to make sure that they are offering the best services, best value and that they are helping to meet needs of children, young people and young adults.</b>		
S5.2.1	Have a clear quality assurance framework for provision in developed and aligned to SEND and Inclusion Partnership Framework to monitor quality against baseline/trajectory to understand gap	Sep-25
<b>5.3 Opportunities for sufficiency planning to reduce unnecessary use of high-cost provision are developed</b>		
S5.3.1	Established an Inclusion Framework, with schools and specialist services, which will increase the opportunities for children and young people to continue to access education in their local area, therefore building further opportunities to access wider community activities with their school peers.	Dec-25
S5.3.2	Sufficiency planning and forecasting to include health and early years and reduce the need for special school places by increasing the support in mainstream schools (Hubs) and earlier intervention via health, to help us plan more effectively.	Dec-26