



Annex A: Local SEND Reform Plan

Developing a Local SEND Reform Plan is an important first step for local areas to set out how they will lay the foundation for reform, and design an approach tailored to their local context. A shared plan which focuses on co-designing the local approach as system partners and with children, young people and families will help foster collective responsibility for delivering the reforms.

It is critical that all system partners, including health, education and childcare settings, work together to design and deliver the Local SEND Reform Plan, under the local authority's leadership. It is also crucial that representative family carers e.g. the local Parent Carer Forum, are involved in the development of the plan.

The expectation is that this plan is discussed, agreed, and signed off at your relevant SEND Governance Board. As a minimum, the plan must be formally signed off by the Local Authority Chief Executive (CEO), the Integrated Care Board (ICB) Chief Executive, the Local Authority Director of Children's Service (DCS), the Integrated Care Board NHS Place Director, and the Local Authority Chief Financial Officer (CFO/Section 151 Officer). We encourage other colleagues and partners who have contributed to also review and sign-off the plan, particularly early years, school, college and trust leaders.

Name of Local Authority:

Name of Integrated Care Board:

Local SEND Reform Plan SRO:

Signatories

Role	Name	Signature	Email contact	Date
RBC Chief Executive	Yates, Jackie		Jackie.Yates@reading.gov.uk	
ICB Chief Executive	Nick Broughton			
RBC Director of Children's Services	Lara Patel		Lara.Patel@reading.gov.uk	
RBC Chief Financial Officer (Section 151 Officer)	Darren Carter		Darren.Carter@reading.gov.uk	
ICB SRO Equivalent				

Executive Summary

A brief summary of your local system 'change story' – your local context, where you are now, where you want to get to in the next 3 years, how you know you are succeeding and how you will know you have achieved your vision for the next 3 years. Please include a brief qualitative summary. This summary should also include your assessment of current and forecast performance against the headline metrics.

Please structure your 'change story' using the following aims:

- *Build a 0-25 system where Children and Young People (CYP) receive support to achieve and thrive through (a) more inclusive settings and (b) stronger local partnerships*
- *Improve capacity and capability of the mainstream and specialist workforce to identify and meet need*
- *Improve confidence of children, families, and stakeholders in reform and readiness of the system*
- *Stabilise finances and improve value for money*


Word limit 500: 499 words.

Reading's Special Educational Needs and Disability (SEND) reform journey is rooted in a strong partnership commitment to belonging, inclusion and shared responsibility. The local area partnership has established weekly partnership meetings to support co-production of the Local Area reform plan in Reading. This work is informed by the SEND Reform Plan maturity assessment, our May 2026 SEF and DfE adviser support. The system has taken an honest, evidence-led view of current strengths and weaknesses.

The local area benefits from committed practitioners, engaged schools and strong partnership working. However, these strengths coexist with challenges: fragmented access to support, variable inclusive practice, workforce fragility, inconsistent experiences for families, and sustained financial pressure driven by rising demand and reliance on specialist provision.

Over the next three years, Reading will embed a coherent 0–25 SEND system in which more children and young people have their needs met successfully in inclusive local settings. The ambition is a system where children belong locally, with stable transitions, and escalation to statutory processes becomes the exception rather than the default.

Partnership feedback highlighted the need to simplify pathways, clarify accountability and strengthen ownership across education, health, social care and the voluntary sector.



SEND reform will be delivered in alignment with Families First and Best Start in Life, using family hubs and place-based working to connect services around families. Improving workforce capacity and capability is a central reform lever. While practice quality is strong in parts of the system, it is not yet equitable or sustainable.

Over the next three years the partnership will implement a Experts at Hand offer, providing coordinated multi-agency support to early years, schools and further education providers. Experts at Hand will strengthen mainstream Inclusion, improve timely access to education and health expertise, and reduce demand across the system. Delivery will be underpinned by shared expectations and workforce development. This will build on and incorporate the existing work of Reading's multi-disciplinary SEND advisory service (RISE), which will continue to be funded via the Schools Block transfer to the High Needs Block.

Confidence and readiness of children, families and stakeholders will be strengthened by developing our approach to parental and professional confidence. Parent Carer Forum (PCF) and Children and Young People's (CYPs) voice will shape design, delivery and assurance. Communication about what support is available, when it can be accessed and how pathways work will improve.

Progress will be evidenced through improved attendance, stable placements and smoother transitions, and qualitative feedback from families, CYPs and schools that support is felt earlier and more consistently.

Reading faces sustained financial pressure from EHCP growth, increasing complexity and high-cost placements. Reform therefore shifts investment upstream, strengthening universal and targeted support, reducing reliance on independent and out of area provision, and expanding inclusive mainstream capacity. Success will be demonstrated through slowed EHCP growth, stabilised placement patterns, improved unit costs, better value for money, and closer alignment between investment, outcomes and lived experience for children and families. Together, these reforms create a confident, and sustainable SEND system for Reading.

Reading's Special Educational Needs and Disability (SEND) reform journey is rooted in a strong partnership commitment to belonging, inclusion and shared responsibility. The local area partnership has established a weekly partnership meeting structure that has allowed the whole system to engage in the co-production of the Local Area reform plan in Reading. This work has been informed by the Local SEND Reform Plan maturity assessment and supported by our DfE adviser. The system has taken an honest, evidenced view of current strengths and weaknesses.

The local area benefits from committed practitioners, engaged schools, improving sufficiency planning and an established culture of partnership working. However, these strengths coexist with persistent challenges: fragmented access to support, variable inclusive practice, workforce fragility, inconsistent experiences for families, and sustained financial pressure driven by rising demand and reliance on specialist provision.

Over the next three years, Reading will embed a coherent 0–25 SEND system in which more children and young people have their needs met successfully in inclusive local settings. The ambition is a system where children belong in their communities, transitions are stable, and escalation to statutory processes becomes the exception rather than the default.

Partnership feedback highlighted the need to simplify pathways, clarify accountability and strengthen collective ownership across education, health, social care and the voluntary sector.

SEND reform will be delivered in alignment with Families First and Best Start in Life, using family hubs and placebased working to connect early help, education and specialist expertise around children and families. Improving workforce capacity and capability is a central reform lever. While practice quality is strong in parts of the system, it is not yet equitable or sustainable.

Over the next three years the partnership will implement a fully-fledged Experts at Hand offer, providing planned, relational, multiagency support to early years, schools and further education providers. Experts at Hand will strengthen mainstream inclusion, improve timely access to education and health expertise, and reduce demand across the system. Delivery will be underpinned by shared expectations for inclusive practice, targeted workforce development. This will build on the existing work of Reading's Reading Inclusion Support in Education (RISE) team, which is Reading's existing multi-disciplinary SEND advisory service providing existing support across mainstream schools in line with the vision of the SEND reforms. The RISE Team is currently funded via schools forum agreement for a transfer from the Schools Block to the High Needs Block (HNB), which we hope to keep in place until 2029. The RISE Team will be incorporated into Experts at Hand, alongside the additional workforce provided through the Experts at Hand funding.

Confidence and readiness of children, families and stakeholders will be strengthened by developing our approach to parental and professional confidence which is a core enabler across Readings reform plan. Parent Carer Forum (PCF) and Children and Young People's (CYPs) voice will shape design, delivery and assurance. Communication about what support is available, when it can be accessed and how pathways work will improve.

Progress will be evidenced through improved attendance, reduced placement instability, smoother transitions, and qualitative feedback from families and schools that support is felt earlier and more consistently.

Financially, Reading faces sustained pressure from growth in Education Health and Care Plans (EHCPs), increasing complexity and highcost placements. Without system change, demand and expenditure are forecast to continue rising. Reform therefore shifts investment upstream, strengthening universal and targeted support, reducing reliance on independent and out of area provision, and expanding inclusive mainstream capacity. Success will be demonstrated through slowed EHCP growth, stabilised placement patterns, improved unit costs, better value for money, and closer alignment between investment, outcomes

Section 1 – Vision and Goals

1. What the local area partnership is trying to achieve?

Please set out your goals for your local system. These should be clear, aligned to the vision set out in the Schools White Paper, small in number and measurable. These goals should include clear reference to:

- Outcomes for children
- Confidence of parents, carers and young people in the system
- Management of finances to secure value for money

Wordcount limit 250, current 284

The Reading local area partnership aims to create a high-performing, inclusive 0–25 SEND system that enables children and young people to thrive in their local communities, reduces reliance on statutory intervention, and delivers sustainable value for money. Through Reading’s SEND and Inclusion strategy the partnership aligns the priorities with the SEND reform, Families First and the Best Start in Life programme ensuring a connected approach in the way the system will access resources. This reflects the shared ambition developed through recent system engagement and illustrates how reform programmes interconnect to improve outcomes and lived experience for children, young people and families.

Our core goals are to:

Through strategic alignment and system leadership, the partnership will act as one joined-up system, with shared priorities, clear roles, and joint decision-making, reducing duplication and fragmentation.

Data, insight and impact will underpin improvement, bringing together shared performance information, quality assurance and lived experience to understand what is working, for whom and why, and to drive accountability and learning.

Co-production, workforce development and culture change will be a golden thread across delivery. Children, young people and families will shape design, implementation and review, supported by a confident workforce using shared language, inclusive behaviours and consistent practice models across education, health and care.

Equity and consistency across schools and settings will ensure a shared understanding of inclusion and timely access to the right support. Families will experience smooth and clearly shaped pathways, without the need to navigate multiple systems underpinned by our ‘tell it once’ approach.

Joint commissioning will align Best Start in Life, Families First and SEND reform, with partners sharing accountability for child-centred practice, value for money and outcomes. This approach supports confidence, sustainability and system delivery.

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Section 2 – Strategy

2. Where the local area partnership expects to be in the next 3 years

A description of what your local system would look like in the next 3 years in line with the national vision set out in the Schools White Paper and set within the context of where you are starting from as a local system.



In particular, as commissioning system partners, you should reflect on and agree what your fully fledged **Experts At Hand Offer** model should be and how this will be deployed via mainstream settings and providers (including those not based in your area – e.g. further education colleges attended by your young people) to build their capacity as well as identify and meet the needs of children and young people earlier and without the need for a statutory assessment for Education, Health and Care.

To help you fully consider the scope and scale of change required, you may find it useful to structure your response using these 4 building blocks of an inclusive system, reflecting on what is working well in your system, what you are most worried about, what needs to change, and how the enablers will help you achieve your 3 year vision.

When summarising where your local area partnership currently is, please include an assessment of where you are in reference to the core minimum requirements above and how you bridge the gap, making reference to and attaching additional documents that provide underlying evidence for your summary.

Strengthening inclusion across education settings– organising places and provision to meet as many needs as possible, as close to home as possible, with all settings and providers moving towards a shared understanding and consistent practices around inclusion.

System leadership, local partnership collaboration and co-production– putting in place the enabling conditions across a local area that ensures planning and provision reflects the local area & is joined up, including strategic co-production with parent carers and children and young people.

Access to specialist support and local placements – improving collaboration between settings and deploying expertise from a range of specialist and expert sources, to support schools and settings to meet the needs of children and young people earlier and locally.

Encouraging inclusive culture & behaviours – using funding and shared accountability towards a system that works for children and families while achieving value for money.

Local blueprint for the next 3 years	Where we are	Where we will be in the next 3 years
<p>Building blocks One Strengthening inclusion across education settings</p> <p>Enablers</p> <ul style="list-style-type: none"> - <i>Capital investment strategy across Early Years (EY), mainstream and Further Education (FE)</i> - <i>Moderate Learning Difficulty (MLD) Alternative Resource Provisions (ARPs)</i> - <i>Strong relationship across the SEND partnership</i> - <i>LA workforce is well-trained and regularly kept up to date with latest developments.</i> - <i>Strategic co-production with parent carer forum</i> - <i>Families First Programme</i> - <i>Best Start in Life</i> - <i>Arrival of SEND Reforms</i> - <i>Strengthened multi-disciplinary team working in school clinics</i> - <i>Mainstream Inclusion Fund + EYs and Post 16 grant funding</i> - <i>Improved legislation to underpin Mainstream responsibilities</i> 	<p>Working well</p> <p>Reading has a well-established foundation for inclusive practice across its education system.</p> <ul style="list-style-type: none"> ● A shared, research-informed approach to inclusion is embedded through the Education Partnership Board, with aligned values, training and school-to-school collaboration. ● Strong inclusive practice is evident across many schools, as identified through Ofsted, School Effectiveness and PINS programme reviews. ● Reading Inclusion and Support for Education (RISE) has strengthened workforce capability through targeted training and follow-up support, improving classroom adaptations and access for pupils with SEND. ● Robust termly Multi-Disciplinary Team (MDT) planning meetings (co-led by Educational Psychology and RISE) support early identification and coordinated intervention across all schools. ● A mature model of MLD and SLD ARPs in primary settings supports mainstream inclusion, with secondary ARPs developing. ● Quality assurance demonstrates consistently strong practice across ARPs. ● A whole-system approach to emotional health and wellbeing is in place, including MHSTs and additional support commissioned through the voluntary and community sector. ● Culturally humble and anti-racist approaches are outlined in documents and all staff are provided training in this area. ● The SEND team has a developing robust, professional and collaborative relationship with the Information, Advice and Support Service (IASS), particularly through the SEND resolutions lead. Where parents permit, IASS supports families to set out their concerns to the SEND team, enabling meaningful discussion. This is resulting in more rapid resolution and positive outcomes for families without the need for complex, stressful and time-consuming legal processes. <p>What needs to change?</p> <p>Despite strong foundations, further development is required to achieve consistency and scale:</p>	<p>Reading will have a consistently inclusive education system, aligned to SEND Reforms, where:</p> <ul style="list-style-type: none"> ● Schools and settings deliver a high-quality, broad SEND offer, extending beyond statutory requirements, as judged by our SEND Partnership (including School Effectiveness) and Ofsted. ● A fully embedded continuum of provision supports children at universal, targeted and specialist levels across all phases, including FE as judged by our SEND Partnership (including School Effectiveness) and Ofsted. ● A higher proportion of children with EHCPs are successfully supported in mainstream settings. This will be judged via settings reporting lower risk of placement breakdown for individual students via the Experts at Hand referral and triage process. ● Inclusive practice is consistent across all schools, underpinned by a fully implemented workforce development strategy and triage model. This will be measured by increased numbers of children at risk of suspension, exclusion and placement breakdown being flagged to Experts at Hand, and support being put in place and reviewed within adequate timeframes. ● Children with SEND achieve stronger outcomes, including improved attendance, attainment and preparation for adulthood. ● Children reporting increased inclusion and belonging within their settings. A program will be in place to ensure that this is collected, qualitatively analysed and reported to across the partnership. ● School-to-school improvement networks are mature and provide and/or facilitate a sustained system-wide support. This will be another measure of increased inclusion (i.e. fewer placement breakdowns, fewer suspensions/exclusions and support being sought in the right place at the right time). ● Attendance improves, and suspensions and exclusions continue to reduce. ● Reduced number of children on part-time timetables. ● Increased average time spent in school for children on part-time timetables. ● Post-16 pathways are strengthened, with commissioning oversight across the Thames Valley Footprint around Further Education, enabling more young people with SEND to access employment and meaningful adult outcomes. ● SEND sufficiency planning is dynamic and data-led, giving confidence to partners in the system's ability to meet need locally.

- Variability in inclusive practice remains across schools and phases.
- Training needs analysis (via RISE and PINS) has identified gaps in workforce capability.
- A fully embedded continuum of provision across EY, mainstream, ARPs, specialist and FE is not yet in place.
- Workforce development is not yet fully aligned through a single integrated plan.
- Opportunities to increase the proportion of children with Education Health and Care Plans (EHCPs) in mainstream settings need to be further realised.
- The Universal Offer needs to be consistently understood or delivered across all settings.
- The use of needs-led, shared data must drive consistency, target variability and inform continuous improvement, and this is not yet fully embedded.
- Partnership ownership, governance and accountability for the universal offer are not yet strong enough to ensure consistent implementation at scale.
- Transitions at all stages (EY, primary, secondary and FE) will be proactively planned to ensure continuity of inclusive support.
- We recognise that children, families and staff from world majority communities can experience systemic barriers, including discrimination and inequitable access to support. The partnership will continue to prioritise and embed culturally humble and anti-racist practice across all areas of SEND and Alternative Provision delivery.
- Greater links with Adult Social Care when considering Preparing for Adulthood are required.
- To support IASS service delivery in a complex and evolving system, it will be necessary to establish more consistent commissioning arrangements across health, education and social care. Demand for the service continues to increase and secure funding streams will be necessary to ensure that the service remains compliant with the SENDIASS minimum standards.
- Parental confidence in the national SEND system is variable and may not immediately translate to local confidence; rebuilding trust will require sustained, transparent engagement and continuous learning from feedback over time.

Status of the enablers that underpin your system.

- The Experts At Hand (EAH) model is fully embedded, providing consistent access to specialist support and enabling early intervention across all settings.
- An observable reduction in pupils with SEND becoming Electively Home Educated (EHE) from our 2026 baseline.
- Reduction in yearly agreed Educated Otherwise Than At School (EOTAS) packages, alongside clearer thresholds and processes around agreeing EOTAS.
- Increased numbers of CYP returning to mainstream (or appropriate setting) after short intervention.
- A robust future universal offer will be co-developed and regularly refreshed across the partnership with schools, MATs, early years and post-16 providers, underpinned by up-to-date, needs-led data and aligned to the National Inclusion Standards. This offer will be formally agreed and signed off by the local authority, ICB, MAT and school representatives, and the Parent Carer Forum to ensure shared ownership and accountability.
- No child or young person will move between phases without clear, coordinated planning and appropriate support in place.
- All partners will consider policy, practice, commissioning and decision-making through an equity lens, supported by ongoing workforce development in cultural humility, racial literacy and inclusive practice.
- This approach will be aligned with Adult Social Care strategies to ensure a life-course approach to inclusion, supporting children and young people to build independence from an early stage.
- We will be regularly mapping opportunities for parents and children to co-produce services for themselves and contribute to service design more widely. This will be published and publicised to families when accessing services including EHCPs and school-based interventions.

By the end of the three-year period, Reading will have established a highly inclusive, financially sustainable and evidence-informed funding model where resources are aligned to complexity and impact, mainstream inclusion is strengthened across all phases, and children and young people with SEND are able to thrive within their local communities. This will be underpinned by our complexity matrix.

	<p>The SEND Partnership has been working collectively towards the SEND Reform vision over the past 18 months, with key enablers established and rated as strong (Green).</p> <ul style="list-style-type: none"> ● <i>Capital</i>: Investment is aligned to sufficiency planning, including expansion of ARPs and specialist provision. ● <i>Workforce</i>: A skilled workforce is in place, with ongoing development through RISE, PINS and partnership training. ● <i>Partnership working</i>: Strong collaboration across education, health and care, with shared commitment to inclusion. This includes a Universal Offer which will be jointly agreed and signed off by the local authority, ICB, school and MAT representatives, and the Parent Carer Forum ● <i>MDT delivery</i>: Established MDT approaches supporting early identification and intervention. ● <i>Co-production</i>: Strategic engagement in place, with further development required to embed consistently. <p>The Inclusion Funding Framework and complexity matrix will directly support the development of a more coherent and sustainable approach to school funding, EHCP delivery and mainstream inclusion. The model will create greater alignment between ordinarily available provision, targeted inclusion funding and statutory EHCP provision, ensuring that resources are allocated proportionately to levels of need and complexity.</p>	
<p>Success measures Drawing on metrics from the accompanying data template:</p> <ul style="list-style-type: none"> - Improve attendance of pupils in all maintained schools (mainstream and special) with SEND. - Reduce reliance on Independent Non-Maintained Special School (INMSS) places. - Mainstream settings with increased access to Education Psychologists (EPs), Speech and Language Therapists (SaLTs) and Occupational Therapists (OTs). - Reduced Not in Education, Employment or Training (NEET) rates for SEND CYP at age 16. - Reduction in the number of children with SEND permanently excluded. 	<p>Baseline</p> <p>(outline the baseline for your success measures reflecting where you are now – these should be drawn from the metrics in the data template)</p> <ol style="list-style-type: none"> 1. Attendance in Maintained Special Schools – 83.7%. 2. Total Number of INMSS places – 139 3. Number of pupils with EHCPs placed in maintained mainstream settings (including ARPs) – 938 4. Percentage of CYP with an EHCP aged 16-17 not in education or employment – 9% 5. Since academic year 2023/24 2 pupils with EHCPs and 15 pupils receiving SEN support have been permanently 	<p>Target Metrics</p> <p>(outline the target metrics that will demonstrate you have achieved the vision summarized above – these should be drawn from the metrics in the data template) By financial year 2029/30:</p> <ol style="list-style-type: none"> 1. Improve attendance in Reading Maintained Special Schools to be in line with the national average. 2. Increase the number of maintained special provision within Greater Reading by 35%. 3. Increase the number of pupils with EHCPs placed in maintained mainstream settings 12%. 4. Reduce the pct of CYP with an EHCP not in education or employment to 6%. 5. Reduce the number of pupils with annual reviews stating “school

<ul style="list-style-type: none"> - Reduced number of part time timetables. - Sustainable number of children in mainstream resource spaces. - Continued reduction in corporate complaints regarding SEND. - Increased positive feedback through systematically collecting the data from parents and CYP. 	<p>excluded</p> <ol style="list-style-type: none"> 6. Percentage of pupils with EHCPs who are Electively Home Educated (EHE) as a proportion of all EHE pupils in May 2026 – 28 (7%) 7. Percentage of unplaced children require Education Other Than School (EOTAS) as a proportion of all unplaced children May 2026 – 14 (13.4%) 8. Reduce number of part-time time timetables (current position not currently available – processes being updated to ensure data is collected by schools). 9. A reduction in the number of complaints needing to be resolved through the corporate complaints process 	<p>can't meet need" being permanently excluded to 0.</p> <ol style="list-style-type: none"> 6. Increase the proportion of EHE pupils that also EHC plan moving back into a maintained setting by 20%. 7. Reduce the proportion of unplaced and EOTAS pupils with EHCPs by 60%. 8. Decrease the average length of time that a CYP is unplaced by 20%. 9. Reduce the average length of time that schools commission AP by 20%. 10. Increase the average time a child on a part-time timetable spends in school by 20%. 11. Reduce the number of corporate complaints by at least 25%.
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Access to specialist support and local placements		
Local blueprint for the next 3 years	Where we are	Where we will be in the next 3 years
<p>Building blocks Access to specialist support and local placements</p> <p>Enablers</p> <ul style="list-style-type: none"> - Capital investment strategy across Early Years, mainstream, Further Education - Joint commissioning of integrated therapy services into specialist bases - Strong relationship across the SEND partnership 	<p>Working well</p> <p>Reading has a clear strategic direction aligned to the SEND Reforms, with a strong focus on inclusion, sufficiency and sustainability across the system.</p> <ul style="list-style-type: none"> ● A reform-aligned strategy is in place to reduce reliance on EHCPs in mainstream, decrease INMSS placements and remodel Alternative Provision ● Delivery of 180 new special school places is on track for September 2027/28, increasing local capacity ● A mature SLD ARP model in mainstream primary schools supports children to access local provision ● A well-established risk pathway, supported by a five-point plan and behavioural support team, provides 	<p>Reading will have a fully inclusive, integrated education system where all partners share responsibility for outcomes for children and young people with SEND.</p> <p>System outcomes</p> <ul style="list-style-type: none"> ● Reduced reliance on EHCPs through effective early intervention. ● INMSS numbers will reduce and be reserved for the most exceptional and complex cases, not due to local capacity constraints. ● A balanced and sustainable system, with provision aligned to local need. ● Improved educational outcomes, particularly at Key Stage 4 ● Stronger mainstream inclusion, with children supported

<ul style="list-style-type: none"> - LA workforce is well-trained and regularly kept up to date with latest developments. - Strategic co-production with PCF - Family First Programme - Best Start in Life - Arrival of SEND Reforms - Existing SLD ARPS - Currently building and co-locating specialist provision for children on mainstream sites - Building of LA managed Children's homes in borough - Behavioral support team within RISE. - Strengthened multi-disciplinary team working in school clinics - Emerging work to draw on the views of CYP cohorts who have gone through the SEND system, including Youth Justice and AP, building on their experiences to create a more inclusive and child-centred system. 	<p><i>MDT input to manage risk in mainstream settings</i></p> <ul style="list-style-type: none"> ● A clear school organisation strategy, promoting federations to strengthen leadership capacity and support financial sustainability ● Early progress in data and financial transformation, supporting strategic planning <p><i>Reading has large migration across borders, which means that some children's local school is not Reading. Within Reading we refer to this as Greater Reading, which we have defined with schools.</i></p> <p>What needs to change?</p> <p>Despite strong foundations, there are key areas requiring further development:</p> <ul style="list-style-type: none"> ● Data systems and usage are not yet fully integrated to support predictive planning and shared accountability ● There remains a gap between demand and specialist provision, due to historic sufficiency challenges and delivery timelines. A fully embedded continuum of provision across mainstream, ARPs and specialist settings is not yet in place. This will be underpinned by delivering the specialist places required and planned through capital investment. ● Utilise learning of the behavioural support to inform wider system changes. ● Leadership capacity across some schools requires strengthening to improve consistency and outcomes ● Attainment outcomes for pupils with an EHC plan, particularly at Key Stage 4, require significant and sustained improvement <p>Status of the enablers that underpin your system.</p> <p>The local area partnership has been working collectively towards the SEND Reform vision over the past 18 months, with key enablers established and progressing well.</p> <ul style="list-style-type: none"> ● Capital: <ul style="list-style-type: none"> ○ Delivery of 180 new special school places across two Reading primary sites ○ Ongoing investment in specialist and mainstream provision ● Workforce: <ul style="list-style-type: none"> ○ Strong existing workforce across education and support services ○ Development of federations to strengthen leadership capacity ○ Behavioural support team (RISE) providing 	<p>effectively within their local communities.</p> <ul style="list-style-type: none"> ● A fully operational Preparation for Adulthood outcomes toolkit will be in regular use, strengthening annual reviews, improving the quality of EHCPs, and supporting better-matched placements across the a clearer continuum of provision for Reading's Post-16 learners requiring specialist support. <hr/> <p>Provision and sufficiency.</p> <ul style="list-style-type: none"> ● A fully developed continuum of provision, enabling movement between mainstream, ARPs and specialist settings. ● The effective use of a local 3-tiered AP model. A locality-based Approved Provider List for Alternative Provision will be established, comprising quality-assured Reading providers to support children to access provision locally. ● Increased local specialist capacity, reducing out-of-area placements. ● A consistent approach to curriculum and provision design across all settings <hr/> <p>Workforce and system leadership</p> <ul style="list-style-type: none"> ● A confident, skilled workforce across all settings ● A mature system of federations and school partnerships, strengthening leadership and school improvement. ● Expanded behavioural support model (delivered through the wider Experts at Hand model), supporting all settings including specialist provision. <hr/> <p>Data, finance and commissioning</p> <ul style="list-style-type: none"> ● Fully embedded data-led decision making, with integrated systems. ● Strong financial modelling aligned to SEND Reform priorities. This will be informed by up-to-date, needs-led data to ensure it reflects the emerging profile of children and young people across Reading. ● Improved commissioning arrangements around AP, ensuring value for money and sustainability. SEND Case Officers will utilise the Approved Provider List to ensure consistent quality, oversight and informed placement decision-making. ● The partnership will strengthen its use of disaggregated data to identify and respond to inequalities across the system, including differences in early identification, access to provision and outcomes for children and young people from world majority communities. This will inform commissioning, service design and resource allocation, ensuring that decisions are increasingly needs-led, equitable and responsive to local population trends.
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MDT input, with plans for expansion

- **Data and digital systems:**
 - Increasing use of data to inform planning
 - Further work required to integrate systems and strengthen predictive modelling
- **Service integration:**
 - Early implementation of MDT approaches, including therapy input within specialist settings
 - Development of the Experts at Hand model to support wider system delivery

Role of the Experts at Hand (EAH) model

The Experts at Hand model will underpin system transformation by:

- Providing timely access to specialist advice and intervention
- Supporting early identification and reducing escalation
- Building workforce capacity and confidence around meeting SEND needs within mainstream schools
- Ensuring consistent MDT support across the system, with the Experts at Hand model delivering equitable, needs-led access across early years, primary, secondary and post-16 settings, so that all phases benefit proportionately from specialist input, and no part of the system is disproportionately reliant on or excluded from support.
- Strengthening integration across education, health and care.
- Expanding the capacity, reach and impact of the current RISE model, aligning and integrating it with the Experts at Hand offer to create a coherent, graduated system of support, strengthening early intervention and delivering scalable consultation, training and intervention across all phases (EY, primary, secondary and post-16).x
- Embedding a clearly defined graduated response (Universal, Targeted and Targeted Plus), strengthening the universal offer through timely specialist input and reducing unnecessary escalation to EHCPs.
- Systematically enhancing and sustaining the universal offer across all settings, with Targeted and Targeted Plus pathways providing consistent, early intervention and improving outcomes within mainstream provision.

<p>Success measures <i>Drawing on metrics from the accompanying data template</i></p> <p>See the strengthening inclusion across education settings section.</p>	<p>Baseline</p> <p><i>(outline the baseline for your success measures reflecting where you are now – these should be drawn from the metrics in the data template)</i></p> <p><i>See the strengthening inclusion across education settings section.</i></p>	<p>Target metrics</p> <p><i>(outline the target metrics that will demonstrate you have achieved the vision summarized above – these should be drawn from the metrics in the data template)</i></p> <p><i>See the strengthening inclusion across education settings section.</i></p>
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System leadership, local partnership collaboration and co-production		
Local blueprint for the next 3 years	Where we are	Where we will be in the next 3 years
<p>Building blocks <i>System leadership, local partnership collaboration and co-production</i></p> <p>Enablers</p> <ul style="list-style-type: none"> - <i>Increased standards for children within Specialist Support Bases</i> - <i>Improve attendance of pupils in Special Schools and Specialist Support Bases</i> - <i>Reduce number of Independent Special School places</i> - <i>Increased access to EP/SaLT/OT within specialist support bases to prevent avoidable special school placements.</i> - <i>Reduced NEET rates for SEND YP at age 16</i> - <i>Reduction in the number of children with SEND permanently excluded and/or suspensions.</i> - <i>Cost</i> 	<p>Working well</p> <p>Reading is strengthening its system leadership and partnership approach, with a clear focus on sustainability, inclusion and improved outcomes.</p> <ul style="list-style-type: none"> ● Strengthened school leadership through federations By consolidating functions across federations and appointing Executive Headteachers supported by Heads of School, Reading is developing more sustainable models of provision and increasing leadership capacity across schools. ● Strong and improving local area partnership The Local Area Partnership is united in its commitment 	<p>While strong foundations are in place, co-production and engagement with families require further strengthening and consistency.</p> <ul style="list-style-type: none"> ● Strengthening parental engagement at strategic level Engagement of parents and carers, particularly through the Parent Carer Forum (PCF), is not yet consistent. Attendance and participation at partnership boards and SEND/AP strategic forums remain limited. ● Embedding co-production as consistent practice While there is a clear understanding of co-production principles, practice is not yet fully embedded across the system, in line with our 'SEND Good Practice Guidelines' (influenced by NHSE guidance). Engagement is developing but not yet consistently influencing service design and

- *Reduced number of part time timetables.*
- *Number of children in mainstream resource spaces*
- *School Standards*
- *Number of children unplaced*
- *Number of children on EOTAS*

to improving outcomes for children and young people, working collaboratively and with increasing transparency. There is a clear focus on listening to lived experiences and taking meaningful action.

- **Co-production embedded as a core principle**
Co-production sits at the heart of system delivery, guided by the Co-production Charter. Practice is developing across individual, operational and strategic levels, supported by a skilled workforce and a culture of reflective practice and strong relationships.
- **Commitment to early intervention**
The partnership champions early intervention, ensuring families are engaged early and receive the right support at the right time.
- **Strategic school organisation and place planning**
The School Place Planning Strategy promotes federations to address both quality and financial sustainability, particularly for smaller primary schools. This approach is strengthening school-to-school support and leadership resilience.
- **Improving relationships with families through SEND resolution pathways**
The SEND team has a developing robust, professional and collaborative relationship with the Information, Advice and Support Service (IASS), particularly through the SEND Resolutions Lead. Parental Feedback indicates that they see Reading's IASS Team as impartial, and feel that they provide high quality, independent information and guidance. This is leading to more timely resolutions and increased parental confidence.

What needs to change

While strong foundations are in place, co-production and engagement with families require further strengthening and consistency.

- **Strengthening parental engagement at strategic level**
Engagement of parents and carers, particularly through the Parent Carer Forum (PCF), is not yet consistent. Attendance and participation at partnership boards and SEND/AP strategic forums remain limited.
- **Embedding co-production as consistent practice**
While there is a clear understanding of co-production principles, practice is not yet fully embedded across the system. Engagement is developing but not yet consistently influencing service design and delivery.
- **Developing the role of the Parent Carer Forum (PCF)**
Although a formal structure exists, the PCF is relatively

delivery. Adherence to these guidelines must be measured against our current baseline.

- **Developing the role of the Parent Carer Forum (PCF)**
Although a formal structure exists, the PCF is relatively new and requires further support to actively engage with partners and represent the voice of families at a strategic level.
- **Improving relationships and trust with families**
Relationships with some parent groups remain fragile, with vocal concerns indicating a need to rebuild trust through transparency, responsiveness and meaningful involvement. The work between IASS and Resolutions will continue to strengthen and be monitored. Further communications around this project highlighting the importance of IASS's independence will be shared across the partnership.
- **Strengthening feedback loops and impact**
While mechanisms exist to gather feedback, there needs to be clearer evidence that children, young people and families understand how their views influence decisions and shape services.
- **Clear processes enabling CYP views to be systematically collected across the partnership**
There is no current formal structure around gaining CYP views systemically or constructively. This will be developed and sampled on a regular basis, feeding into SEND Strategy across the partnership. This will be overseen by Experts at Hand and link closely in with Social Care systems.
- **Co-production around equalities**
We will strengthen culturally responsive engagement with children, young people and families from diverse communities to ensure that services reflect a wide range of lived experiences. This includes creating safe and accessible opportunities for dialogue, working closely with the Parent Carer Forum and community networks, and recognising the additional barriers some families may face in navigating the SEND system. Feedback from these groups will directly inform service development and review.
- **Strengthened transition**
Children and young people at highest risk will receive enhanced, coordinated transition support informed by shared data and professional insight.
- **Locally defined clusters of education settings** (including early years, schools, AP and FE) will operate as formal partnership groups, sharing accountability for inclusion, outcomes and sufficiency. These clusters will collaborate on workforce development, resource deployment and peer support, ensuring collective responsibility for children and young people across their locality, linking in closely with the Family Hubs and identifying target cohorts of children based on need (e.g., social care needs, mental health, vulnerability, attainment, attendance). Accountability around responsibilities for meeting the needs of these cohorts must

new and requires further support to actively engage with partners and represent the voice of families at a strategic level.

- **Improving relationships and trust with families**
Relationships with some parent groups remain fragile, with vocal concerns indicating a need to rebuild trust through transparency, responsiveness and meaningful involvement.
- **Strengthening feedback loops and impact**
While mechanisms exist to gather feedback, there needs to be clearer evidence that children, young people and families understand how their views influence decisions and shape services.
- **Children are not yet systematically collected across the partnership**
There is no current formal structure around gaining children's views systemically or constructively. This means that views are not always reported on or considered during system development.
- **Strengthening the transition offer**
While there is an emerging offer of joint planning meetings between the EPS and current RISE Team, this must be expanded to ensure all children are being identified and wraparound support is provided where needed.
- **Strengthening partnership working** around the most complex children in the system, underpinned by strengthen governance, financial oversight to ensure better outcomes for the complex children.
- **Involving parents around decision making.** Parents do not consistently feel aware of opportunities to be involved in discussions with the LA about SEND services and local decision making.

Status of the enablers that underpin your system

Enablers

The system has a clear and well-defined set of enablers that underpin delivery of the SEND Reform vision.

Capital

- *A strategically planned estate across early years, mainstream, specialist and post-16 provision*
- *Alignment to forecast need, supporting sufficiency and reducing reliance on out-of-area placements*

Workforce

- *A confident and increasingly skilled workforce across all settings*

be clearly defined and shared via communications with the local community.

- **A strengthened local governance model** will be in place, with clear roles and responsibilities aligned to Schools White Paper expectations, including greater system leadership from trusts and school leaders. Cluster-level governance arrangements will provide oversight of inclusion, performance and resource use, supported by transparent data, shared accountability and formalised decision-making structures across partners.
- **Commitment to improved communications**, including involving parents in decision making, and regular engagement with CYP & parent carers to work towards improving parental confidence in improving outcomes locally. Parents need to be fully aware of opportunities to be involved in discussions with the LA about SEND services and local decision making.

The three-plan approach will ensure there is a tripartite partnership-based approach to supporting children and young people living with high levels of complexity that sit at the interface between Local Authority and Continuing Care funding. A joint approach will ensure safe and appropriate support, improving governance whilst reducing variation and duplication in funding arrangements.

	<ul style="list-style-type: none"> ● Strengthened SEND expertise within mainstream schools ● Growing integration across education, health and care professionals ● Leadership capacity enhanced through federations and system leadership roles <hr/> <p>Data and digital systems</p> <ul style="list-style-type: none"> ● Development towards a fully integrated data system ● Increasing ability to provide real-time insight and predictive modelling ● Strengthening shared accountability across partners ● Data increasingly informing commissioning, sufficiency planning and performance management 	
<p>Success measures</p> <p><i>Drawing on metrics from the accompanying data template E.g.</i></p> <p>See the strengthening inclusion across education settings section.</p>	<p>Baseline</p> <p><i>(outline the baseline for your success measures reflecting where you are now – these should be drawn from the metrics in the data template)</i></p> <p>See the strengthening inclusion across education settings section.</p>	<p>Target Metrics</p> <p><i>(outline the target metrics that will demonstrate you have achieved the vision summarized above – these should be drawn from the metrics in the data template)</i></p> <p>See the strengthening inclusion across education settings section.</p>
<p>Encouraging inclusive culture and behaviours</p>		
<p>Local blueprint for the next 3 years</p>	<p>Where we are</p>	<p>Where we will be in the next 3 years</p>
<p>Building blocks <i>Encouraging inclusive culture and behaviours</i></p> <p>Enablers</p> <ul style="list-style-type: none"> - Increased standards for children within Specialist Support Bases - Improve attendance of pupils in Special schools and Specialist Support Bases - Reduce number of Independent Special School places - Increased access to EP/SaLT/OT within specialist support bases to prevent avoidable special school placements. - Reduced NEET rates for SEND YP at age 16 - Reduction in the number of children with SEND permanently excluded and/or suspensions. - Cost - Reduced number of part time timetables. - Number of children in mainstream resource spaces 	<p>Working well</p> <p>Reading has a strong commitment to inclusion, underpinned by effective partnership working across education, health and care. There are clear examples of good practice within schools and services, particularly through early intervention support, outreach services and existing specialist provision. The system demonstrates a shared ambition to improve outcomes for children and young people with SEND.</p> <p>However, this practice is not yet consistently embedded across the whole system. Variability remains in inclusive practice, early identification and access to specialist advice. Demand for statutory assessment and specialist placements continues to rise, placing pressure on High Needs Block sustainability and impacting timeliness and sufficiency.</p> <p>There are also gaps in how system partners operate as a single,</p>	<p>Reading will have a fully integrated, inclusive education system where all partners share responsibility for outcomes for children and young people with SEND. Inclusion will be the default, with children supported effectively within their local communities wherever possible. System leadership will be strengthened through clear shared accountability across the partnership, with locally defined clusters of settings working collaboratively to meet need, deploy resources and take collective responsibility for outcomes.</p> <p>Early identification and intervention will be embedded across the system, supported by a clearly defined and consistently applied Experts at Hand (EAH) Offer. This model will provide timely access to specialist advice and intervention, enabling schools to meet need earlier and reduce reliance on statutory processes. Multi-disciplinary working and coordinated transition planning will ensure continuity of support at all key stages.</p>

<ul style="list-style-type: none"> - <i>School Standards</i> - <i>Increased CHC and Mental Capacity Assessments?</i> - <i>Number of children unplaced</i> - <i>Number of children on EOTAS</i> - <i>Standardised reporting systems across all education settings.</i> - <i>Young Person Voice will be utilized and listened to throughout the SEND system</i> 	<p>integrated system. While services such as Educational Psychology, Speech and Language Therapy and Occupational Therapy contribute positively, access pathways and capacity are not always aligned with early intervention or statutory processes.</p> <p>What needs to change</p> <ul style="list-style-type: none"> ● Greater consistency in inclusive practice across all schools ● Earlier identification and intervention to reduce escalation ● Stronger alignment of education, health and care services ● A more strategic, data-led approach to sufficiency and place planning ● A shared culture of accountability across the whole system ● Parental confidence in the mainstream sector being able to adequately support their child/ Confidence of educational setting staff to meet SEND within mainstream system ● Stronger sense of belonging of CYPs in their local education community ● Confidence levels of education setting staff to meet SEND within the mainstream system. ● Assess and review parental & setting confidence ● Develop mechanisms to capture/rate parental confidence (including levels of unmet needs (including resulting in EHE) / complaints / tribunals / IASS service demand / children reaching crisis point) ● Review staff confidence to deliver interventions / manage certain needs or situations as a result of EAH training ● Review parental satisfaction of advice provided to school staff about their CYP from EAH ● Ensure parents feel their concerns are acknowledged and that support can be accessed through EAH services 	<p>Provision will be aligned to need through a robust, data-driven sufficiency strategy. Specialist and mainstream provision will operate within a shared framework, ensuring the right child is in the right place, at the right time, with the right support. Improved data and digital capability will provide real-time insight, predictive planning and shared intelligence across partners, strengthening decision-making at both system and cluster level.</p> <p>The system will demonstrate strong financial sustainability, with High Needs Block pressures mitigated through effective early intervention, joint commissioning arrangements, improved commissioning and better use of existing resources. Workforce development will be aligned through a single integrated plan across education, health and care, ensuring consistent capability and capacity across all settings and clusters.</p> <p>A systematic programme of workforce development will be implemented across the partnership to build capability in cultural humility, racial literacy and anti-discriminatory practice. Partners will regularly review policies, practice and provision against cultural humility principles, informed by feedback from children, families and communities. Leadership at all levels will champion this agenda to ensure it is embedded, sustained and reflected in everyday practice across the system</p>
<p>Success measures</p> <p><i>Drawing on metrics from the accompanying data template E.g.</i></p> <p>See the strengthening inclusion across education settings section.</p>	<p>Baseline</p> <p><i>(outline the baseline for your success measures reflecting where you are now – these should be drawn from the metrics in the data template)</i></p> <p>See the strengthening inclusion across education settings section.</p>	<p>Target Metrics</p> <p><i>(outline the target metrics that will demonstrate you have achieved the vision summarized above – these should be drawn from the metrics in the data template)</i></p> <p>See the strengthening inclusion across education settings section.</p>



INSERT DOCUMENT UPLOAD LINK

3. What is the local area partnership's strategy for delivering on the above?

A brief summary of your local system's theory of change or reform strategy. Reflect on the output of your **Local Partnership Maturity Assessment Tool**, particularly your *Local System 'change story.'*

Word count max: 250, current 248

The local area partnership's strategy is grounded in a clear theory of change: early, consistent and inclusive support, delivered through strong partnerships and enabled by data-led decision-making, will improve outcomes, rebuild confidence and stabilise the system financially.

Based on the Local Partnership Maturity Assessment, Reading recognises it has strong foundations—established partnership governance, effective MDT working and a shared commitment to inclusion—but that impact is constrained by variability, fragmentation and rising demand. The strategy therefore focuses on scaling what works and embedding consistency.

The core delivery mechanism is the new integrated Experts at Hand (EaH) service, which provides additional resource from EPs, SaLTs at OTs, and incorporates Reading's RISE Team. EAH aims to strengthen early identification (having data that shows more children receive specialist support at an earlier time) and an observable reduction in escalation to statutory processes due to strengthened OAP and GR. This is complemented by a clear continuum of provision across early years, mainstream, ARPs, specialist and post-16, underpinned by sufficiency planning and capital investment.

System leadership is strengthened through clearer shared accountability, joint commissioning and the development of clusters, enabling schools to act collectively to meet need locally. Workforce development is aligned through a single integrated plan, while data and digital capability are improved to support real-time insight, predictive planning and financial modelling.

Co-production is a system enabler, with renewed focus on transparency, feedback and meaningful involvement of children, young people and families to rebuild confidence and trust. Together, these elements form a coherent strategy that moves the system from reactive and variable to preventative, inclusive and sustainable, delivering outcomes and value for money.



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Based on the Local Partnership Maturity Assessment, Reading recognises it has strong foundations—established partnership governance, effective MDT working and a shared commitment to inclusion—but that impact is constrained by variability, fragmentation and rising demand. The strategy therefore focuses on scaling what works and embedding consistency.

The core delivery mechanism is the transition of the existing RISE service into a fully operational Experts at Hand (EAH) model. EAH provides mainstream settings with direct access to specialist expertise, strengthens early identification, and reduces escalation to statutory processes. This is complemented by a clear continuum of provision across early years, mainstream, ARPs, specialist and post16, underpinned by sufficiency planning and capital investment.

System leadership is strengthened through clearer shared accountability, joint commissioning and the development of MAT, enabling schools to act collectively to meet need locally. Workforce development is aligned through a single integrated plan, while data and digital capability are improved to support realtime insight, predictive planning and financial modelling.

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4. Please upload a completed copy of the Local Partnership Maturity Assessment Tool.

INSERT DOCUMENT UPLOAD LINK

5. What is the local area partnership roadmap for the next 3 years?

Reflecting on the broad timescales and expectation for deliverables set out in the Schools White Paper, key documents and core minimum requirements set out in this document, please provide a high-level roadmap for the next 3 years. Please highlight key milestones and a trajectory to the target metrics identified above, including leading indicators.

In the 2026-27 column, in particular, please reference how you plan to meet the core minimum requirements in your narrative, including details and evidence in supporting documents.

You can insert or upload supporting documents including graphics/visuals that illustrate your data trajectory.

Local roadmap for the next 3 years	2026/27	2027/28	2028/29
Building blocks	Design and mobilisation of the local SEND Reform programme aligned to national reforms and local inclusion priorities.	Embedding and scaling integrated delivery models across education, health and care.	Sustainable system transformation with fully embedded inclusive practice and local sufficiency.
<i>Strengthening inclusion across education settings</i>	<ul style="list-style-type: none"> Embed a strong ordinarily available provision and graduated response approach through Experts at Hand (EAH) model, providing schools with robust inclusion strategies (by December 2026) that align to and support Reading's SEND Strategy and Reform plans. Launch a co-produced inclusion partnership framework across all Reading schools, which will review current ability to deploy Universal Offer consistently 	<ul style="list-style-type: none"> Embed locality-based inclusion support models. Scale peer review and inclusion quality assurance frameworks. Increase specialist outreach into mainstream settings. Reduce reliance on part-time timetables and suspensions. Embed inclusion accountability through partnership KPIs. 	<ul style="list-style-type: none"> Fully integrated inclusive education system with shared accountability. Consistent inclusive practice across all phases. Reduced variation between settings. Stronger outcomes for vulnerable cohorts through earlier intervention. Inclusion embedded as core partnership culture. Further development and expansion of Eah offer, based on feedback and

	<p>across settings and co-develop with partners. Map opportunities for CYP and parents to co-produce services and contribute to service design. Publish these opportunities and publicise to families when accessing services</p> <p>All CYP / Parents will be invited to feed into decision making about the services they receive</p> <ul style="list-style-type: none"> - during the EHCP annual review process - During an intervention • Develop inclusion funding framework linked to complexity and intervention. • Expand workforce training in adaptive teaching, neurodiversity and SEMH. • Strengthen early identification processes across EYFS and primary 	<ul style="list-style-type: none"> • Further development and expansion of EaH offer, based on feedback and learning from the partnership following the first year of EaH. • A clear universal offer and continuum of provision will be embedded across Reading, following publication of National Standards. • Transitions at all stages (EY, primary, secondary and FE) will be proactively planned to ensure continuity of inclusive support. • Develop and agree a joint SEND and Adult Social Care transition framework, including pathways, roles and responsibilities. 	<p>learning from the partnership following the first year of EaH, ensuring it is a fully fledged equitable offer across Early Years, Primary, Secondary and Further Education.</p> <ul style="list-style-type: none"> • Embed a joint SEND and Adult Social Care transition framework, including pathways, roles and responsibilities.
<i>Access to specialist support and local placements</i>	<ul style="list-style-type: none"> • Continue delivery of ARP and specialist provision expansion programme. • Strengthen placement panels and sufficiency planning. • Improve access to EP, SALT, OT and MDT support. • Develop pathways reducing dependency on diagnosis-led support. • A review post-16 sufficiency and transitions will have taken place to inform development of pathways from specialist provision into post-16 placement, or children receiving high levels of support in mainstream to transition into a suitable post-16 placement. • Develop and implement a quality-assured Alternative Provision Approved Provider List, including commissioning standards and due diligence processes. Train SEND Case Officers to use the Approved Provider List within placement decision-making. 	<ul style="list-style-type: none"> • Open additional specialist and co-located provision. • Reduce use of independent/non-maintained placements. • Expand integrated therapies within local provision. • Increase in-borough specialist capacity, including special school outreach capacity, advisory support, special school places and resource provision places. • Embed behavioural support and risk management pathways. • Further development and expansion of suitable post-16 pathways identified. 	<ul style="list-style-type: none"> • Majority of children and young people educated within local communities. • Stable sufficiency model across mainstream and specialist provision. • Reduced external placement dependency and transport pressures. • Integrated specialist support embedded within local settings. • A strong post-16 pathway, with commissioning oversight from across the Thames Valley Footprint around Further Education, that meets the needs of most learners across the Reading system in place.
<i>System leadership, local partnership collaboration and co-production</i>	<ul style="list-style-type: none"> • Refresh SEND partnership governance aligned to reforms. • Develop shared partnership KPI dashboard. • Strengthen co-production with families and CYP. • Align commissioning across LA, ICB and education partners. 	<ul style="list-style-type: none"> • Embed integrated commissioning arrangements. • Expand partnership-led delivery models. • Strengthen Reading-led sector improvement and system leadership. • Deliver shared partnership priorities through locality collaboration. 	<ul style="list-style-type: none"> • Mature partnership governance with embedded accountability. • Strong co-production influencing strategic delivery. • Fully integrated planning across education, health and care. • Sustainable leadership and

	<ul style="list-style-type: none"> • Establish strategic workforce planning framework. • Establish cluster-based working across education settings, with clear expectations for collaboration, shared responsibility for inclusion, and initial governance structures defined and agreed across partners. 	<ul style="list-style-type: none"> • Develop sustainable leadership pipelines across the system. • Embed cluster-level accountability and joint working through formalised governance arrangements, shared data dashboards and strengthened system leadership roles aligned to Schools White Paper expectations. 	<p>commissioning arrangements supporting long-term reform delivery.</p> <ul style="list-style-type: none"> • An increasing proportion of post-transition placements are sustained through strengthened cross-phase collaboration between settings, demonstrating effective early support for CYP without reliance on EHCP escalation. • Clusters will operate as mature, self-improving partnerships with fully embedded shared accountability, joint commissioning approaches and collective responsibility for outcomes, inclusion and resource use across their locality.
<i>Encouraging inclusive culture and behaviours</i>	<ul style="list-style-type: none"> • Launch partnership-wide inclusion charter and values framework. • Promote shared responsibility for SEND outcomes. • Deliver workforce development linked to reforms. • Strengthen communication and parental confidence. • Embed inclusion narrative across schools and services. • Systematically capture and respond to the views of CYP across a wide range of settings in Reading (including, but not limited to, primary, secondary, FE, youth justice, specialist provision, etc.) through the Experts at Hand team, with a clear focus on belonging and inclusion. 	<ul style="list-style-type: none"> • Embed inclusion expectations across all partners. • Increase participation of CYP and families in decision-making. • Reduce conflict, complaints and tribunals through early resolution approaches. • Embed a consistent, system-wide culture of early and effective transition planning and preparation for adulthood, supported by updated, streamlined documentation and clear multi-agency processes to ensure accountability and measurable outcomes. 	<ul style="list-style-type: none"> • Inclusion consistently reflected across leadership, workforce and provision. • High parental confidence in local provision. • Strong partnership culture focused on early intervention, belonging and achievement. • Sustainable culture of shared accountability and continuous improvement.
Enablers			
Capital and sufficiency planning	<p>Delivery mobilisation for specialist places, ARPs and co-located provision.</p> <p>Work in partnership with education settings to systematically review the current education estate, using this intelligence to drive strategic capital investment and sufficiency planning across Reading.</p>	Continued expansion of specialist and mainstream capacity.	Long-term estate strategy aligned to demand and inclusion.
Workforce	Recruitment and retention strategy across SEND workforce.	Integrated multidisciplinary workforce development.	Sustainable workforce model with strengthened local expertise.
Data and digital systems	Develop shared performance dashboard and data reporting.	Embed predictive analytics and sufficiency modelling.	Fully integrated, multi-layered intelligence-led decision making. Local

			clusters will be provided with access to these systems, so they can have clear oversight of their clusters.
Joint commissioning	Align commissioning priorities across partnership.	Integrated commissioning and pooled approaches where appropriate.	Mature joint commissioning supporting sustainable provision.
QA and governance	Embed multi-agency QA and audit frameworks.	Consistent partnership-wide quality assurance.	Continuous improvement embedded across the system.
Financial sustainability	Develop inclusion funding framework and banding review.	Monitor value for money and impact of investment.	Sustainable HNB planning linked to improved local sufficiency.
Success measures			
Strengthening inclusion across education settings			
Attendance	Improved attendance for pupils with SEND across maintained schools.	Reduction in persistent absence for SEND cohorts.	Attendance gap narrowed against national averages.
Inclusion	Reduction in suspensions, exclusions and part-time timetables.	Increased mainstream inclusion stability.	Sustained reduction in specialist escalation and crisis placements.
Encouraging inclusive culture and behaviours			
Parental confidence	Reduction in complaints and tribunals.	Improved parent/carer feedback measures.	Strong co-production and partnership confidence.
CYP Voice & Belonging	Baseline established through Experts at Hand engagement across settings.	CYP voice shaping service design; belonging measures improving.	Sustained, system-wide participation with evidenced belonging impact.
Workforce engagement	Increased participation in SEND training.	Workforce confidence improving.	Strong retention and specialist capability.
Access to specialist support and local placements			
Specialist support	Increased CYP supported by EP/SALT/OT in maintained settings.	Reduced waiting times and improved access pathways.	Earlier intervention embedded across the system.
Early intervention access	Increased referrals and support through EAH pathways.	Earlier support reducing escalation.	Consistent early intervention model embedded.
Outcomes	Improved educational progress and preparation for adulthood outcomes.	Improved destination measures and transitions.	Improved long-term outcomes for SEND cohorts.
NEET	Reduction in NEET for SEND young people.	Increased participation in education, employment and training.	Sustained positive post-16 destinations.
System leadership, partnership & co-production			
Sufficiency	Reduction in INMSS spend growth. With INMSS Unit cost increase of 6% (2025/26), reducing to 5% (2026/27) and then 4% (2027/28).	Increased in-borough placement rates reducing to 5/4%.	Stable local sufficiency with reduced external dependency.
Local placement trends	Reduction in unplaced CYP and external placements.	Increased local placement sufficiency.	Stable local placement model.
Partnership delivery	Shared KPIs routinely monitored.	Multi-agency accountability embedded.	Mature partnership governance and delivery.

Financial indicators	Improved forecasting and spend oversight.	Reduction in reactive high-cost placements.	More sustainable HNB trajectory.
% schools engaged in inclusion framework	Baseline established and rollout commenced.	Majority of schools actively engaged.	Full system participation.

INSERT DOCUMENT UPLOAD LINK

6. What will the local area partnership deliver in the first year?

Please outline the key workstreams, milestones and trajectory your local area partnership will deliver and achieve in 2026-27 as well as how you plan to spend the investment allocation that will help fund this year’s delivery. Please share key milestones and anticipated dates, success measures, cost breakdown and category. These should incorporate the core minimum requirements, be mapped to the building blocks above and should reflect a more detailed trajectory to the narrative, milestones and target metrics outlined in the 2026-27 column above.

2026-27 Local delivery plan		Q2		Q3		Q4	
<p>Workstream outline – mapped to building block</p> <p>Outcome - what you want to achieve with this workstream</p> <p>Success measures – how you measure progress drawing on metrics from the accompanying data template</p>	<p>Responsible lead per workstream – accountable for the delivery of the workstream and the identified outcome.</p>	<p>Milestones per workstream What key milestones will enable you achieve your targeted trajectory</p> <p>July - Sept</p>	<p>Target trajectory per workstream Where do you expect your data to be?</p>	<p>Milestones per workstream What key milestones will enable you achieve your targeted trajectory</p> <p>Oct –Dec</p>	<p>Target trajectory per workstream Where do you expect your data to be?</p>	<p>Milestones per workstream What key milestones will enable you achieve your targeted trajectory</p> <p>Jan – March</p>	<p>Target trajectory per workstream Where do you expect your data to be?</p>

<p>Strengthening inclusion across education settings</p> <p>Outcome</p> <p>The launch of a fully operational Experts at Hand Service, providing additional capacity for EP/SaLT/OT, and incorporating the existing RISE Service.</p> <p>To ensure more effective and consistent utilisation of screening tools to support early identification of need.</p> <p>Success measure</p> <p>Observable increased confidence within mainstream settings to meet need and reduce reliance on statutory intervention.</p> <p>To achieve a reduction or plateau in permanent exclusions and improved inclusion outcomes across schools.</p>	<p>RISE Service Lead (Accountable) Supported by SEND Strategic Lead and wider partnership (Education, Health, Care)</p>	<p>Formalise the arrangements for EAH based on analysis of demand and capacity across the local area, aligning this with support already in place</p> <p>Approval of financial allocation of the Experts at Hand Service, and system wide understand of other funding mechanisms already in place.</p> <p>Develop branding and communications for the partnership, including schools and families.</p> <p>Development of a SENCo induction and refresher programme.</p> <p>Development of 'Inclusive Champion' network of senior leaders in schools to facilitate strategic leadership across school systems to be inclusive by design.</p> <p>Target senior leaders (SENcos and Headteachers) through strategic training to establish a shared vision and expectations for inclusive practice.</p> <p>Complete an options analysis around screening tools that can be used across primary, secondary and FE settings. These must</p>	<p>Where do you expect your data to be?</p> <p>Baseline established for exclusions, suspensions and SEN Support, viewable in automated dashboards.</p> <p>≥50% of settings engaged in awareness and initial engagement of Experts at Hand.</p> <p>Communication across all settings around screening tools available and the support they can facilitate</p>	<p>Confirm clarity of funding mechanisms used for all schools.</p> <p>Deliver soft launch of Experts at Hand aligned to SEND reforms.</p> <p>Complete gap analysis of the model in practice and consider implications for expansion of Experts at Hand for year 2 planning.</p> <p>Reading to lead on the recruitment and/or commissioning to address gaps.</p> <p>Review early impact with schools and gather feedback.</p> <p>Strengthen family engagement through Family Hubs and co-production.</p> <p>Continued roll out of a SENCo induction and refresher programme.</p> <p>Provide example inclusion strategy documents, and continue to support the co-production of exemplar strategies across settings, which align with Reading's consistent approaches and are monitored by Experts at Hand.</p> <p>Extend training to teachers, middle leaders and higher-level TAs to embed inclusive strategies consistently within</p>	<p>Where do you expect your data to be?</p> <p>Support offered free-to-access for all schools, with ≥75% of settings actively engaging with the new support and ways of working with Experts at Hand.</p> <p>Increased confidence reported by schools in meeting need against identified risk.</p> <p>Continued low number of suspensions and exclusions across the majority of Readings settings.</p> <p>Uptake of evidence-based screening tools (e.g., Wellcomm, Language Link) across targeted cohorts, building the universal offer and facilitating targeted support..</p> <p>Consistent use of screening tools across agreed settings.</p>	<p>Review outcomes from soft launch and overall impact.</p> <p>Report progress to the SEND Partnership Board.</p> <p>Strengthen interface of Experts at Hand with statutory SEND services (EHCNA, place planning).</p> <p>Embed Experts at Hand within local governance and delivery systems.</p> <p>Have a program of refining the Experts at Hand model based on data, feedback and QA findings.</p> <p>Review of the impact of SENCo induction and refresher programme.</p> <p>Continue to provide workforce training and workshops around development of inclusion strategies.</p> <p>Scale workforce development across all school staff to ensure a whole-setting, sustainable approach to inclusive culture and practice.</p> <p>Continue to provide support from RISE and the school effectiveness team via whole-school SEND audits, to inform future plans</p> <p>A finalised inclusion partnership framework</p>	<p>Where do you expect your data to be?</p> <p>Sustained reduction or plateau in permanent exclusions.</p> <p>90% or more of settings actively engaged with Experts at Hand.</p> <p>Emerging evidence of earlier intervention strengthening Ordinarily Available Provision and Graduated Response.</p> <p>Positive parental feedback on SEND support in mainstream provided by Experts at Hand and the wider system.</p> <p>Fully operational inclusion dashboard informing decision-making.</p> <p>Obtain initial parental feedback from parents who have experienced EAH support in mainstream</p> <p>Review parental satisfaction that children have received appropriate intervention/ advice from EAH</p> <p>Review parental satisfaction that access to EAH is sufficient and was appropriately timed</p> <p>Review parental satisfaction that school staff are sufficiently</p>
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		<p>provide advice and strategies around with specific needs, particularly those associated risk factors (e.g. SALT/ literacy needs being associated with increased suspensions).</p> <p>Establish presence of Experts at Hand within Family Hubs.</p> <p>Develop data dashboards for inclusion indicators (including exclusions).</p> <p>Allocate EAH (RISE) Consultants to support development of Inclusion Strategies at a Cluster level, and facilitate shared learning and development</p> <p>Provide workforce training and workshops around development of inclusion strategies</p> <p>Continue to provide support from RISE and the school effectiveness team via whole-school SEND audits, to inform future plans.</p> <p>Undertake demand and capacity review alongside the Berkshire West therapy review.</p> <p>Begin to co-produce an inclusion partnership framework that will have buy in</p>		<p>classroom practice and team leadership.</p> <p>Continue to provide workforce training and workshops around development of inclusion strategies.</p> <p>Continue to provide support from RISE and the school effectiveness team via whole-school SEND audits, with aggregated audit outcomes systematically reported as a core performance metric to monitor improvements in inclusive practice and shape future planning.</p> <p>ICB to review recommendations demand and capacity review alongside the Berkshire West therapy review.</p> <p>Draft inclusion partnership framework to be completed and shared across the partnership.</p> <p>An inclusion funding mechanism linked to complexity and intervention will be trailed and feedback sought.</p> <p>Feedback to be sought on Experts at Hands training offer, and consideration of any identified gaps in training.</p>		<p>will be launched which can be reviewed via Experts at Hand and must align with our consistent approaches, shared via the Local Offer.</p> <p>An inclusion funding framework linked to complexity and intervention will be launched.</p> <p>Expansion of Experts at Hand training offer in line with needs analysis.</p> <p>A strong Experts at Hand multi-disciplinary planning meetings will be launched, supporting transitions.</p>	<p>trained to deliver interventions or manage needs & situations as a result of EAH training</p>
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		<p>across all Reading schools.</p> <p>Consult with the partnership around a mechanism for inclusion funding, linked to complexity and intervention.</p> <p>An initial training program based on previously launched consistent approaches to be commissioned, focusing on teaching, neurodiversity and SEMH. This will be delivered via Experts at Hand and other integrated teams.</p> <p>Multi-disciplinary planning meetings will be trialled to coordinate support for children and young people during transition periods.</p>					
<p>Access to specialist support and local placements</p> <p>Outcome</p> <p>To improve access to specialist support and local placements through a sufficiency-led, partnership approach.</p> <p>To increase local capacity and reduce reliance on independent and out-of-area provision.</p>	<p>Strategic Lead for SEND (Accountable)</p>	<p>Partnership of specialist 16-19 places will complete mapping of current specialist support and pathways, including Post-16 provision and consider next steps in line with the commissioning agreements across the Thames Valley Footprint around Further Education.</p> <p>Undertake sufficiency planning to identify gaps across the system and required provision, including a comprehensive assessment of the current 0–5 childcare market covering the</p>	<p>Where do you expect your data to be?</p> <p>Clear baseline of current placement types and pathways.</p> <p>Continue to identify gaps in specialist provision via the council's sufficiency strategy, identifying priority cohorts. This includes working alongside MATs and early years providers to establish Inclusion Base capacity.</p> <p>Increased engagement from schools in cluster discussions.</p>	<p>Shared FE mapping informs development of a coherent continuum of provision, including planning for new ARPs/units and aligned courses that meet a wider range of learner needs.</p> <p>Agree local area approach to joint commissioning across the SEND partnership.</p> <p>Strengthen early years to primary transitions through a structured, multi-agency review process that ensures timely information flow, early specialist input,</p>	<p>Where do you expect your data to be?</p> <p>Reduction in new INMSS placements, targeting children identified as having SEMH needs via Experts at Hand and Behavioural Support (who are the highest represented cohort in this area at around 40%).</p> <p>Increased use of local specialist provision and resource bases.</p> <p>Improved planning for phase transfer cohorts.</p>	<p>Expanded FE offer and newly developed units/ARPs begin to deliver a seamless pathway, with courses supporting learners consistently from mainstream through to specialist provision.</p> <p>Launch of co-location model delivering 128 special school places within mainstream primary sites.</p> <p>Review impact of cluster model and flexible provision approach.</p> <p>Embed joint commissioning</p>	<p>Where do you expect your data to be?</p> <p>Sustained reduction in INMSS placements.</p> <p>Increase in local specialist placements and capacity utilisation.</p> <p>Reduction in exclusions for children with EHCPs.</p> <p>Evidence of improved local sufficiency and placement stability.</p> <p>Embed consistent multi-agency planning and placement pathways, resulting in</p>

<p>To ensure children and young people receive the right support, in the right place, at the right time, reducing escalation and improving outcomes.</p> <p>Success measure</p> <p>Reduction and continued low numbers in comparable INMSS new in-year placements.</p> <p>Increase in number of specialist resource spaces across the local area.</p> <p>Reduction in children with an EHCP who are permanently excluded or suspended.</p> <p>Reduction in children on part-time timetables.</p> <p>Reduction in children on EOTAS.</p> <p>Reduction in children requiring high levels of AP within mainstream settings, which will be monitored through data dashboards and workflow.</p>		<p>availability of early years places, specialist SEND early years provision, and gaps for children with complex or emerging needs, alongside a clear, partnership-led plan (including the role of Best Start Family Hubs) to address identified shortfalls.</p> <p>This can support identification of how children currently access support and where barriers exist.</p> <p>Develop offers of training and support through the new Experts at Hand service via full engagement with PCF, all levels of settings and across the community/partnership to strengthen local provision.</p> <p>Review and agree approach to assets across the school system.</p> <p>Continue engagement with Headteachers, the PCF, early years and FE settings regarding cluster-based approaches across Reading.</p> <p>Increase early identification and panel oversight of children at risk of EOTAS, part-time timetables and high-cost AP, with targeted specialist support initiated.</p>	<p>Early alignment of support through Experts at Hand offer.</p>	<p>and robust planning for identified children with additional need, particularly those requiring places within the new special school.</p> <p>Begin implementation of cluster-based delivery models.</p> <p>Demonstrate reduced reliance on interim EOTAS, part-time timetables and high AP through improved access to local specialist provision, including new special school placements.</p> <p>Refinement of the PfA toolkit informed by feedback, supporting more consistent annual reviews and clearer, outcome-focused EHCPs to guide placements.</p>	<p>Schools actively participating in cluster-based solutions.</p>	<p>arrangements across partners.</p> <p>Refine sufficiency planning based on data and demand trends.</p> <p>Agree Reading's approach to flexible provision through clusters to meet specialist need.</p> <p>PfA toolkit embedded in practice, leading to higher-quality EHCPs and more appropriate, well-matched placements across the continuum of provision.</p>	<p>sustained reductions in EOTAS, part-time timetables and high-cost AP packages.</p>
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		Trial of a new PFA outcomes toolkit launched to strengthen annual reviews and improve the quality of EHCP outcomes and planning. Reviewing its effectiveness will also be required.					
<p>System leadership, local partnership collaboration and co-production</p> <p>Outcome</p> <p>To develop a MAT model, strengthening system leadership and shared accountability across the partnership.</p> <p>To establish a clear, co-produced local area vision for SEND aligned to national reforms.</p> <p>To embed strong partnership working and co-production with children, young people and families.</p> <p>Success measure</p> <p>Delivery of a co-produced SEND Strategy for 2027 aligned to reforms.</p> <p>Establishment of a MAT model with clear governance and accountability.</p> <p>Evidence of joint commissioning arrangements across the SEND partnership.</p>	<p>Director of Education (Accountable)</p>	<p>The local area partnership to review existing workstreams and agree key priorities to inform Reading's SEND Strategy for 2027 aligned to reforms.</p> <p>Co-produce the local area vision for MAT model across the partnership (including parent community, early years and school leaders), including shared accountability for inclusion, SEND outcomes and pupil engagement.</p> <p>Engagement across the SEND partnership on commissioning approaches to meet reform requirements.</p> <p>Scope a tripartite partnership-based approach to supporting children and young people living with high levels of complexity that sit at the interface between Local Authority and Continuing Care funding.</p> <p>Strengthen the local area partnership</p>	<p>Where do you expect your data to be?</p> <p>Agreed priority areas for SEND Strategy development.</p> <p>Draft vision for MAT model established.</p> <p>Evidence of engagement across partnership stakeholders.</p> <p>Initial co-production activity with families and young people underway.</p>	<p>Agree the local area partnership vision for engagement and co-production with children, young people and families.</p> <p>Develop and draft Reading's SEND Strategy for 2027.</p> <p>Establish a draft joint commissioning approach across the SEND partnership.</p> <p>Prepare draft strategy for consultation.</p> <p>Review recommendations for a tripartite partnership-based approach to supporting children and young people living with high levels of complexity that sit at the interface between Local Authority and Continuing Care funding.</p>	<p>Where do you expect your data to be?</p> <p>Draft SEND Strategy for 2027 completed.</p> <p>Clear model for MAT model and distributed leadership agreed.</p> <p>Draft joint commissioning framework in place.</p> <p>Increased engagement and participation from families and partners.</p>	<p>Move from design to implementation planning for the MAT model, with distributed leadership across trusts and clusters.</p> <p>SEND Partnership Board to sign off Reading's SEND Strategy for 2027 aligned to reforms.</p> <p>Finalise and agree joint commissioning approach to initiate commissioning intentions.</p> <p>Implement the MAT model.</p> <p>Implement the local area partnership vision for engagement and co-production with children, young people and families.</p> <p>Agree recommendations for a tripartite partnership-based approach to supporting children and young people living with high levels of complexity that sit at the interface between Local Authority and Continuing Care funding.</p>	<p>Where do you expect your data to be?</p> <p>Approved and published SEND Strategy for 2027. Operational MAT model in place.</p> <p>Joint commissioning arrangements embedded and active.</p> <p>Demonstrable increase in parental confidence and co-production activity.</p> <p>Review parental confidence measures and any and all relevant learning</p> <p>Stronger, more consistent system leadership across the partnership.</p>


<p>Increased parental confidence in the SEND system.</p> <p>Strengthened co-production with children, young people and families.</p> <p>Collaboration on financial investment on physical environments of settings</p> <p>Evidence of partnership-led decision making across education, health and care.</p>		<p>approach to engagement and co-production with children, young people and families.</p> <p>Begin co-production of Reading's SEND Strategy for 2027.</p> <p>Develop mechanisms to improve local area partnership governance and parental confidence in the SEND system.</p>					
					<p>Where do you expect your data to be?</p> <p>Increased consistency in curriculum and provision design across settings.</p> <p>Improved access to and coordination of early intervention services.</p> <p>Clear evidence of shared leadership across services.</p> <p>Increased partner confidence in delivering reform priorities.</p>	<p>Implement a consistent culture of inclusive curriculum design across mainstream and specialist provision.</p> <p>Fully embed the local area partnership vision, with clear roles in delivering SEND reforms.</p> <p>Align delivery to Reading's SEND and Inclusion Strategy, ensuring consistency across the system.</p>	<p>Where do you expect your data to be?</p> <p>Measurable improvement in inclusive practice across schools.</p> <p>Reduction in exclusions, part-time timetables and escalation to high-cost provision.</p> <p>Consistent application of inclusive curriculum approaches.</p> <p>Strong, embedded system-wide culture of inclusion and shared accountability.</p>
<p>Projected Investment Spend per quarter</p>	<p>Q2</p>		<p>Q3</p>		<p>Q4</p>		
<p><i>Programme oversight / leadership capacity</i> Workforce Recruitment Workforce training and development Data/Digital</p> <p>Total Spend</p>	<p>Establish programme governance, SEND Partnership Board support, additional leadership capacity to design reforms</p>		<p>Ongoing programme delivery oversight, workstream coordination, MAT and Experts at Hand implementation leadership</p>		<p>Embedding governance, performance monitoring, evaluation and reporting</p>		

Workforce (EP, SALT, OT, RISE, outreach)	Workforce mapping, demand and capacity analysis, identification of gaps.	Expansion of workforce aligned to Experts at Hand model, multidisciplinary working strengthened.	Workforce fully operational, stabilisation and reduced reliance on reactive support.
Data / Digital/ Finance	Development of inclusion dashboards, identification of data/system gaps (education, health, care)	Implementation of dashboards, improved data sharing across partnership.	Fully operational data systems supporting decision-making, ongoing improvements.
Workforce training and development	Review of current training offer, identification of gaps, design of Experts at Hand training model.	Delivery of training across schools, FE, early years and partners (inclusive practice, SEND reforms, early identification)	Embedding continuous CPD model, evaluation of impact on practice.
Finance forecast on spend per quarter (Full finance breakdown attached with upload)			

INSERT DOCUMENT UPLOAD LINK

7. How will the local area partnership deliver the first-year plan?

Please set out how you will ensure the required capacity and capability is in place from organisational corporate functions to support implementation of the plan. This could include reference to how you plan to build or bring in project delivery capability to manage



delivery against the plan, support prioritisation, and effective use of resources; and how you plan to build the capacity and capability in data and analytics to support effective tracking against the measures in the plan and reporting that informs decision making.

Word count max. 250, current 229

Programme and delivery capability

Delivery is overseen through a well-established SEND governance structure, including the SEND Strategy Board and themed partnership workstreams, with routine performance reporting and risk management embedded.

Dedicated programme leadership will be strengthened through additional delivery capacity (including programme oversight and workstream leads), ensuring effective prioritisation, milestone tracking and alignment to reform requirements such as the Experts at Hand (EAH) model. Clear accountability across education, health and care partners, supported by cluster and federation models, will enable delivery at scale.

Workforce capacity and capability

The partnership is investing in a system-wide workforce development strategy, building on RISE and MDT approaches to expand capability in early identification and intervention. This includes targeted recruitment and commissioning (particularly EP, SaLT and OT), expansion of behavioural support, and a coordinated training offer through SENDCo networks, inclusive leadership programmes and EAH delivery.

This ensures mainstream settings are better equipped to meet need and reduces reliance on specialist and statutory pathways.

Data and analytics capability

The partnership is strengthening integrated data systems and dashboards to provide real-time insight, predictive modelling and performance tracking, supporting sufficiency planning, financial modelling and decision-making.

Investment in data integration across education, health and care will improve system visibility, enable earlier intervention, and support transparent reporting against key metrics

Together, these approaches ensure delivery is well-governed, data-driven and workforce-enabled, providing the capacity required to implement SEND reforms successfully.

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8.

Other funding Local Authorities.

Block Transfers: If you have made a block transfer (Schools Block to High Needs Block) for 26-27, please set out how your plans for this funding align with the activities outlined above.

2025/2026 and 2026/2027 Reading Council has consulted with Reading Schools Forum to transfer funds from the Schools Block to the High Needs Block to pay for the RISE Team that was first created using the DBV £1m grant. The RISE team includes specialists and consultants with experience and knowledge of the different areas of children and young people's needs (e.g. mental health, neurodiversity, behaviour, speech and language and communication needs and sensory needs). We plan to keep this funding stream open until 2029 to help embed the SEN Reforms and continue the Reading SEN strategy for inclusion.

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Capital: We have announced at least £3 billion in high needs capital between 2026-27 and 2029-30 to support children and young people with SEND, or those requiring alternative provision (AP). This funding is intended to support place delivery across the full 0-25 age range, including early years and post-16. We expect funding to support the following outcomes:

- a. Inclusion at the core of high needs sufficiency strategy, resulting in more children and young people with SEND accessing suitable places in mainstream settings, across all phases of education
- b. Every child or young person who needs a place in an inclusion base can access one
- c. Fewer children and young people with SEND needing to travel a long way to access a suitable placement
- d. Improved suitability of the mainstream estate to support children and young people with SEND, with adaptations to improve inclusivity and accessibility of the physical environment

We also welcome innovative uses of high needs capital to drive inclusion, for example, investment in assistive technology for use in mainstream settings.

Please outline your strategy for how this funding will meet the outcomes above, with reference to the core minimum requirements and other workstreams in this reform plan where appropriate. We would like to see detail around your plans to increase capacity for inclusion bases (formerly known as SEN units, resourced provision and pupil support units – SU/RP/PSUs), such as schools, colleges or early years providers identified, engagement with relevant settings and trusts, and target cohort of needs.

If your plans include increases to places in special schools or specialist post-16 institutions, please include a clear rationale, showing the need that is being met, and why it cannot be met through other types of provision, such as inclusion bases. If you are



receiving additional capital funding to replace one or more planned special or AP free schools, please set out how this funding will meet need in your area, and plans for engaging relevant trusts in your sufficiency planning.

Word limit 500, current 482

The local area partnership has a clear, inclusive and data-led capital strategy aligned to SEND Reform priorities, focused on increasing local capacity, strengthening mainstream inclusion and reducing reliance on out-of-area provision.

Building inclusive capacity in mainstream settings

A central component of our strategy is a major capital investment programme already underway, delivering 128 additional specialist SEND places across two mainstream schools, opening in September 2027. This reflects our commitment to delivering inclusion bases within mainstream environments, ensuring that children whose needs cannot be fully met through ordinarily available provision can still be educated locally within inclusive settings.

This approach directly supports the reform ambition that inclusion is the default, by:

- *Increasing access to local specialist provision embedded in mainstream schools*
- *Reducing reliance on independent and out-of-area placements*
- *Enabling children to remain in their communities, reducing travel distances and improving stability for families*

The target cohorts are children with complex learning needs (including SLD/MLD), autism and SEMH, where demand and sufficiency pressures are most significant within the borough.

Strategic estate planning and partnership engagement

Our capital programme is underpinned by robust sufficiency planning and asset strategy, informed by demand forecasting and system data. The capital and SEND teams meet regularly, ensuring alignment between estate planning, commissioning and education strategy. Together, they have undertaken a review of capacity across the borough, identifying opportunities to repurpose or expand existing mainstream sites to provide inclusive spaces and resourced provision.

We are working closely with schools, trusts and partner organisations to develop cluster-based solutions and co-located provision models, ensuring that capacity is distributed strategically across phases (early years, school-age and post-16) and localities. This enables a balanced continuum of provision, from mainstream support through to specialist placements.


Delivering a full continuum of provision

While capital investment prioritises mainstream inclusion, we recognise that some children require specialist placements. The expansion of local specialist capacity (including ARPs and co-located provision) is designed to meet this need within the local area wherever possible, rather than through standalone specialist institutions or out-of-area placements. This ensures that specialist provision complements, rather than replaces, mainstream inclusion.

Enhancing the suitability of the estate

Investment is also focused on improving the accessibility and adaptability of mainstream environments, ensuring schools can meet a wider range of needs and we will be working closely with partners to assess the current estate. This includes:

- *Adapted learning spaces and sensory environments*

- 
- *Integration of therapeutic and MDT support within school settings (aligned to the Experts at Hand model)*
 - *Exploration of assistive technology to support access, communication and independence*

Outcomes and impact

Through this strategy, the partnership will:

- *Increase the number of children with SEND supported in mainstream and inclusion bases*
- *Ensure all children needing a specialist place locally can access one*
- *Reduce INMSS placements and long-distance travel*
- *Deliver a financially sustainable system, aligned to demand and improving value for money*

Overall, the capital strategy enables a shift from a reactive, placement-led model to a proactive, inclusion-led system, fully aligned to SEND Reform expectations.



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Outcomes and impact

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Ensure all children needing a specialist place locally can access one

Reduce INMSS placements and longdistance travel

Deliver a financially sustainable system, aligned to demand and improving value for money

Overall, the capital strategy enables a shift from a reactive, placement-led model to a proactive, inclusion-led system, fully aligned to SEND Reform expectations.

9. System partner and stakeholder engagement, and co-production.

Please outline how the local area partnership plans to engage system partners and stakeholders to develop and implement the plan – include planned engagement with schools and early years settings, alternative providers, FE and post-16 providers (including those your young people attend that are not within your local area), Parents and Carers and children and young people with SEND, with reference to the core minimum requirements. Consider changing roles and responsibilities in the context of the Schools White Paper and how you work collaboratively to manage the transition. Please indicate where additional support is required to engage partners or stakeholders - senior officials at the Department for Education will be available to contribute to summer term events with education leaders and parent carer forum leaders.

Word limit 500, current 475

The local area partnership will deliver SEND Reform through strong, inclusive and transparent engagement with all system partners and stakeholders, underpinned by co-production and shared accountability.


Education partners (schools, early years, AP and FE/post-16), *Engagement with education settings is central to delivery, particularly given the reforms' emphasis on mainstream inclusion and collective responsibility. The partnership will:*

- *Work through established Education Partnership Board structures, cluster networks and federations to ensure schools and MATs co-design and implement the Experts at Hand (EAH) model and inclusive practice.*
- *Use SENDCo networks, headteacher briefings, Inclusive Champion networks and ARP forums to build capability, share learning and provide feedback loops into system design.*
- *Engage early years providers and FE/post-16 institutions, including out-of-area settings attended by Reading young people, to ensure a fully integrated 0–25 continuum of provision.*
- *Strengthen engagement with Alternative Provision (AP) through improved commissioning, quality assurance and partnership forums, ensuring AP is used appropriately and time-limited.*

This reflects changing roles set out in the Schools White Paper, with schools and trusts taking greater responsibility for inclusion within a strong local partnership framework.

Parents, carers, children and young people, *Co-production is a core system principle. The partnership will:*

- *Strengthen engagement with the Parent Carer Forum (PCF), building capacity to ensure consistent representation at strategic boards and workstreams.*
- *Expand the role of Family Hubs as accessible community-based engagement points, supporting early help and communication.*
- *Embed “you said, we did” feedback loops, demonstrating how lived experience shapes decision-making.*
- *Develop a mechanism for CYP views to be gained frequently and systemically. This will be developed and sampled on a regular basis, feeding into SEND Strategy across the partnership. This will be overseen by Experts at Hand and link closely in with Social Care systems.*

- 
- Continue to develop participation mechanisms for children and young people, ensuring their voice informs service design, particularly at transition points.

This approach directly addresses current variability in engagement and aims to build further trust and confidence in the system.

Health, care and wider partners, *The partnership will strengthen collaboration across education, health and care, including the ICB, therapy services and social care, through:*

- Joint commissioning arrangements aligned to reform priorities
- Integrated MDT working, including EAH delivery
- Shared governance, performance reporting and quality assurance processes

Voluntary and community sector organisations will continue to support engagement, early intervention and culturally responsive practice.

Managing transition to reform, *The partnership recognises that reform requires a shift from fragmented delivery to shared ownership and accountability. This will be supported through:*

- Clear communication of the reform vision and partner roles
- Phased implementation (e.g. EAH rollout) with ongoing partner feedback
- Strengthened data sharing and transparency to support joint decision-making

Additional support required, *To maximise engagement and momentum, the partnership would welcome DfE support to:*

- Participate in summer term engagement events with school leaders and the Parent Carer Forum to build shared understanding of reforms
- Provide national clarity and consistency of messaging around expectations for inclusion and EAH delivery
- Support engagement with FE and out-of-area providers, where influence is more limited

Overall, the partnership's approach ensures engagement is systematic, inclusive and action-focused, enabling successful co-production and sustained delivery of SEND reforms.

The local area partnership will deliver SEND Reform through strong, inclusive and transparent engagement with all system partners and stakeholders, underpinned by co-production and shared accountability.

Education partners (schools, early years, AP and FE/post-16), Engagement with education settings is central to delivery, particularly given the reforms' emphasis on mainstream inclusion and collective responsibility. The partnership will:

Work through established Education Partnership Board structures, cluster networks and federations to ensure schools and MATs co-design and implement the Experts at Hand (EAH) model and inclusive practice.

Use SENDCo networks, headteacher briefings, Inclusive Champion networks and ARP forums to build capability, share learning and provide feedback loops into system design.

Engage early years providers and FE/post-16 institutions, including out-of-area settings attended by Reading young people, to ensure a fully integrated 0–25 continuum of provision.

Strengthen engagement with Alternative Provision (AP) through improved commissioning, quality assurance and partnership forums, ensuring AP is used appropriately and time-limited.

This reflects changing roles set out in the Schools White Paper, with schools and trusts taking greater responsibility for inclusion within a strong local partnership framework.

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Strengthen engagement with the Parent Carer Forum (PCF), building capacity to ensure consistent representation at strategic boards and workstreams.

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Support engagement with FE and out-of-area providers, where influence is more limited

Overall, the partnership's approach ensures engagement is systematic, inclusive and action-focused, enabling successful co-production and sustained delivery of SEND reforms.

10. Risks and Mitigations

What are the key risks that could affect the successful implementation of your Local SEND Reform Plan, and what mitigation strategies are in place to manage these risks? Please include a maximum of 5 risks with impact and likelihood RAG for each risk. See Annex C for suggested risk matrix.

Risk	Impact	Likelihood	RAG	Mitigation	Residual RAG
Inconsistent understanding and implementation of inclusion and pathways across settings, including workforce capacity and capability restraints	High – continued escalation to EHCPs, exclusions and specialist placements	High	Red	<ul style="list-style-type: none"> • Clear, jointly owned pathways across early years, schools and post-16 • Equity-focused monitoring and targeted support to settings • Ongoing engagement with schools and providers • Workforce development embedded as a golden thread across reforms • Consistent language, expectations and practice models • Peer learning, networks and reflective supervision • Phased implementation with targeted support 	Amber
Parental confidence and trust do not improve at pace,	Medium– High – reputational	Medium	Amber	Strengthen co-production via Parent Carer Forum; clearer communication of EAH offer and pathways; improved SEND resolution routes; regular feedback loops	Green

	risk and increased demand on statutory processes			demonstrating “you said, we did”	
Insufficient pace of local sufficiency delivery (specialist places)	High	Medium	Red	Robust sufficiency and pupil-level planning; delivery of co-located special provision and ARPs; cluster-based flexible provision; regular review of demand trends. Department of Education assurance that planned projects are delivered on time.	Amber
Financial pressures undermine sustainability and value for money. Continued reliance on late, high-cost intervention limits investment in early support.	High	High	Red	<ul style="list-style-type: none"> ● Joint commissioning aligned to reform priorities ● Early investment through Best Start in Life and Families First ● Regular financial oversight and demand modelling Clear accountabilities for financial and outcome impact	Amber
Data and financial systems not fully integrated, limiting	Medium	Medium	Amber	Continue to develop integrated dashboards across education, health and care; strengthen financial modelling linked to reform milestones; embed shared accountability at Partnership Board level. This will be underpinned by our complexity Matrix.	Green

11. Dependencies

Please detail the key areas of the local area partnership's proposed SEND future state and roadmap that may be impacted by wider reforms nationally and locally and outline how you will manage these. We expect these will include but not be limited to:

- NHS reforms
- SEND and Inclusion strategy 2027 - 2039
- Local Government Re-organisation
- Reforms to Children's Social Care
- Best Start in Life, including Family Hubs
- Best Start In Life Strategy
- Curriculum and Assessment Review

Word limit 500 max, current 500

Dependencies

The successful delivery of the local SEND Reform Plan is dependent on a number of national and local transformation programmes. The partnership has a clear understanding of these dependencies and will proactively manage alignment to ensure delivery remains on track.

NHS reforms

Delivery of the Experts at Hand (EAH) model and early intervention approach is critically dependent on health system capacity and integration, particularly across Speech and Language Therapy (SaLT), Occupational Therapy (OT) and neurodevelopmental pathways. Workforce pressures and waiting times continue to impact early identification and statutory timeliness.

***Mitigation:** Strengthened joint commissioning with the ICB, alignment to NHS recovery plans and integrated MDT delivery will embed health partners in system reform. A continued shift to needs-led (not diagnosis-led) pathways will reduce reliance on clinical thresholds and enable earlier intervention.*


Local Government Reorganisation (LGR)

Potential changes to local authority structures could affect governance, commissioning and delivery capacity.

***Mitigation:** A robust SEND governance framework, led by the SEND Strategy Board and delivered through multi-agency workstreams, provides stability. Clear accountability, shared priorities and formal partnership agreements will maintain continuity through any structural change.*

Children's Social Care reforms

Reforms strengthening early help and safeguarding are critical to meeting the needs of vulnerable children with SEND.



Mitigation: The Designated Social Care Officer (DSCO) role, alongside improved integration between SEND and social care, will ensure alignment through co-produced pathways and strengthened information sharing.

Best Start in Life and Family Hubs

Expansion of Family Hubs and early years reforms is central to improving early identification, engagement and prevention.

Mitigation: Family Hubs are embedded as key delivery routes for SEND advice, engagement and early help, aligned to EAH pathways. This enables earlier access to support and reduces escalation to statutory services.

Curriculum, Assessment and National SEND Reform

National policy developments will shape expectations for inclusion, accountability and provision. Key dependencies include: national minimum standards; changes to the national funding formula; an updated SEND Code of Practice; potential mainstream inclusion legislation; increased transparency of Multi-Academy Trust (MAT) SEND funding; and enhanced Ofsted scrutiny of Trust-wide inclusion.

There are also timing and delivery uncertainties regarding: publication of national standards; introduction of inclusion legislation; implementation of Ofsted Trust inspections; alignment between school inspection and local inclusion plans; financial transparency requirements for MATs; and future high needs funding reforms.

Mitigation: The partnership will maintain close engagement with the DfE, regional partners, schools and Trusts to ensure readiness and alignment. A continued focus on inclusive practice, shared accountability and evidence-based sufficiency planning will enable adaptability to national reform.

SEND and Inclusion Strategy 2027–2039

Long-term national direction will influence local priorities, expectations and funding.

Mitigation: The local roadmap is designed to be iterative and aligned to emerging national strategy, ensuring flexibility and strategic coherence.

Mental Health Support Teams (MHSTs)

National rollout is a dependency for integrated SEND and mental health support. In Reading, 100% MHST coverage is already achieved.

Mitigation: Full local coverage provides a strong foundation; continued integration with SEND pathways and EAH will maximise impact regardless of national rollout timelines.

The successful delivery of the local SEND Reform Plan is dependent on a number of national and local transformation programmes. The partnership has a clear understanding of these dependencies and will actively manage alignment to ensure delivery remains on track.

NHS reforms

The delivery of the Experts at Hand (EAH) model and early intervention approach is critically dependent on health system capacity and integration, particularly across Speech and Language Therapy (SaLT), Occupational Therapy (OT) and neurodevelopmental pathways. Current workforce pressures and waiting times impact early identification and statutory timeliness.

Mitigation: Strengthened joint commissioning with the ICB, alignment to NHS recovery plans, and integrated MDT models will ensure health partners are embedded in system delivery. Continued development of needs-led pathways (not diagnosis-led) will reduce reliance on clinical thresholds and support earlier intervention.

Local Government Reorganisation (LGR)

Potential changes to local authority structures could impact governance, commissioning and delivery capacity across the partnership.

Mitigation: The partnership's strong governance framework and shared SEND Strategy Board provides stability, with delivery structured through multi-agency workstreams. System leadership will maintain continuity through clear accountability, shared priorities and partnership agreements.

Children's Social Care reforms

Reforms to social care, including strengthening early help and safeguarding approaches, are critical to ensuring joined-up support for complex and vulnerable children.

Mitigation: The appointment of a Designated Social Care Officer (DSCO) and strengthened integration between SEND and social care will ensure alignment, with co-produced pathways and improved information sharing across partners.

Best Start in Life and Family Hubs

The expansion of Family Hubs and early years reform programmes is central to improving early identification, parental engagement and prevention.

Mitigation: Family Hubs are being embedded as key delivery channels for SEND engagement, advice and early help, aligned to EAH and early intervention pathways. This ensures children and families access support earlier, reducing escalation to statutory services.

Curriculum, Assessment and National SEND Reform

National changes to curriculum, assessment and SEND legislation may significantly impact how schools identify, assess and support children and young people with SEND, particularly in relation to inclusion expectations, attainment measures, accountability and post-16 pathways. The successful delivery of the local reform programme is therefore dependent on wider national policy developments, including:

- Introduction of national minimum standards to support greater consistency in SEND identification, provision and thresholds across local areas.
- Rebalancing of the national funding formula to better reflect levels of need, demand growth and the financial pressures associated with inclusion and specialist provision.
- Publication of an updated SEND Code of Practice to provide greater clarity on statutory expectations, accountability and implementation of reforms.
- Potential mainstream inclusion legislation to strengthen expectations around inclusive practice and the responsibilities of education providers within an inclusive system.
- Improved transparency surrounding the allocation and use of SEND funding within Multi-Academy Trusts.
- Increased Ofsted scrutiny of Trust-wide inclusion arrangements and SEND outcomes, recognising the growing strategic role of Trusts in shaping local inclusion capacity.

These reforms will shape expectations around inclusive practice, consistency of provision, statutory processes and system accountability. As Trusts continue to play an increasingly significant role within the education system, their capacity and commitment to inclusion will remain critical to the success of local reform delivery.

Mitigation: The partnership will continue to align local strategy and operational delivery to emerging national reforms through strong engagement with schools, Trusts, regional partners and the DfE. Reading will maintain a proactive focus on inclusive practice, shared accountability and evidence-based sufficiency planning to ensure readiness for future legislative, accountability and inspection changes.

Cross-cutting dependency: Data and financial reform

Across all programmes, there is a dependency on integrated data systems and financial modelling to support predictive planning, sufficiency management and value for money.

Mitigation: *The partnership is investing in shared dashboards, performance tracking and financial modelling to ensure informed decision-making and alignment across reforms.*

Overall, the partnership will manage these dependencies through strong governance, joint commissioning, co-production and a shared reform narrative, ensuring that national and local changes act as enablers rather than barriers to delivering an inclusive, sustainable SEND system.

Section 3 – Monitoring and Evaluation


12. How will the local area partnership know delivery is on track?

Please set out how you will monitor and track progress referencing:

- **Monitoring tools and processes** - the specific tools, systems, and data you will use to track delivery milestones and measure the impact on outcomes.

Some local area partnerships hold data in a central SEND operational dashboard. This is used by teams on a weekly basis to identify trends in demand or inform conversations with local school or setting leaders.

In some local area partnerships, a view of the Key Performance Indicators (KPIs) is reviewed monthly by a SEND Board to take decisions on prioritisation, resourcing and delivery of services informed by regular data.



Please set out how you will use data to track demand (e.g., EHCP applications for assessment), Service delivery (e.g., Speech and Language Specialists deployment; places created), Service quality (e.g., parental satisfaction) and outputs (e.g., pupil attendance; pupil exclusions)

- **Feedback and adaptation mechanisms** - what feedback loops and stakeholder input you will use to review progress and adjust your approach.

Word count limit 500, current 442

The partnership will ensure delivery is on track through a robust, data-led performance framework, supported by regular governance, real-time insight and continuous feedback loops. We will build on the data submission completed within the reform plan to continue to monitor the impact across the 4 building blocks.

Monitoring tools and processes

Integrated data dashboards and performance reporting

A central component of monitoring is the development of integrated SEND dashboards, bringing together data from education, health and care. These dashboards will be used weekly at an operational level to identify trends, risks and emerging pressures (e.g. demand for EHC needs assessments, therapy waiting times, exclusions). This builds on existing plans to strengthen data integration and predictive modelling across the system.

Strategic oversight through governance

Key Performance Indicators (KPIs) will be reviewed monthly by the SEND Strategy Board, enabling leaders to take decisions on prioritisation, resourcing and service delivery. Performance reporting is embedded within established governance structures, ensuring shared accountability across partners.

Tracking across four core domains

- *Demand: EHC needs assessment requests and decisions, Growth in EHCPs and SEN Support cohorts*
- *Service delivery: Deployment and reach of Experts at Hand (EAH) and MDT services, Number of inclusion places and ARP/specialist spaces created, Timeliness of assessments and professional advice*
- *Service quality: CYP views systematically collected via Experts at Hand, Parental satisfaction, complaints and tribunal trends, Quality assurance audits of EHCPs and multi-agency practice*
- *Outcomes: Attendance, exclusions and suspensions, NEET rates and preparation for adulthood outcomes, Proportion of children supported in mainstream vs specialist placements*


This aligns with existing quality assurance processes, audits and performance tracking mechanisms already embedded across the partnership

Feedback and adaptation mechanisms

Co-production and stakeholder feedback

Feedback from children, young people and families will be gathered through a systematic project, led by Experts at Hand. Parent Carer Forums will provide feedback on Family Hubs and SEND resolution processes, ensuring lived experience informs performance review and service redesign.

Learning from complaints, tribunals and audits



The partnership will systematically use complaints, tribunal data and multi-agency audits to identify themes, reduce variation and improve practice. This includes strengthened early resolution processes and clearer “you said, we did” feedback loops.

Workforce and system feedback loops

Regular engagement with schools and partners through SENDCo networks, headteacher briefings and MDT forums will provide real-time insight into delivery challenges and impact, enabling rapid adaptation.

Continuous improvement approach

Performance data, qualitative feedback and financial modelling will be triangulated to inform decision-making at all levels. Where delivery is off track, the partnership will implement targeted improvement actions, supported by clear accountability and oversight.

Overall, the partnership will know delivery is on track through a system that is data-driven, transparent and responsive, ensuring that progress against SEND Reform outcomes is continuously monitored, understood and acted upon.

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Outcomes: Attendance, exclusions and suspensions, NEET rates and preparation for adulthood outcomes, Proportion of children supported in mainstream vs specialist placements

This aligns with existing quality assurance processes, audits and performance tracking mechanisms already embedded across the partnership

Feedback and adaptation mechanisms

Co-production and stakeholder feedback

Feedback from children, young people and families will be gathered through the Parent Carer Forum, Family Hubs and SEND resolution processes, ensuring lived experience informs performance review and service redesign. [SEND Draft...is Version | PowerPoint]

Learning from complaints, tribunals and audits

The partnership will systematically use complaints, tribunal data and multi-agency audits to identify themes, reduce variation and improve practice. This includes strengthened early resolution processes and clearer “you said, we did” feedback loops.

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Overall, the partnership will know delivery is on track through a system that is data-driven, transparent and responsive, ensuring that progress against SEND Reform outcomes is continuously monitored, understood and acted upon.

13. Reporting to DfE

Using the attached data template, the local area partnership is required to provide quarterly data returns to DfE against selected key metrics. DfE will, in turn, provide quarterly data reports with visualised analysis and benchmarking that will support your local delivery, monitoring and evaluation. This will include data the department holds on **Attendance**, **Exclusions**, and **Unauthorised absence**.

Please use the attached data template to upload your initial data return to DfE.

INSERT DOCUMENT UPLOAD LINK

Section 4 – Governance

14. How will the local area partnership ensure delivery of plans remain on track?

Please outline the governance structures in place to oversee delivery. Clearly set out who is responsible for overseeing reform delivery, what each governance group or individual is accountable for, and how these arrangements ensure progress is monitored and decisions are made transparently. Please identify where the named SRO for the Local SEND Reform Plan sits within the governance structure and ensure your response incorporates the core minimum requirements.

Governance Mechanism <i>This may be a governance group, or an individual (e.g. SRO).</i>	Purpose/ Responsibilities <i>What is the function of this governance mechanism? What are they accountable for overseeing? What information is reported to this governance mechanism?</i>	Membership <i>Who does this governance mechanism comprise of? [should include health and PCF representation] What stakeholders are represented at this governance mechanism? Please indicate who chairs this. (Include n/a if an individual).</i>	Cadence <i>How regularly does this governance mechanism meet?</i>	Decision Rights <i>What decisions can this governance mechanism make?</i>	Escalation Route <i>Where can this governance mechanism escalate issues or decision to?</i>
<i>SEND Strategic Partnership Board</i>	<i>Provides strategic oversight of SEND reforms across education, health and care. Ensures joint ownership, alignment with wider system priorities, and effective co-production. Monitors progress against milestones and outcomes; agrees corrective action where progress is off-track.</i>	<i>Executive Director of Children's Services (Chair), Director of Education, LA Strategic Lead for SEND, ICB executive lead for SEND, NHS provider reps, education leaders (including FE and early years), Adult Social Care, Parent Carer Forum reps, voluntary sector, link to schools forum and CYP representative.</i>	<i>Bi- monthly</i>	<i>Approves strategic direction, key policy decisions, system-wide changes, and escalation of risks</i>	<i>Health & Wellbeing Board / ICB Board / Local Authority Corporate Management Team</i>
<i>Director of Education (SRO) / Executive Director of Children's Services</i>	<i>Overall accountability for delivery of the Local SEND Reform Plan. Responsible for ensuring reforms remain on track, risks are managed, resources are aligned, and</i>	<i>Local Authority</i>	<i>Continuous oversight; formal reviews monthly</i>	<i>Final sign-off on programme priorities, major changes to scope, resource allocation,</i>	<i>SEND Strategic Board / ICB Chief Executive / Local Authority Director of Children's Services/ Local Authority</i>

	<i>statutory partners deliver agreed commitments. Holds system to account for outcomes. Receives programme performance, risk and finance reports.</i>			<i>and escalation of decisions to board</i>	<i>Corporate Leadership Team</i>
<i>Transformation and Efficiency Board</i>	<i>Provides corporate leadership and assurance for all major transformation, efficiency, and change programmes across the Local Authority. Oversees delivery against agreed outcomes, financial savings, benefits realisation, and risk. Ensures alignment with corporate priorities, Medium Term Financial Strategy, and statutory responsibilities, including SEND reform and High Needs sustainability. Receives highlight reports, benefits tracking, financial forecasts, and risk/issue logs for all major programmes. Holds programme SROs to account for delivery and pace.</i>	<i>Chief Executive (Chair); Executive Directors; s.151 Officer; Programme Management Leads</i>	<i>Six weekly</i>	<i>Approves corporate transformation priorities; agrees corrective actions for underperforming programmes; authorises scope changes, re-prioritisation, or cessation of projects; endorses investment and savings proposals within delegated authority; directs escalation where delivery or financial risk exceeds tolerance.</i>	<i>Cabinet / Elected Members; Corporate Leadership Team; Audit & Governance Committee (where risk or control issues arise); external assurance bodies where required</i>

<p><i>Strategic High Needs Block Working Group</i></p>	<p><i>Provides strategic oversight of the High Needs Block within the DSG. Responsible for monitoring HNB financial performance, demand pressures, cost drivers, and impact of SEND reforms on sustainability. Oversees delivery of HNB management and recovery plans, ensures alignment with SEND Reform priorities, and advises on use of HNB resources to support improved outcomes and value for money. Receives detailed finance, forecast, and demand reports, including placement trends and risks.</i></p>	<p><i>Director of Children's Services or s.151 Officer (Chair); LA Finance (DSG/HNB); SEND Strategic Lead; ICB finance / commissioning representative; education representatives (e.g. special schools, mainstream, AP); PCF representative; programme lead (attendance as required).</i></p>	<p><i>Monthly</i></p>	<p><i>Recommends strategic use of the High Needs Block; agrees mitigation actions for in-year pressures; endorses HNB recovery and investment proposals; agrees commissioning and system-change proposals within delegated authority (noting Schools Forum retains statutory decision-making role).</i></p>	<p><i>SEND Strategic Partnership Board / Corporate Leadership Team</i></p>
<p><i>SEND Reform Programme Board / SEND Operational Group</i></p>	<p><i>Oversees day-to-day delivery of the Reform Plan. Tracks performance, milestones, risks and dependencies. Coordinates</i></p>	<p><i>Director of Education (Chair), SEND Strategic Leads, ICB operational leads, education reps, PCF reps, programme management support</i></p>	<p><i>Monthly</i></p>	<p><i>Agrees delivery plans, mitigations for slippage, reallocates resources within agreed tolerances</i></p>	<p><i>SEND Strategic Partnership Board / SRO</i></p>

	<i>workstreams and ensures issues are resolved at pace. Reports delivery progress to the Strategic Partnership Board.</i>				
<i>Delivery Workstreams</i>	<i>Deliver specific reform priorities and improvement actions. Responsible for implementation, reporting progress, identifying risks, and engaging stakeholders and families at a delivery level.</i>	<i>Operational leads from LA, EAH, health practitioners, schools/settings, PCF reps</i>	<i>Fortnightly/ Monthly</i>	<i>Operational decisions within agreed scope and resources</i>	<i>SEND Reform Programme Board/ SEND Operational Group</i>

If you have a diagram to show the relationship between these governance mechanisms, please upload this here.


*****INSERT DOCUMENT UPLOAD LINK*****

Section 5 – Central Government Support

15. How can we help you?

Please outline any practical support you need from central government to implement your plan effectively.

This may include:

- 
- Access to specialist expertise or advisory support
 - Help with workforce development or recruitment challenges
 - Tools or templates to support data collection, reporting, or evaluation
 - Facilitation of peer learning or regional collaboration
 - Support with system-level coordination across education, health, and care
 - Guidance on navigating regulatory or policy barriers

We are well positioned to deliver reform but would benefit from targeted practical support from central government to accelerate implementation and ensure consistency with national expectations.

Specialist expertise and advisory support

Targeted input on the implementation of the Experts at Hand model, particularly around best practice in scaling multidisciplinary delivery and embedding early intervention across all settings, would support consistent and high-quality delivery.

Workforce development and recruitment

Support to address national shortages in key specialist roles (EP, SaLT, OT) would be critical. This could include national recruitment campaigns, training pipeline expansion and shared workforce solutions across regions.

Data, tools and reporting frameworks

Provision of standardised data tools, dashboards and KPI frameworks aligned to SEND Reforms would support benchmarking, reduce local variation and strengthen system assurance. National templates for financial modelling and sufficiency planning would further support value for money.

Peer learning and regional collaboration

Facilitated opportunities for peer learning across local area partnerships, including access to high-performing systems and regional networks, would help accelerate improvement and share innovative practice.


System-level coordination

Support to strengthen alignment across education, health and care reforms, particularly in relation to NHS pathways and data integration, would help ensure dependencies are effectively managed.

Policy clarity and regulatory guidance

Clear, consistent national guidance on expectations for inclusion, thresholds and delivery models would support local partners to implement reforms confidently and reduce variation.

Additionally, we would welcome DfE participation in local engagement events with schools and Parent Carer Forums to build shared understanding and momentum for reform delivery.



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Annex B - Supporting Documents

Document	Link
The Schools White Paper	Every Child Achieving and Thriving
SEND Consultation Document	SEND reform: putting children and young people first.
LA and Schools Budget 2026-27	Schools Operational Guide 2026-27
Local Partnership Maturity Assessment Guidance and Tool	Included in commission pack
Local SEND Reform Plan – Data template	Included in commission pack
Local SEND Reform Plan Quality Assessment Framework	Included in commission pack
Local Inclusion Partnership Grant 2026-27	To be published Spring 2026
Experts at Hand Guidance	To be published Spring 2026
High Needs Capital Allocations 2026-27	To be published Spring 2026
Guidance on Inclusion bases	To be published Spring 2026

Annex C – Risk Matrix

IMPACT DESCRIPTION	IMPACT LEVEL	PROBABILITY/LIKELIHOOD				
		< 10%	>10% - <30%	>30% - <60%	>60% - <90%	>90%
		Very Unlikely	Unlikely	Possible	Likely	Very Likely
Cannot deliver Reform Plan; Failure of mission critical activity.	Crisis					
Significant impact to objectives; Significant and sustained disruption to activity.	Critical					
Delivery targets are compromised; Project delay / budget overrun.	Moderate					
Limited impact on delivery targets; Deviations from project resource, timescale or targets.	Marginal					
Minimal impact on delivery targets; Minimal impacts to project / programme efficiency.	Negligible					