



Department
for Education





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: City of York Council

Name of Integrated Care Board: NHS Humber and North Yorkshire ICB

Local SEND Reform Plan SRO: Maxine Squire

Signatories

Role	Name	Signature	Email contact	Date
City of York Council CEO				
ICB Chief Executive				
Senior Responsible Officer (SRO) for the Local SEND Reform Plan				
SEND & AP Board				
Local Authority Director of Children's Services (DCS).				
ICB NHS Place Director				
Local Authority Chief Financial				



Officer (CFO/Section 151 Officer)				
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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 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*

York is well placed to deliver its SEND Local Area Reform Plan and to develop an integrated coherent 0–25 system in which children and young people are supported to achieve and thrive within inclusive local settings, enabled by strong and effective partnership working across York. The reforms have been welcomed and support from our partnership co-production event was evident. York's strength lies in being a small city with ambition, creativity and a shared determination to improve outcomes for children and families. This ambition is demonstrated by the way we have approached the Families First Reforms and our approach to the delivery of the Best Start in Life Plan which is building the infrastructure to transform the lived experience of children and families in York. This creates real potential for system-wide alignment and rapid improvement. We operate within significant financial constraints, being one of the lowest funded local authorities and school's system in the country. This places sustained pressure on our SEND system and schools and has required a relentless focus on prioritisation, collaboration and making best use of available resources.



City of York Council is a small unitary authority within the York and North Yorkshire Combined Authority, and our Integrated Care Board operates across six places. This wider system context adds complexity but also provides an opportunity to strengthen alignment across education, health and care and to develop more consistent, place-based approaches to support.

We are already on a positive improvement journey. Following a Written Statement of Action in 2019, we successfully came out of formal monitoring in 2022. We are now preparing for the next phase of inspection, building on our Outstanding ILACS judgement achieved in March 2025.

We recognise that too many children and young people are currently not attending secondary school regularly, and that the lived experience of families is not yet always positive. While there are examples of strong practice across the city, the experience of support can still feel variable and fragmented for families and for our children and young people.

York's 0–25 system is currently operating in a context of rising demand for SEND identification, increasing referrals for neurodevelopmental assessment, and sustained pressure on specialist provision and high needs funding. Over recent years, demand for Education, Health and Care Plans (EHCPs), specialist placements, and early intervention support has grown at a faster rate than system capacity. This has contributed to pressure on inclusion in mainstream settings and increased reliance on specialist and independent provision.

We will build from our position of strength. We have evidence of impact of practice in Early Years, EHCP timeliness is strong, there is an established and effective system of mainstream outreach (our Learning Support Hub) to adapt to Experts at Hand (EaH), and York benefits from an in-house Educational Psychology service. Relationships between settings and wider partners are constructive and provide a strong foundation for further development.

Over the next three years, we will build on these strengths to establish a clear and consistently understood model of inclusion across the 0–25 system. In order to deliver the SEND Reforms we need to ensure that our ambitions focus on the Early Years through our Best Start in Life approach. This will build the strong foundations to deliver improvements in the lived experience of children and families through early identification and intervention. Importantly we recognise that to get this right, we must go back to the building blocks for change. In York, reflected in our self-assessment, this means focussing on reviewing the key workstreams and ensuring that they are

well attended by the right people, by allocating the funding to enable settings and families to be leaders within the change, and convening events that support our settings and the wider partnership, to really understand the universal offer of inclusion, to layer in the experts at hand model and the Inclusion bases. It will mean working with our teaching schools, our universities to support workforce reform and it will mean reaching out to partners who may not have been as engaged in our system to ensure it is 0-25 in scope. We will spend the time building this together in year one.

We will know we are making progress through our quantitative and qualitative measures in this plan and because of the work we will have implemented, there will be more children in mainstream settings, engaging in learning.

Most importantly when children and young people increasingly feel a strong sense of belonging in their local schools, reflected in improved attendance, participation and pupil voice. We will also see growing family confidence, stabilisation in EHCP request rates, and an increasing proportion of children and young people supported successfully within mainstream settings. Alongside this, we will see a stronger culture of celebrating inclusive practice across York.


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

The Local Area is committed to delivering the principles articulated in the White Paper, so that every child and young person receives high quality support from birth, enabling them to thrive at home and within their local early years settings, schools and colleges. Building



on our Best Start in Life, three key pillars, our response to the SEND reforms commits to build a system where families can connect, feel supported, and that they truly belong. It will be shaped by the voices of parents, carers, practitioners and community partners. To do this we will build a highly skilled, confident workforce across education, health and care that can identify needs early and respond with timely, professional support in partnership with families. Through quality-first teaching, an appropriately challenging, rich and diverse curriculum and welcoming environments where everyone belongs, children and young people will be supported to achieve their potential. This includes building employability skills which support clear pathways to employment post 16.

Through our Local Area Reform Plan, we will build on what works in our place, to adapt and expand the Learning Support Hub model, creating a clear, well understood and flexible pathway to a robust and responsive Experts at Hand offer. This approach will adapt to changing demands and unite education and health professionals alongside experts by experience. Together, they will develop evidence-informed support and interventions with measurable impact and value, preventing escalation of need and enabling children to remain successfully within their local settings.

The Experts at Hand will be the foundation of our system development building on successful models in our area e.g. Early Talk for York and Let's Make Sense Together. This will drive a stronger and more sustainable approach to mainstream inclusion and ensure that families have greater confidence in the support available in their local settings and schools. The offer will build tiers of support and develop provision within mainstream settings through inclusion support bases and helping to ensure that children with SEND can thrive in their local school.

Our maturity assessment has further highlighted the need for our plan to strengthen co-production with families and children and young people, to build on the effective partnership working, to enable the universal offer of inclusion in settings. This will also move to a neighbourhood model of four targeted clusters where professionals will wrap around schools and identify emerging needs early and have greater shared accountability for outcomes. This is a system shift for settings in York. This will form our building blocks in the first year of reform.

Our goals to improve outcomes for our children are that:

- Our Children and Young person's voice, telling us that they have a strong sense of belonging in their local school and that they are achieving, happy and feeling safe
- There is an inclusive mainstream offer in York across all phases, and an Experts at Hand offer that is embedded and shaped by the voices of parents and carers. This will reduce requests for alternative provision and risks of persistent absence.
- We have a financially stable SEND system that invests has achieved the right balance between mainstream inclusion and specialist provision.

This will deliver the following desired outcomes:

- The number of children accessing alternative provision will have plateaued by 2029
- Attendance for children with education, health and care plans will be better than national by 2029
- Requests for EHC needs assessments will have plateaued by 2029
- Tribunals caused by disputes about placements will have reduced by 2029
- More children are travelling independently to school/college by 2030 through the work of the York Independent Travel Training service (YILTS)

This will also be evidenced by a self-assessment that we will be within the maturing section for Co-production, Leadership and governance and in Effective Partnership working. (Feedback from service users).

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.

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.

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.

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 <i>Strengthening inclusion across education settings</i> <i>Access to specialist support and local placements</i> <i>System leadership, local partnership collaboration and co-production</i> <i>Encouraging inclusive culture and behaviours</i></p> <p>Enablers <i>E.g.</i> <i>Capital – investment strategy across EY, mainstream, FE</i> <i>Workforce</i> <i>Data/digital systems</i></p>	<p><i>(a short summary of where you are now including a reflection on what is working well, what needs to change and the status of the enablers that underpin your system)</i></p> <p>Through our self-assessment we recognise the importance of getting the right building blocks in place for year one. This means, taking the time to ensure that everyone understands the full reforms, that the York Neighbourhoods are aligning between settings, Families First and Best Start in Life and Health neighbourhood working. This means fully working to the spirit of team around the school/neighbourhood clusters, including working within Early Help and voluntary sector/wider statutory partners to form resilient practice that meets familial and child need outside of SEND system. It includes a clear model of how SEND is included in our Family Hub model in York.</p> <p>It means that we will need to refocus on Early Years, through engagement with settings, the offer of the EaH in the first phase and in building parental confidence</p> <p>To support families improved experience we will improve on the good communication that is in place, we will need to improve so that families know where to go for help and settings need to be able to engage with reform work without being overwhelmed. This workstream will be one of the key building blocks of year one.</p> <p>It also includes taking the time through partnerships to work to strengthen the multi-agency offer, through agreeing our shared approach to inclusion, developing a really co-produced Experts at Hand model, with the right people shaping and driving this, convening support for consistent Inclusion Strategies in settings and supporting the development of quality inclusion bases. Experts at Hand will develop from our strong model of mainstream outreach in the Learning Support Hub. Changing this model will need to go through adaptation phases before it can be scaled up.</p>	<p><i>(a short summary of the vision for your local system in the next 3 years including the system enablers, reflecting how your Experts at Hand Offer model will underpin this vision, helping you scale and enhance what is working well and change what is not working so well)</i></p> <p>By 2028 our upskilled workforce will ensure that York’s inclusion and belonging culture is embedded, there will be more children in mainstream settings, and requests for independent special schools will have reduced. Families’ confidence will increase, and EHC needs assessment requests will be plateauing, and tribunals will reduce</p> <p>The clear monitoring process through the governance boards will progress trajectories for delivery of the reform plan.</p> <p>The model for effective communication and partnership works well in York, underpinned consistently with pupil voice and our families lived experience. Families know what they need from the Local offer and their family hubs and SEND CENTRAL offer. Settings can easily engage and be included and informed. Everyone is clear on their role in communication, and we are celebrating good practice more systematically</p> <p>Settings will be aligned to the neighbourhood model having access to clear information about predicable need for their areas with partnership teams in place that provide tailored support. There will be clear, transparent funding models in place that settings will lead to support groups of children in their neighbourhoods.</p> <p>By 2029 there will be consistent implementation of Universal, Targeted and Targeted Plus with clear processes in place to support families through disagreement resolution. There will be a clear and easy to access jointly owned EAHO adapted from our Learning Support Hub, which is an ongoing and embedded element of the SEND system across York. The local authority and Integrated Care Board will work together to provide:</p> <ul style="list-style-type: none"> • a skilled team of professionals and experts by experience working collaboratively, from a range of specialisms in education & health, such as educational psychology, speech and language therapy, specialist teachers and occupational therapy, as well as through outreach from specialist settings and ERPs. • more efficient and effective local delivery of multidisciplinary professional support services commissioned at group level to address needs to deliver joined-up, place-based provision across early years settings, schools and post-16 providers. • defined route for mainstream education settings to access specialist support through a strong universal offer and fluid layers of support which can be accessed from day one. • better joint working across ICB, LA, and local system partners including education settings, Best Start Family Hubs, Parent Carer Forums (PCFs), health providers and children and young people.

	<p>The governance to drive forward this work is established through the independently chaired SEND and AP Board; we will add in another layer of a steering group to support the oversight of this work. The additional funding will help support transformation roles, finance and business intelligence support (data and finance was assessed as emerging through assessment tool) and to add capacity to our PCF and pupil voice team.</p> <p>There is a recognition that currently the pressures around the rising numbers of EHC plans affect the ability to build capacity in the transformation work from specialist teams, including EPs. Our first phase of work is to plan the changes out carefully in a way that will have impact.</p> <p>We have some existing workstreams that are well placed to deliver the reforms with some expansion to their membership. There are additional workstreams that we will set up to support the building blocks to change.</p> <p>We are aware that we need to develop our understanding of needs much more and to build in transparency and consistency with funding. We will also have to work hard to ensure that we can deliver on digital approaches and therefore our funding will align with developing these areas in the first year.</p>	<p>Evidence that the work through the EAHO has focused on.</p> <ul style="list-style-type: none"> • working with all settings to plan and deliver the right physical spaces in mainstream nurseries, schools and colleges. • Using evidence-based approaches, ensuring the workforce is confident and competent to understand and effectively support the needs of children and young people in their setting. • Putting structures in place to build relationships and co-production with the parent/carer community. • Strengthening the baseline level of capacity of settings and staff to meet commonly occurring SEND needs and Mental health, building resilience and reducing the risk of longer-term dependency on statutory services • Monitoring and reviewing practice regularly to ensure current approaches are evidence-based and the most appropriate for meeting local needs. • Collaboratively recommissioning alternative provision to align with the 3-tier model and best practice identified through Alternative Provision Specialist Taskforces (APST) models. • As the EaH develops we will have a sustainable knowledge base and tools for professionals to have that work and that supports the future model of delivery
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Success measures	Baseline	Target Metrics
<p>Drawing on metrics from the accompanying data template E.g. Improve attendance of pupils in all maintained schools (mainstream and special) with SEN. Reduce reliance on independent special school places. Mainstream settings with increased access to Education Psychologists/SaLT/OT Reduced NEET rates for SEND YP at age 16</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> <p>Add in data template baseline</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)</p> <p>Add in data from predictions with change</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.’*

We want to move towards a financially sustainable, inclusive 0–25 system in York where children and young people with SEND are supported to achieve and thrive within their local communities, leading to improved outcomes in education, health, wellbeing and participation. This change process must include a focus on Early Years in upskilling our workforce and increasing parental confidence from the beginning. To fully implement the SEND reforms the change programme must have a strong focus on the 0-5s.

This vision will be continuing to be underpinned by our Children and Young People’s Plan, the Inclusion and Belonging Strategy, and the Autism and ADHD Strategy, Best Start in Life Plan and our Families First implementation. Strategic oversight and accountability will sit with the independently chaired SEND and AP Board, ensuring system-wide alignment, delivery and impact. The SEND Local

Area Reform Plan will replace the current SEND and AP Partnership Action Plan, providing a more integrated and ambitious framework for change and pulling together Families First and Best Start in Life workstreams. We will introduce a SEND Local Area Reform Plan steering group in addition to new workstreams to build on existing structure. Schools Forum will also have oversight of key progress metrics.

Our maturity assessment shows that York is building from a developing but strengthening foundation of co-production, supported by increasingly strong leadership, governance and accountability arrangements. The building blocks to this will be through the year one work with settings and coming together in neighbourhoods, clear transparent funding pathways and an effective SEND communication plan. We are realistic and transparent about the areas we need to strengthen, particularly the consistency of inclusive practice across mainstream settings, the further development of a skilled and confident workforce, and the need for more integrated and intelligent use of data across the partnership.

Across the system, we recognise several key areas of pressure and need:

- Rising demand for SEND identification and Education, Health and Care Plans (EHCPs)
- Increasing neurodevelopmental assessments and growing complexity of need
- Severe absence and disengagement in secondary education
- Variable family experience and confidence in the system
- Increased reliance on independent and out-of-area provision
- Financial pressures within the high needs block
- Inconsistent inclusive practice across mainstream settings

In response, our ambition over the next three years is to create a more coherent, preventative and inclusive system. By the end of this period, York will have:

- A clear, consistently applied model of inclusion across all settings
- Strong neighbourhood-based partnerships enabling earlier identification and support with collective accountability for resources
- Mainstream settings that are confident and equipped to meet a wider range of needs
- Specialist support deployed earlier and more strategically, rather than at the point of crisis
- A joined-up, system-wide data approach that enables proactive intervention and shared understanding
- Families who have confidence in the system, understand pathways, and can navigate support effectively

We will know we are making progress through measurable and experiential change across the system including qualitative and quantitative data metrics. This will include increased meaningful inclusion within mainstream settings, improved attendance and a reduction in severe absence, stronger family confidence and lived experience, reduced use of out-of-area and independent specialist provision, and stabilisation of high needs expenditure in line with available funding.

Overall, this represents a shift from a fragmented and reactive system towards a more joined-up, preventative and inclusive model where children and young people are supported earlier, closer to home, and with greater consistency of experience and outcomes.

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
<p>Building blocks <i>Strengthening inclusion across education settings</i> <i>Access to specialist support and local placements</i> <i>System leadership, local partnership collaboration and co-production</i> <i>Encouraging inclusive culture and behaviours</i></p> <p>Enablers <i>E.g.</i> <i>Capital – investment strategy across EY, mainstream, FE</i> <i>Workforce</i> <i>Data/digital systems</i></p>	<ul style="list-style-type: none"> • A simple but effective communication plan for settings and the partnership on all aspects of reform plan will be in place • The SEND youth group will have inputted into the EaH model • A stakeholder analysis will be complete with a focus on Early Years, Post 16 engagement • Recruitment to voice, role, PCF, SEND Transformation manager, Finance and Business Intelligence capacity, Seconded Education roles and key health ICB role to be released to lead work and be part of real co-production work to support. • Recruitment to EPs, SpLT, OT and Specialist Teaching Team posts • Engagement and delivery events held on making sense of the reforms, how it all fits together, Neighbourhoods, Universal mainstream Inclusion, Experts at Hand, Inclusion Bases and Inclusion Strategies. Underpinned by the Change Programme learning and evidence-based intervention. What Works in SEND models, consistently. • Universities engaged through the RAISE York evidence network to scope research work on impact of EaH and improving parental confidence in Early Years • Workstreams to be in place; Strengthening Inclusion and EaH, neighbourhood working model Effective Partnerships and communication and Data and Resources and expand Sufficiency workstream. • The reform principles are used to inform the strategic plan for school-based nurseries and school aged childcare • Audit completed of all Inclusion Bases from early years to post 16. • Clear commissioning arrangements in place from the Council to the ICB to deliver on EaH • EAHO working group established to set out defined route for Early years, mainstreams settings to access specialist support for whole school approaches and support for groups of children. All stake holders included. • Learning Support Hub review completed to support the move to whole school training and groups of CYP as we build the EAHO Mini EAHO in each mainstream secondary school comprising of a mix from EPS, STT incl SWS, Virtual school, Inclusion team, Outreach from special/ERP/PRU, WiMT, PCF and therapies team, to support development of an Inclusion Base 	<ul style="list-style-type: none"> • Updated Communication plan reviewed from first year any changes implemented • Local offer updated to include the universal offer of mainstream across 0-25, the training offer and EaH offer • Youth Voice group work to include workstream on Inclusion Bases (what works) • Monitoring of Year one milestones complete. • Clear guidance in place across York on the pathways in universal, targeted, targeted plus and specialist. • Settings Inclusion Strategies are in place with reflecting key principles for York. • EAHO is in place for all EY providers, primary and secondary schools in York comprising of a mix from Health partners, EPS, specialist teachers and school wellbeing service, Virtual school, Inclusion team, Outreach from special, mental health support teams, PCF and experts by experience • Review and quality assurance of Inclusion Bases in secondary complete, work on Inclusion Bases at primary alongside the broader co-produced EAHO which delivers well evidenced, early intervention approaches to meet commonly occurring and growing areas of need. • York Schools and Academies Board have agreed Year 2 of work reforms. • Settings have co-produced the shared pooled funding model across neighbourhoods • Review of all EAHO teams to move to neighbourhood clusters. • APST phase 1 in place alongside EAHO • Updated, co-produced Sufficiency Strategy for York outlines plan for investment in more specialist bases. 	<ul style="list-style-type: none"> • Review of year 3 communication plans completed and changes actioned • Review of impact of EAHO undertaken • Expansion of EaH to include blended offer of APST and EAHO (including EP, STT incl SWS, Virtual school, Inclusion team, outreach from specialist settings, Youth Justice, Youth workers, SLEAT, SaLT, CAMHS (incl WiMT), Families First) delivered through neighbourhood model, across all ages and stages. • EAHO teams shift to move to co-location • Review of shared systems of data for EaH • Settings to agree the model in place for dispute resolution. • Settings to agree the arrangements in place for digital ISPs. • Review of Joint Commissioning Strategy • Post-16 colleges in York agree plan for Inclusion bases implementation

	<p>in each secondary school which reflects local demographic need and a trial of universal offer which draws on approaches set out in the National Inclusion Standards. Post 16 self-assessment/audit of need to build on the existing offer complete. AP strategy complete, with clarity on three-tier system including APST exploration and planning this will sit within the universal offer, targeted, targeted plus specialist and Experts at Hand</p> <ul style="list-style-type: none"> • Review of learning from Change Programme on Alternative Provision Specialist Taskforce to build into year 3 of model of experts at hand complete. • Lead in work - including implementation of quality good practice to the Specialist Inclusion Base Opening of ERP at Jo Ro (Sept 2027) complete. • First phase of 6th form ERP planning for CYP not engaging in mainstream curriculum complete • 'Moving on' offer from special school planned and ready to open. • Independent travel training increases • Implementation of strategic plan for allocation of 2026-27 SEND Capital 	<ul style="list-style-type: none"> • Feedback on progress to the Joint Commissioning strategy part of the update in communication plan, impact on lived experience. • Settings have a plan in place for disagreement resolution processes co-produced with families • Settings to agree a process for digital ISPs. 	
<p>Success measures</p> <p><i>Drawing on metrics from the accompanying data template</i> E.g. Improve attendance of pupils in all maintained schools (mainstream and special) with SEN Reduce spend on ISS places Increase # children and young people supported by Education Psychologists/SALT/OT in maintained provision Improve overall effectiveness of provision NEET data</p> <p><i>Leading indicators</i></p>	<ul style="list-style-type: none"> • New relationships developed across ICBs, LAs, and local system partners including education settings, Best Start Family Hubs, PCFs, health providers and children and young people with agreed vision and plan to achieve this. • Clear start to the reduction of new dependence on costly, individualised provision at secondary phase and reduction in requests for specialist provision in reception. • improved capability within secondary mainstream settings - empowered education staff who can identify and meet a wider range of needs and enable more children and young people to thrive in inclusive environments. • Improved Severe Absence data in all schools (mainstream and special) with SEN. • Reduced appeals to Section I at primary / secondary transition points <p style="text-align: center;">Add in data metrics above</p>	<ul style="list-style-type: none"> • Settings are all signed up to the universal offer of inclusion. There are still some inconsistencies in approach • children and young people access the help they need (how to measure) • escalation in the reduction of new dependence on costly, individualised provision across all ages and stages • more effective joint commissioning between LAs and ICBs, including strategic planning and co-production with children, young people and families and local partners. • Evidence of localized planning • Recruitment of new speech and language therapists advanced practitioners. • 30% of Secondary Schools have Inclusion Bases <p>Add in data metrics above</p>	<ul style="list-style-type: none"> • Full alignment to Families First, Family hubs, SEND CENTRAL and neighbourhood work is implemented and articulated in York. • Simple and clearly explained referral routes and timeframes, with help navigating referrals. • Increased confidence and trust in families that mainstream settings and professionals will meet the needs of their children and young people. • children and young people access the help they need (how to measure) • reduced pressure on home to school transport - fewer children and young people with SEND need to travel a long way from home to attend a school or setting. • reduced dependence on costly, individualised provision

			<ul style="list-style-type: none">• better joint working across ICB, LA, and local system partners including education settings, Best Start Family Hubs, Parent Carer Forums (PCFs), health providers and children and young people.• more effective joint commissioning between LA and ICB, including strategic planning and co-production with children, young people and families and local partners.• improved capability within mainstream settings - empowered education staff who can identify and meet a wider range of needs and enable more children and young people to thrive in inclusive environments.• Improved attendance and engagement of pupils in all schools (mainstream and special) with SEN• Improved attainment and achievement• Reduced suspension and maintained low permanent exclusion rates.• Reduced tribunal rates• Fewer requests for independent settings and specialist settings• Reduced NEET rates for SEND YP at age 16.• Seamless transitions between all phases• 30% of primary schools have Inclusion bases.• 50% of Secondary schools have Inclusion bases.
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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.

To be completed

<u>2026-27 Local delivery plan</u>		<u>Q2</u>		<u>Q3</u>		<u>Q4</u>	
<i>Workstream outline – mapped to building block</i>	<i>Responsible lead per workstream – accountable for the delivery of the workstream and the identified outcome.</i>	<i>Milestones per workstream</i> <i>What key milestones will enable you achieve your targeted trajectory</i>	<i>Target trajectory per workstream</i> <i>Where do you expect your data to be?</i>	<i>Milestones per workstream</i> <i>What key milestones will enable you achieve your targeted trajectory</i>	<i>Target trajectory per workstream</i> <i>Where do you expect your data to be?</i>	<i>Milestones per workstream</i> <i>What key milestones will enable you achieve your targeted trajectory</i>	<i>Target trajectory per workstream</i> <i>Where do you expect your data to be?</i>
<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>Building block - Workstream 1</p> <p><i>Outcome - Strengthening Inclusion across Education settings</i> <i>Includes Inclusion culture and belonging</i> <i>Universal Offer of inclusion, Experts at Hand</i></p> <p><i>Success measure</i> <u>Attendance data</u> <u>Suspension and Exclusion data</u> <u>Admissions Data</u> <u>EHCP consult outcomes</u></p>	<i>Head of Inclusive Education</i>	<p>Recruit school membership to lead work over next three years.</p> <p>Agree TOR for workstream and plan for roll out of universal offer of inclusion in settings and national standards.</p>	<p>Attendance levels at both primary and secondary reduce towards 4.7%</p> <p>Primary PA levels reduce towards 8.4%</p> <p>Secondary PA levels reduce towards 12.7%</p>	<p>Year of Attendance launch in 2026/27 shows progress to closing gap on pre pandemic Attendance levels</p> <p>All identified key partners participating in working group.</p>	<p>Attendance levels at both primary and secondary reduce towards 4.7%</p> <p>Primary PA levels reduce towards 8.4%</p> <p>Secondary PA levels reduce towards 12.7%</p>	<p>EAHO has reviewed plan for the development of Inclusion Base in each secondary school.</p>	<p>NEET date better than national</p> <p>Benchmarking from audit on best practice</p>

<p><u>Fair Access partnership data</u> <u>Pupil voice</u> <u>Family Voice</u> <u>School Leader Voice</u> <u>Neet data</u></p>		<p>Plan events in Autumn on Universal inclusion, Inclusion Strategies and Inclusion bases.</p> <p>Rapid review of what works in SEND learning from Change Programme</p> <p>Current LSH model of outreach review to adapt to work with groups of children.</p> <p>Set up EaH work stream with multi-agency attendance.</p> <p>Deliver Educational Psychology services through neighbourhood clusters in preparation for EaHO.</p> <p>Recruit 4 Assistant Educational Psychologists.</p> <p>Set up commissioning agreement with ICB for additional SPLT and OT provision</p>	<p>Permanent Exclusions remain low (below 30 for secondary and 5 for primary)</p> <p>Suspensions to drop towards national levels at primary and secondary phase</p> <p>Review of admissions shows that commitments on FSM met by Admission authorities</p> <p>All 4 neighbourhood clusters have an allocated assistant EP as part of the EP offer.</p>	<p>All schools have Inclusion Strategies</p> <p>APST working group agreed TOR.</p> <p>EaHO working group has co-produced broadening of EAHO and update to sufficiency plan including identifying workforce change required across CYC and ICB to meet need of SEND reform plans (e.g. therapy teams, EPS and specialist teachers)</p> <p>Co-produce EaHO with EY and post-16 settings.</p>		<p>Agreed plan for commissioning outreach from high-quality specialist providers and recruitment plan for any EAHO skills gaps.</p> <p>Coproduced plan to meet local needs across the FE sector</p>	
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		<p>overseen by all age commissioning teams.</p> <p>Agree plan for Mini EAHO in each mainstream secondary school comprising of a mix from EPS, STT incl SWS, Virtual school, Inclusion team, Outreach from special/ERP/PR U, WiMT, PCF and therapies team.</p> <p>Full holistic audit/ review completed of the expertise we have in their areas to meet the needs of children and young people across our settings through the EAHO.</p> <p>Sutton Trust awarded to secondary schools</p> <p>Year of Attendance Strategy launched. AP Strategy out for consultation</p>						
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		<p>Reducing suspension working party reviews findings</p> <p>Settings to complete audit for inclusion bases</p>					
<p>Building block - Workstream 2</p> <p><i>Outcome – Sufficiency, Ensure planned growth address demand equitably Access to specialist support and local placements</i></p> <p><i>Success measure - CYP with SEND are able to access the right specialist support and placements locally, at the right time, with reduced waiting times, improved outcomes, and greater family confidence, while maintaining financial sustainability. Embedded EAHO offer, which deploys expertise, working alongside improved collaboration between settings ensuring CYP's needs are met earlier and locally Improved parent/carer confidence in local provision</i></p>	<p><i>Specialist Teaching Team and SEND Sufficiency Manager</i></p>	<p>Expanded Sufficiency Workstream in place with multi agency representation including parents early years and Post 16 (MAT and Maintained school reps & Transport) to jointly plan development and identify sites. Review of TOR of group in line with core minimum standards in reform plan guidance</p>	<p>Improved multi-agency working indicators (education, health, care)</p>	<p>Co-produced plan for Sixth Form Specialist Base Sufficiency workstream 2 aligned with Workstream 4 (Data) and Workstream 3 Neighbourhoods with plan completed for how the new data plan can improve sufficiency planning accuracy. Childcare sufficiency work through BSIL is part of sufficiency workstream Audit of secondary school inclusion bases Arrangements in place to include support from our special schools in EAHO with clear, published pathways for</p>	<p>Reduced EOTAS request for post 16 provision and out of area placement for Y11 transitions and reducing late stage/high cost placements Cost avoidance through local provision development Increased specialist workforce capacity</p>	<p>Opening of Phase 1 of ERP/Specialist Base at Jo Ro (Sept 2027) 'Moving on' offer from secondary special school planned and ready to open increasing capacity and flexibility on mainsite Sufficiency plan updated with new data to identify any emerging gaps in provision and linked to childcare sufficiency plan Impact assessment of travel arrangements has been carried out for all agreed capital, inclusion base or agreed increase in special school.</p>	<p>Local confidence that City is improving placement planning and forecasting accuracy to have local capacity of specialist placements (in resourced provision and special schools) to reduce reliance on independent / non-maintained placements Evidence of planned provision matching needs profiles Reduction in disputes/tribunal cases relating to placements Evidence of enough childcare places to meet demand for children with SEND across EY, wraparound care and holiday provision.</p>

				accessing specialist support			Post 16 have completed audit for Inclusion Base
<p>Building block - Workstream 3</p> <p><i>Outcome – Effective partnership and communication</i></p> <p><i>Includes</i> <i>Inclusion and Belonging culture (link to WS1)</i> <i>Includes partnership governance and oversight of disagreement resolutions mediations and digital processes (link WS4)</i> <i>Outcome alignment including BSIL, FF and Post 16</i> <i>Joint ways of working including neighbourhoods and pooled funding (links W1,2&4)</i> <i>Communication strategies</i> <i>Data transformation (Wf4)</i> <i>Joint workforce development (Wf1)</i> <i>Success measure</i></p>	Head of SEND	<p>TOR agreed for Workstream 3</p> <p>Stakeholder analysis complete</p> <p>Steering group for LARP in place</p> <p>Induct the SEND Transformation manager.</p> <p>Publish the Joint Commissioning Strategy</p>	<p>Workstreams in place across the system</p> <p>WS1 Inclusion and Education in settings</p> <p>WS2 Sufficiency</p> <p>WS3 Partnership and Communication</p> <p>WS4 targeted monitoring of data and resources</p>	<p>Hold x 2 events on Inclusion Strategies and Inclusion bases (link WS1&2)</p> <p>Hold event on how it all comes together York's neighbourhood approach</p> <p>Agree the first phase of the SEND training offer underpinned by a review of what works in SEND and learning from Change Programme (link to WS1)</p> <p>Additional Finance post in place</p> <p>Co-production event on Communication plan build on existing structures that work</p> <p>YSAB actions in place</p>	<p>Settings are clear on Inclusion Strategies how this aligns to training offer and bases</p> <p>The impact of the neighbourhood model in York across the system is understood and mapped to building blocks in plan</p> <p>System supported to monitor on finances</p> <p>Partners agree a workable comms plan</p> <p>YSAB supporting neighbourhood model</p> <p>Partnership confidence grows in system</p> <p>System responsibilities around communication are clear</p>	<p>Agree model for settings to move to neighbourhood</p> <p>Explore the pooled funding approaches across neighbourhoods</p> <p>Review comms plan</p> <p>Agree first phase of disagreement process for settings</p>	<p>Settings all in neighbourhoods</p> <p>Families input in all groups evident through lived experience shaping services</p> <p>Settings and partners have transparency in the funding system</p> <p>Pooled funding system in place (pilot link to WS4)</p> <p>Settings confidence in disagreement resolution processes increased</p> <p>New relationships in place across the partnership with Early years, Post 16 and ICB</p> <p>Post 16 partners are clear on responsibilities and plans for inclusion and inclusion bases</p>

<p>Building block - Workstream 4</p> <p><i>Outcome – Judicious and targeted monitoring of data and resources includes data sharing across partnership (linked to WS3)</i> <i>Finance monitoring to Schools Forum and DFE</i> <i>Performance dashboards</i> <i>Pooled funding for settings</i> <i>Transparency in funding systems</i> <i>Risk management</i> <i>Quality assurance</i></p>	<p><i>Principal Accountant, Children's Services</i></p>	<p>Agree TOR of group</p> <p>Develop and implement data sharing agreement to support the delivery of the neighbourhood scorecards.</p> <p>Invest in additional support from Business Intelligence to develop neighbourhood dashboards</p> <p>Develop a finance reporting dashboard to track High Needs Spend and support quarterly monitoring to Council's executive, SEND and AP Board and School Forum.</p>	<p>Completeness in data across all SEND data sets</p> <p>Financial data to be in real-time allowing quick decision making and better visibility of the actual spend, commitments, and forecast outturn</p>	<p>Develop and implement the framework for use of pooled resources to address identified priorities at neighbourhood level</p> <p>Accurate forecasting models projecting High Needs expenditure allowing robust budget monitoring</p>	<p>An equitable framework for the use of pooled resources is being used and understood by schools/settings</p> <p>Accurate forecasting will inform corrective actions to address variances quickly</p>	<p>A commissioning framework for placements has been developed and implemented</p> <p>Joint commissioning is fully informed by data sharing to address</p>	
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<p>Projected Investment Spend per quarter</p> <p><i>Please specify funding source for each category</i></p> <p><i>Example categories:</i> Programme oversight/additional leadership capacity. Workforce Recruitment Workforce training and development Data/Digital</p> <p>Total Spend</p> <p>£1.3 million</p>	<p>10% of whole grant £130,400k for Transformation SEND transformation post £60k 15k to PCF 15k for voice 40k Finance</p> <p>10% of whole grant £130,400k for EaH 10k contribution ICB Advanced Speech and Language Practitioner across 6 places EaH Navigator role for settings£35k Business support 35k £10k comms and training, design events facilitations and translation Business Intelligence – 40k</p> <p>£1 million for delivery of EaH</p> <p>OTs x2 SPLT x2 260K EPs x 4 Assistant EPs, and 2 day a week senior £250k X 4 specialist teaching staff £240k Specialist setting outreach 40k Secondment of setting staff x 2 senior staff 2 days a week £100k 30k Research work with York universities and Research schools 120k Leadership capacity in EOH and Strengthening Inclusion</p>		
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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.

250 words

A focus early on clear communication of reforms to the SEND Partnership and the right events will support everyone's role and responsibility in our reform work in York. We will identify funding for settings and PCF to help us enable some of the workstreams. We will ensure that the new workstreams are set up with clear Terms of Reference and membership to take forward the work, in inclusion in mainstream, Experts at Hand, Effective partnership and communication and data and resources. We have advertised for a SEND Transformation Manager who will manage our change programme and the delivery of the Local Area Reform Plan. YSAB has agreed to oversee the move to neighbourhoods. The funding allocated will be used to increase support to Finance team, Business Intelligence, Parent Carer Forum, Youth Voice as well as including shared funding to an advanced speech and language therapy post. A steering group will be in place under the SEND and AP Board to drive forward the workplan and Schools' Forum oversight

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.


For 2026-27 City of York Council has agreed a 0.5% transfer from the Schools Block to the High Needs Block following detailed consultation with all state funded schools and extensive discussion at Schools Forum during 2025. The approx. £0.691M transfer is made following the DfE's guidance on block transfers.

The High Needs budget continues to experience significant pressure due to rising numbers of pupils with SEND, increasing levels of complexity and sustained growth in demand for support. The combined impact of the ending of the Safety Valve agreement and the freezing of the High Needs allocation at 2025-26 levels creates a challenging financial position for 2026-27. Despite these cost pressures the transfer is not being used to offset any accumulated High Needs deficit and is instead planned to fund the levels of High Needs by strengthening mainstream inclusion and supporting schools to maintain pupils in their local settings.

This reflects the shared commitment at City of York to provide early, effective support and to reduce reliance on costly specialist placements leading to a more sustainable High Needs budget.

Capital: We have announced at least £3 billion in high needs capital between 2026-27 and 2029-30 to support children and young people (CYP) 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.

For the financial years 2025/26 and 2026/27 York has received just over £4 million of additional High Needs capital. *The use of SEND Capital in York is evidence-led and is being used to deliver the priorities in the city's Inclusion and Belonging Strategy, through the local SEND Reform Plan. Our SEND Capital Strategy is designed to deliver on the priority to provide the right support at the right time.* Capital investment will focus on creating learning environments that promote inclusive practices and strengthen the confidence, skills, and capacity of mainstream schools. This also includes ensuring high-quality, sustainable, and diverse SEND provision, with sufficient specialist places available where necessary.


Priorities for York for SEND Capital investment over the next three years are projects that:

- Improve access and inclusion and reduce severe absence in secondary schools
- Capital investment in assistive technologies to support both accessible mainstream provision and reintegration for children and young people who have experienced periods of absence.
- Developing inclusion bases on mainstream primary school sites which support children who are unable to successfully transition to secondary school due to their sensory or social, emotional, mental health needs.
- Ensuring sufficient specialist places in mainstream settings.

Our approach builds on the knowledge of what works well in adapting mainstream environments to meet predictable needs in mainstream. Over the last 4 years we have successfully opened additional enhanced resource provision places in both primary and secondary and continued to enhance sufficiency in our three specialist settings. This has been achieved through the strong partnership between the local authority and schools and academies. We have several good examples of adaptations to internal and outdoor spaces that have been made across the city's schools which are supporting children and young people to be able to access mainstream provision. This includes the development of inclusion bases and sensory regulation areas. The development of more inclusive mainstream provision will improve parental confidence and will ensure that there is greater consistency across schools in being able to demonstrate inclusive practice. The schemes being supported in this first phase of capital allocations are designed to build the capacity to meet predictable areas of need in mainstream and builds on the successful models that have been developed particularly in primary schools. We are also using capital to ensure sufficiency in our in-city specialist provision to ensure that those children requiring a specialist place can access provision close to home. This is to address existing sufficiency issues based on the over-subscription of our special schools. We are realistic that for some low incidence but complex need there will remain a need to commission out of area places, but we are determined to keep the numbers of these places low as we use capital to support in-city provision.

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.



York has a well-established and effective approach to co-production across its SEND work, and the process of bringing partners together to develop the Local Area Reform Plan within a tight timeframe has been positive and productive.

We have strengthened our understanding of the regional voice group work, which has provided clear and consistent feedback from children and young people about the changes they want to see. In addition, our SEND Youth Group will play an active role in the reform programme, helping to shape opportunities for meaningful involvement and ensuring that young people's voices are embedded throughout delivery, not just consultation.

The maturity assessment has been co-produced from the outset, developed in phases as a collective exercise with City of York Council, the Integrated Care Board, the Parent Carer Forum, primary and secondary SENCO forums, and the York Schools and Academies Board CEO group. This has ensured shared ownership of the findings and a common understanding of both strengths and areas for development across the system.

An externally facilitated event on 30th April brought partners together to ensure alignment on the change journey, reflect on York's progress, and to agree the next steps. The session focused on strengthening genuine co-production, improving communication, and developing a more skilled and confident workforce. Our Department for Education adviser is supporting this work, helping to ensure clarity, pace and alignment with national expectations. Importantly, the wider SEND and AP partnership has come together to respond to the formal consultation process, and council's Executive group and the SEND and AP Board will provide strategic oversight and accountability for the Reform Plan.

School Forum has contributed to the discussions and helped shaped the building blocks around year 1 work and our family session reiterated the need for clear communication and transparency around the reform work, the need for more training for staff in schools and remembering to build on what works already.

Alongside this, we are running a series of engagement sessions with families across York to build a shared understanding of the reforms and to ensure feedback directly informs the next stages of development. This is helping to strengthen transparency, trust and shared ownership of the change programme.

Looking ahead, we plan to complete a stakeholder engagement exercise to provide further information about who else we must engage further with and we want to spend more time with our Early Years sector and Post 16 sector. We will establish a Steering Group under the SEND and AP Board, bringing together a wide range of partners and stakeholders to hold delivery of the Reform Plan to account. From this governance structure, we will develop a set of focused delivery workstreams aligned to the key pillars of the plan, alongside existing SEND workstreams. These will include:

- Inclusion in Education and settings
- Sufficiency
- Partnership and communication
- Targeted monitoring of data and resources

The actions in our first year will strengthen system coherence, deepen co-production, and ensure that delivery is both accountable and focused on improving outcomes for children, young people and families in York.

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	
Insufficient capacity in local area to fully deliver the Experts at Hand offer	Critical	Likely		The Learning Support Hub and Early Talk for York provide existing models that can be used to build the EAH model. As a partnership universal digital support is available through the 'Let's make sense together' resource. The local authority has a fully staff EP team. The University of York and York St John provide the capability to draw on research expertise and	


				also to develop a partnership to access the pipeline of speech and language students	
Mainstream capacity to improve the confidence of children and families does not improve leading to a continued increase in requests for EHC plans	Critical	Likely		<p>York currently has above national percentage of children and young people with EHC plans in mainstream. SEND capital is being used to remove barriers to inclusion in mainstream and to ensure sufficient specialist provision to support reform implementation. The development of the neighbourhood cluster model is being used to support mainstream to identify and support predictable need. Work with setting, schools and colleges to ensure that provider Inclusion Strategies are aligned with the aims of the local SEND Reform plan. The Inclusive Attendance project is being scaled up, this focuses on the whole school culture of belonging.</p> <p>York's Experts at Hand model will focus on improving confidence in mainstream through a focus on primary/secondary transition.</p>	
Reform of the ICB impacts on partners capacity to engage with the implementation of the local	Critical	Likely		Local governance mechanisms are in place to hold partners to account for delivery of the SEND Reform plan. The plan has been co-produced with partners which ensures joint	

SEND Reform plan				ownership of the plan and a realistic and deliverable plan for delivery of the reforms. There is already strong local commitment to joint delivery models e.g. the development of SEND Central and the Best Start in Life plan.		
The local authority has an area SEND inspection during the period when the plan needs to be finalised and submitted	Critical	Likely		Advice from the DfE SEND adviser on the draft plan will help to mitigate the amount of work that needs to take place to finalise the plan. However, the SEND inspection will have to take priority but it will remain challenging to deliver the plan if the inspection timeline coincides with the finalising of the plan.		

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
- 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

The implementation of the local Best Start in Life Strategy is a central pillar to the successful implementation of the SEND reforms as the system change needed will come from the experiences of those children currently 0-5 and their families. Early identification and intervention in the early years is crucial to supporting children to successfully access the mainstream school offer. Building on the award-winning Early Talk for York, the local area has an evidence-based approach to identification of speech, language and communication needs. The innovative integrated partnership approach that Early Talk for York exemplifies also demonstrates the innovative use of Experts at Hand to build workforce skills and capacity in early years settings and schools. In York, as a small unitary authority, mapping the synergies between the different areas of national reform, Best Start in Life, Families First and the SEND Reforms is crucial for the successful implementation of a reformed children's system. Our size whilst creating some unique challenges also creates opportunities for whole system working due to the advantages of services working in a discrete and compact geographical area. Relationships across education, health and care partners are strong and co-production is central to the partnership plans that are being developed to support the children's system reforms. The development of SEND Central, York's SEND family hub, is an example of the way that multi-agency working is making a difference to service delivery and to the experience of children and families. This hub and spoke model is being adopted as the blueprint for the family hubs in York. This will see SEND Central being joined by a Centre for Excellence for childhood development.

As one of the lowest funded local authorities in England, York faces continuing challenges which are replicated across education and health partners. The implementation of the SEND Reforms would be severely impacted by the speed of legislative reform and for the next three years the current legislation will apply whilst at the same time trying to fully deliver the SEND reforms. This could have a significant impact if parents and carers lack confidence in the proposed reforms, leading to a

continued growth in requests for statutory assessment. Another key risk is workforce skills and capacity. Nationally there are already shortages in Experts at Hand, and this could be significant in building confidence in mainstream practice.

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.

The local SEND and AP Partnership Board currently has a data dashboard which provides information about key performance indicators and trends. This is supported by City of York Council's Business Intelligence team through the corporate KPI machine database. The board currently receives a data report each time it meets and includes a wide range of data drawn from the SEND case management system, health providers, the Synergy education database and the social care MOSIAC case management system. York has also implemented Study Bugs which provides access to daily pupil level attendance data from all schools and academies, and we are now extending this to tracking attendance at AP settings. The dashboard is being refreshed through a workstream focused on the delivery of the SEND Reform Plan. This includes new neighbourhood dashboards to support the school neighbourhood clusters, building on the inclusion scorecards which are used by the city's fair access panel.

New indicators will be added including:

- Delivery of capital projects and number of places created, including Inclusion bases
- Admissions data to evidence the shift to mainstream
- Experts at Hand data – workforce numbers, deployment and impact data – this will build on the evaluation reports produced by the Learning Support Hub. We intend to develop a quality assurance framework to support the SEND and AP partnership's board's scrutiny of the implementation of the Experts at Hand offer in York.
- Attendance and exclusions data – with regular reports being shared from the Attendance Improvement Board.
- SEND Hub key performance indicators including footfall and service quality indicators including parent and young people voice and satisfaction surveys
- Maturity assessment reviews that can demonstrate how we move from emerging and developing to maturing as a system

The local authority has an established programme of quarterly reporting to the Council's Executive and Corporate Management Team which has been in place throughout the period of the Safety Valve agreement. This will continue to be used to ensure leadership oversight of the delivery of the Local SEND Reform Plan and central to this will be the use of the revised data dashboard to ensure that

the trajectories outlined in the one year and three years plans are on track and that clear mitigations are being implemented to address any variances.

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.

To complete

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>
The SEND and AP Board	<p>The board holds the SEND transformation work to account through the SEND action plan (to be SEND Local Area Reform action plan and through the risk register</p> <p>The York LARP Steering group will report here</p> <p>A clear set of KPIs is discussed across the</p>	<p>Chaired independently. Includes full EHC partnership 0-25, Health Social Care, Families, young people and settings</p>	<p>Every 6 weeks</p>	<p>The Board is support and challenge approves strategies, and makes decisions on approval of the Local Area reform plan and holds partners to account through data measures</p>	<p>Independent Chair offers a clear route of escalation through to DCS and Lead ICB if required</p>

	partnership at each board				
York Local Area Reform Plan (LARP)	This is new group. This will focus on holding all the Work streams to account ensuring the alignment of all the workstreams and will report to the SEND and AP Board it is responsible for the monitoring of the detail of the LARP	Chaired by independent role agreed by partnership TBC Attendance by different members to the Board including PCF, young people, settings and health and Care, and voluntary settings	Every month	The group will be decision making on implementation of the LARP	SEND and AP Board and independent chair of board
Workstreams:					
WS1 Inclusion in settings and Education with sub group EaH	Responsible for Strengthening Inclusion across Education settings Includes Inclusion culture and belonging Universal Offer of inclusion, Experts at Hand	Chaired by Head of Inclusive Education Include seconded setting roles, membership across EHC partnership different from the above	Every month	This group will lead on the Inclusion and Belonging culture and work including Universal offer in	To the York LARP steering group

		steering and board membership		mainstream schools Experts at Hand offer	
WS2 Sufficiency planning	Ensure planned growth address demand equitably Access to specialist support and local placements	Chaired by the Specialist Teaching Team and SEND Sufficiency Manager	Every month	This group will lead on delivery of sufficiency strategy, alignment of EaH to the universal offer and Inclusion bases	To York LARP steering group
WS3 Effective Communication and partnerships Including Neighbourhood working	Inclusion and Belonging culture (link to WS1) Includes partnership governance and oversight of disagreement resolutions mediations and digital processes (link WS4)	Chaired by the Head of SEND Includes, EY and Post 16, SENCo and heads, PCF, Health and	Every month	This group is decision making and will lead on partnership and governance, including ensuring that	York LARP steering group

	<p>Outcome alignment including BSIL, FF and Post 16</p> <p>Joint ways of working including neighbourhoods and pooled funding (links W1,2&4)</p> <p>Communication strategies</p> <p>Data transformation (Wf4)</p> <p>Joint workforce development (Wf1)</p> <p>Success measure</p>	<p>voluntary sector and Social care</p>		<p>York system understands alignments of reforms, neighbour hood working and agree an effective communication plan, linked to all the WS1,2 &4</p>	
<p>WS4 Targeted monitoring of data and resources</p>	<p>targeted monitoring of data and resources includes data sharing across partnership (linked to WS3)</p> <p>Finance monitoring to Schools Forum and DFE</p> <p>Performance dashboards</p> <p>Pooled funding for settings</p> <p>Transparency in funding systems</p> <p>Risk management</p> <p>Quality assurance</p>	<p>Aaron Thiara (Finance lead) sub group lan Cunningham BI</p> <p>Includes Settings representatives 0-25</p> <p>Health, PCF,</p>	<p>Every month</p>	<p>This group is decision making will lead on the development of the finance monitoring work, including developing a transparent system of pooled funding and</p>	<p>York LARP Steering group</p>

				transparent funding system for HNB allocations Data will form a sub group of this workstream	
PFA strategy delivery group Group	This is an existing group that is responsible for delivering on PFA vision and Strategy and 5 year action plan	Head of Disabled Children's Service & DSCO Post 16, SEN teams, PCF, Social Care, Adults, Health	Every month	This group is decision making and approves the action plan under the strategy it will be linked to WS1	Reports to the SEND and AP Board
Best Start in Life Delivery Groups	This group sets out the delivery of BSIL in York Sub groups sit within this Neighbourhood group links with WS1 & WS3	Local Evidence lead, EPs, SEN, Families, Social Care, Health, Early Years, Voluntary sector	Every month	Sub-groups are decision making	Raise York steering group & SEND and AP Board

	<p>Leading on neighbourhood model of integrated EY support with family hubs and Increased proportion of children achieving a GLD (to 79% by 2027/28 and beyond to meet our local ambition)</p> <ul style="list-style-type: none">- Increased GLD for children eligible for FSM (to 58.1%)-Improve and Reduce inequalities in early childhood and maternity outcomes- A sustainable, integrated early years system closer to home that delivers better outcomes for all children				
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Families First Delivery group	<p>This group is delivering on Families First agenda through</p> <p>Family Help (right help, right time)</p> <p>Multi-Agency Child Protection Team</p> <p>Family Group Decision Making</p>	<p>Chaired Director of Safeguarding, Children's Services</p> <p>Wide range of sub groups with</p> <p>Education reps, wider social care, SEN teams, Health, Police, Youth Justice,</p>	Every Month	Decision making group	

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

In order to implement our plan effectively central government support would be helpful in ensuring that there is a requirement for all partners to work together at place and that the various elements of reform are brought together at system – level through the articulation of a clear narrative which brings together the Best Start in Life, Families First and SEND Reforms in a single national vision for reform.

Facilitation of regional collaboration, particularly to deliver sufficient specialist places would also be a helpful area of central government support. This could build a regional commissioning unit which would standardise placement decisions and manage place planning. It would also help to ensure best value is achieved through a consistent pricing structure for commissioning low incidence, high need specialist provision.

As mentioned earlier navigating the current legislation whilst implementing the reform plan is also an area where central government support and guidance would be very helpful. The planned revision of the Code of Practice would be helpful practical support – particularly to ensure that the mainstream presumption is supported by the clarity provided by the planned National Inclusion Standards as early as possible in the implementation timeline.



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					