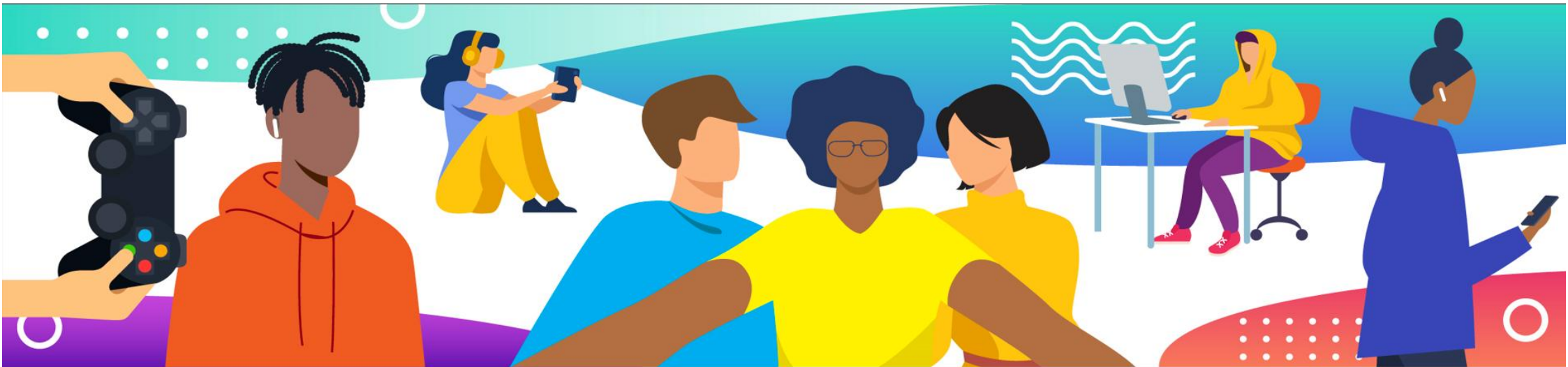


Suffolk SEND Local Area Inclusion Plan 2025/27



Our Vision

Together we will understand and support children and young people so that they feel included, supported, and fulfilled to live their best lives.

Foreword by Kathryn Boulton

Independent Chair of the Suffolk SEND Improvement Board

This Local Area Inclusion Plan demonstrates the commitment of partners to improve services for children and young people with SEND in Suffolk, working collaboratively to drive positive change. It is this shared commitment that will enable the Local Area to make progress in improving services and outcomes for children and young people with SEND. Building on what works well and identifying opportunities for further development, we have set out clear objectives to improve the experiences of young people and their families. We will continue to champion their successes and work together towards the brightest possible futures.

This Local Area Inclusion Plan has been developed with a wide range of stakeholders across Suffolk, and we strongly believe that our focus on coproduction will enable us to deliver on our joint ambitions. Our plan sets out high aspirations and aims to narrow the achievement gap by ensuring the right support is provided at the right time. It prioritises early intervention and reflects a needs-based approach to supporting children and young people with SEND.

Our shared ambition is for every child and young person with SEND in Suffolk to feel included and supported in education and to have meaningful opportunities within the community as they transition into adulthood.

We will review the Plan and its associated actions regularly to ensure we remain focused on the right priorities and we continue to improve outcomes for children and young people with SEND across Suffolk.

December 2025



SUFFOLK LAIP

Our SEND priorities

1



PARENTS AND CARERS

- * Finding support from other SEND parents
- * Breaking educational barriers
- * Guiding parents on SEND journey
- * Help navigating EHCPs
- * Tackling isolation
- * SEND voices to be amplified
- * Call for systemic change
- * Role of local SEND groups

2



CHILDREN'S AND YOUNG PEOPLE'S PRIORITIES

- * I am healthy
- * I am safe * I am happy
- * I am in control of my life
- * I am able to learn
- * My voice is heard
- * I feel supported

3

SEND STRATEGY

- * Communication
- * Right Support, Right Time
- * Quality and Timeliness
- * Preparing for Change



4

LAIP BUILDING BLOCKS

- * Strategic and Governance
- * Communication, Coproduction and CYP Voice
- * Inclusive Practice
- * Pathways * Transitions and Preparing for Adulthood
- * Resource and Sufficiency





Building Blocks

Strategic and Governance: a Local Area Partnership (LAP) that knows itself well, is relational, works well together, has strong governance systems, a clear partnership Self-Evaluation Framework and specific, measurable, connected strategies with resourced action plans driving change.

Communication, coproduction and voice of the child/young person: a LAP that communicates and coproduces well. Key datasets and feedback inform us as to what works well and where children face challenges or delays in support or provision, time-bounded action plans are in place for improvement.

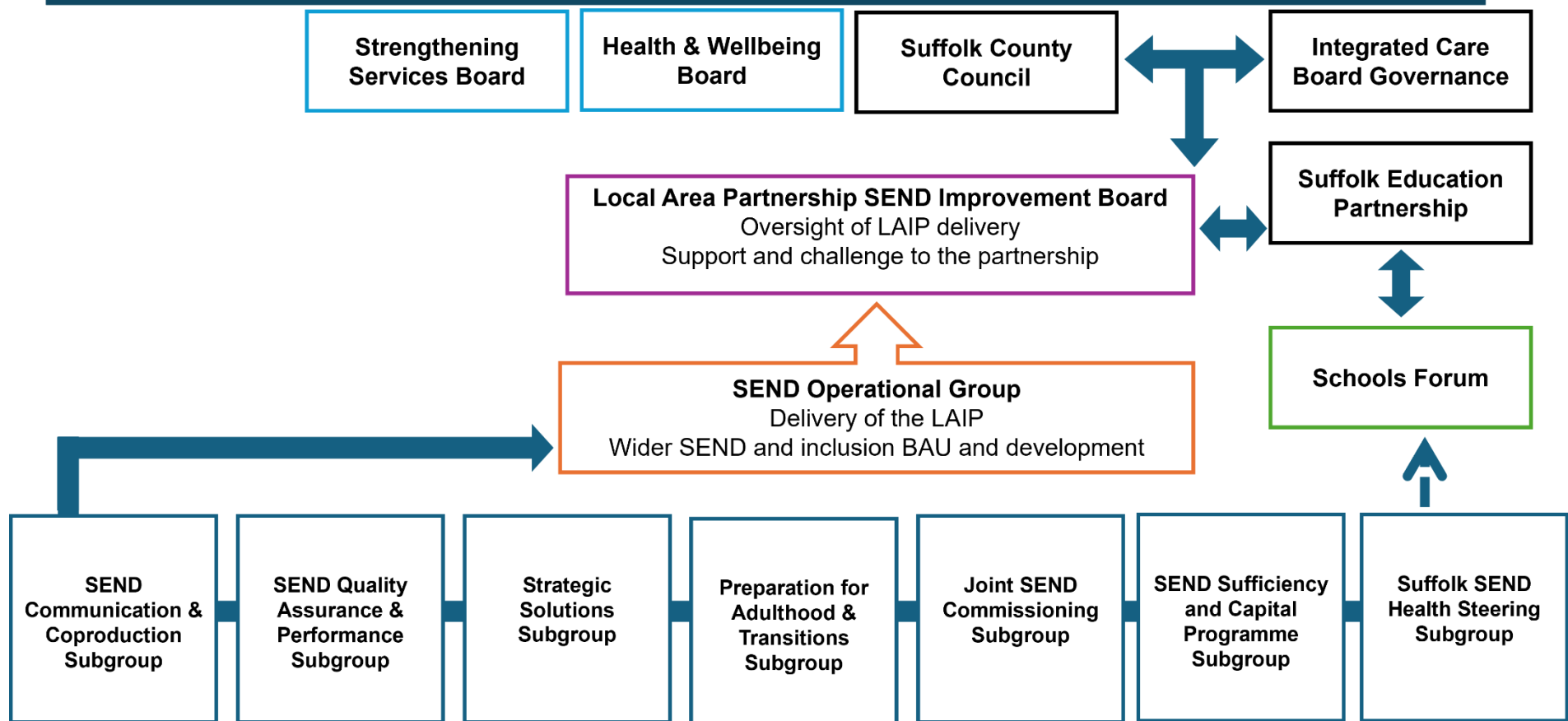
Inclusive Practice: a universal education, learning, health and care system that works well together, with early and specialist interventions that support and hold children in inclusive mainstream settings and matches the expectations of SEN learners and their parents.

Pathways: efficient, effective, timely and connected pathways that enable earliest support, with resource directed where it is needed most and to all those that need it. Where children face waiting times, these are managed well with clear communication pathways and support available whilst waiting.

Preparing for Adulthood and Transitions: a strong connected approach to transitions across all phases which support inclusion in mainstream settings and supports young people into adulthood with paid employment, good health, independent living and friends, relationships and community inclusion.

Resource and Sufficiency Planning: clear planning and delivery of specialist provision in place to reduce delays alongside management of High Needs Block pressures. The LAP works well together to ensure that those accessing specialist provision are supported and for those that can, return to mainstream.

SEND Local Area Partnership Governance Structure



Actions and Impact will be measured using the following definitions of RAG

RAG	Description	Total out of 140 actions	%	Direction of Travel
R	High risk – action not started yet but expected it to have commenced. Escalation required	0	0%	↓
A	Significant risk – plan in place, action started but further work required to ensure improvement	3	2.1%	↓
P	On track – running to plan and within timescale, performance has improved against the plan	95	67.8%	↑
G	Actioned – implemented and embedded	14	10%	↑
C	Completed – can be removed from the plan	0	0%	↔
NS	Not started	28	20%	↓

Overview of Priorities

Strategic and Governance	Communication, Coproduction and Voice of the CYP	Inclusive Practice	Pathways	Preparing for Adulthood and Transitions	Resource and Sufficiency
Quality Assurance across the system	Children and Young People's Voices	Inclusion Support & Services to schools	Neurodiversity (Autism and ADHD)	Moving from Children's to Adult's Services	Sufficiency Strategy
Suite of Inclusion and Partnership Strategies	Communication and Engagement Strategy	Graduated Response	Mental Health and SEMH	Preparing for Adulthood Board and FE Forum	Joint Strategic Needs Assessment (JSNA)
Data and Performance	Local Offer	Partnership for the Inclusion of Neurodiversity in Schools (PINS)	Children not in school	Post-16 Opportunities	Workforce Development
Monitoring Impact	Operational Communication	Developing relationships	Speech Language and Communication Needs	Early Years Transitions	Activities Unlimited and Short Breaks
Sector Led Improvement Partner	Coproduction Charter	Families First	Home to School Transport	Independence and Community	Use of Artificial Intelligence (AI) and Information Technology Priorities
Planning for the SEND Reforms	Family Voice	Multi-agency working	Other Education: AP/EOTAS/PB/EHE/NSAP	Independent Travel Training	Joint SEND Commissioning
Strengthening Governance	SPCF Annual Survey	High Needs and Specialist Funding Review	Early Years	Post-16 & Post 19 Sufficiency	Education and Inclusion New Ways of Working
Children's Framework	Feedback Mechanisms and Complaints	Inclusive schools, EYs settings and FE – effective SEN learner support	EHCNA Annual Reviews Tribunals and Mediations	Health and PfA	Out of County Placements
Panels and Decision Making	Social Media presence	Belonging and Inclusion	Statutory SEND Services pod development	Employment	High Needs Block Review

Status	Version	Date	Changes
Draft	V.1	17.12.25	
Final	V.2	18.1.26	Health amendments made – changes to reference numbers and actions (Section 4)
Final	V.3	10.3.26	Review undertaken – updates added

Strategic and Governance: a Local Area Partnership (LAP) that knows itself well, is relational, works well together, has strong governance systems, a clear partnership SEF and specific, measurable, connected strategies with resourced action plans driving change.

Parent/Carer View A LAP that is accountable, can show impact and the ‘so what’. Embedding good practice into the organisational memory to ensure sustainable change.

Building Block Overview: Strategic and Governance		
RAG	Description	Total out of 22 actions
R	High risk – action not started yet but expected it to have commenced. Escalation required	0
A	Significant risk – plan in place, action started but further work required to ensure improvement	0
P	On track – running to plan and within timescale, performance has improved against the plan	0
G	Actioned – implemented and embedded	0
C	Completed – can be removed from the plan	0
NS	Not started	0

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
1.1	Continue to strengthen quality assurance by developing a framework that takes into account all aspects of SEND system, with regular reporting to the SEND Improvement Board on quality assurance findings and actions taken (Stocktake November 25)	Rachel Cogman/ Stacy Baker/ICB Lead	22 May 2026		SEND QA Framework for C&YP 0-25		
1.2	Embed the Suffolk EHCP Audit Programme to ensure cycles of auditing are utilised to make sustained improvements to the quality of EHCPs and advice and therefore children and young peoples lived experience	Rachel Cogman/ Stacy Baker	September 2025 – September 2026		Increase in the % of case audits rated good or outstanding to at least 75%		
1.3	Agree thematic plan for audits to evidence impact of improvements for families to include the thematic analysis of complaints	Rachel Cogman/ Stacy Baker	April 2026		Annual thematic plan in place with evidence of learning and impact		
1.4	Develop a suite of Education, Inclusion and Partnership Strategies to include:	Julia Grainger	June 2026		Strategies and supporting action plans will be in place for all		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	Belonging and Inclusion Strategy Not in Education, Employment of Training (NEET) Strategy Sufficiency Strategy Alternative Provision (AP) Strategy Communications Strategy Preparing for Adulthood (PfA) Strategy		June 2026 Dec 2025 Feb 2026 Dec 2025 April 2026		identified areas, and linked to sub-groups for monitor and review		
1.5	Further develop an effective use of data across the partnership via a scorecard to develop a shared understanding of priority improvement 'themes'	Harriet Wakeling/Martin Hole/Chris Morris	Draft for March 2026 Final Scorecard for April 2026		SEND Partnership scorecard in place. Scorecard used to inform commissioning intentions and service improvements		
1.6	Improve collaboration and data/information sharing with partners around SEND including making use of SENDIASS data about the	Harriet Wakeling	Draft for March 2026 Final Scorecard		Evidence of 'joint' SEND data presented via the SEND Partnership scorecard		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	common themes raised by families using their service		for April 2026		including ND waiting times		
1.7	Produce an annual data calendar/timetable to support key lines of enquiry, national release of data including benchmarking Suffolk against national data sets	Harriet Wakeling	March 2026		Data calendar in place alongside benchmarking and analysis of national datasets		
1.8	Ensure the partnership has clear measurable key performance indicators across the LAIP to measure outcomes and impact	Harriet Wakeling/Martin Hole/Chris Morris	Final Scorecard by April 2026		SEND scorecard in place and linked to Quality and Performance sub-group. Reported on quarterly via SIB		
1.9	Provide data showing the number of children with EHCPs without school places since the time of inspection, to enable assessment of whether the situation is improving or deteriorating (Stocktake November 25)	Martin Hole/Jen Beaton	By 30 January 2026.		Data provided to the DfE following December's completed YTD.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
1.10	Finalise role of Sector Lead Improvement Partner (SLIP) to support with next steps of LAIP- including clear expectations to maximise impact	Sharon Muldoon	March 2026		RAP in place. Reporting mechanisms are in place to track the progress of actions.		
1.11	Develop a Local SEND Reform Plan integrating the five principles: early, local, fair, effective and shared whilst highlighting the three areas of focus: <ul style="list-style-type: none"> - Foundations of effective and trusting local partnership for inclusion - Shared ways of working to direct resources to needs across the local area - Support for mainstream settings and practitioners to meet needs 	Sharon Muldoon	June 2026		A Local SEND Reform Plan will be published		
1.12	The partnership will ensure that the Belonging and Inclusion Conference and the	Julia Grainger	April 2026		Event held and 80% engagement from schools and		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	Intervention Support Fund (ISF) funded locality events result in clear actions and outcomes, with progress reported back to families and stakeholders (Stocktake November 25)				EY representatives. Evidence of how feedback from these events has been used to inform service development.		
1.13	As part of the Intervention Support Fund (ISF), review and embed governance structures for delivery of SEND Improvement, setting out key organisational and partnership governance meetings including genuine coproduction and ownership	Chris Lee	April 2026		Reviewed governance agreed and in place. Representation at meetings at the correct level of accountability		
1.14	Refresh all TOR for SEND sub-groups	Chris Lee	April 2026		TOR in place for all SEND sub-groups with appropriate membership defined		
1.15	Implement a partnership SEND MHST	Chris Lee	April 2026		SEND Partnership Risk Register in place and		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					reviewed via SOG. High risks raised to SIB accordingly		
1.16	Children's Outcome Framework: create a mechanism for collecting feedback on the published statements in the SEND Strategy	Rebecca Salmon/Mark Bennett	christin		Report presented which captures how we understand CYP's experiences and offers recommendations for a system response to the findings		
1.17	Review all SEND Panels with actions to include: Implementation of new panels, TORS, Schemes of Delegation	Jo Hedley	May 2026		Evidence of implementation of new panel structures. Revised TOR in place QA of decision making in place		
1.18	Coproduce a Local Area SEND Self-Evaluation Framework (SEF)	Chris Lee	January 2026		SEF produced and published locally		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
1.19	Work to develop an Inspection ready SEND System to reduce pressure on system workload when inspections occur	Chris Lee	December 2025		Workforce are fully prepped and understand the inspection process, responsibilities and action required Annex A in place		
1.20	Completion of all KLOEs	Chris Lee	January 2026		All position statements in place and shared across the partnership		
1.21	The partnership is to provide an update on progress with the backlog of EHCPs confirming the number of outstanding assessments over 52 weeks and over 30 weeks (Stocktake November 25)	Jen Beaton	30th January 2026		Data provided to the DfE: All backlogs cleared Move to national average 20-week timeliness		
1.22	Regular meetings will be in place with MPs and Councillors for 2026	Sharon Muldoon	April 2026		Evidence of regular meetings		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					held with MPs and Councillors		

Communication, Coproduction and the Voice of the Child/Young person a LAP that communicates and co-produces well. Key data sets and feedback inform us as to what works well and where children face challenges or delays in support or provision, time-bounded action plans are in place for improvement.

Parent/Carer View A LAP that ensures it gathers the voices of children and young people that are needing to be engaged with more creatively. The LAP must reach the voices of the children and young people that we need to hear most. Services that respond in a timely and caring way, putting the families and children and young people at the centre of communications.

Building Block Overview: Communication, Coproduction and voice of the child/young person		
RAG	Description	Total out of 22 actions
R	High risk – action not started yet but expected it to have commenced. Escalation required	0
A	Significant risk – plan in place, action started but further work required to ensure improvement	0
P	On track – running to plan and within timescale, performance has improved against the plan	0
G	Actioned – implemented and embedded	0
C	Completed – can be removed from the plan	0
NS	Not started	0

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
2.1	The partnership will complete its communication strategy, ensuring the focus on coordination across the partnership and demonstrating impact (Stocktake November 25)	Andrew Bennett	By end of November 2025		SEND Communications Strategy published		
2.2	Communications Strategy (Q1) <ul style="list-style-type: none"> - Social media audit - Build new sharing and feedback cycles - Produce a suite of explainer animations 	Andrew Bennett	January – April 2026		Sitemap intelligence, social media analytics. Feedback from stakeholders, partners, focus groups and local families (gained from interviews or surveys)		
2.3	Communications Strategy (Q2) <ul style="list-style-type: none"> - Local Offer deep dive - Social Media Strategy - Operational engagement strategy - Good news stories 	Andrew Bennett	April to June 2026		Reference 2.2		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
2.4	Communications Strategy (Q3) <ul style="list-style-type: none"> - Newsletters - Surveys - Infographics 	Andrew Bennett	July – September 2026		Reference 2.2		
2.5	Communications Strategy (Q4) <ul style="list-style-type: none"> - Short form videos - End of year lessons - Practice webinars - Podcasts 	Andrew Bennett	October – December 2026		Reference 2.2		
2.6	Develop effective communication strategy working with the SEND Improvement Board Education representatives which ensures shared understanding across schools and settings from Early Years through to post 16 of our improvement and of our areas for further improvement. The communication is effective in ensuring all schools and settings know the part they play in the improvement journey and	Julia Grainger	April 2026		Feedback from schools and settings shows shared understanding of our improvement journey, successes and areas to improve, understanding of roles and responsibilities in the partnership working and awareness of the role each school and setting play in		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	opportunities to be part of working groups are known and acted on				the partnership's improvement.		
2.7	Coproduce and codesign a new section of the Local Offer for families who are new to special educational needs and disabilities	Chris Lee	September 2026		Clear information presented on the Local Offer for families who are new to SEND.		
2.8	Tell children and young people, and their parents and carers, about the SENDIASS service (including signposting to information resources) at the earliest opportunities	Nicki Howlett/ Andrew Bennett	March 2026		Partners share SENDIASS information through their own platforms and networks.' and 'Data and feedback shows that families can understand and take part in SEND processes		
2.9	Undertake a self-compliance and peer review of the Local Offer with Bedford SLIP and identify use of social media to direct parents and carers to the Local Offer.	Chris Lee/ Chris Morris	April 2026		Peer review findings produced Action plan created using recommendations		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
2.10	Create an accessibility improvement plan for the Local Offer	Chris Lee	September 2026		Working with SPCF, a specific dataset will be identified with measures and reviews of progress		
2.11	Full transfer of SEND phonelines to Customer Services including the EHCNA line	Danielle Stanton/Jamie Swinyard	April 2026		Reduction in repeated callers Reduction in waiting times		
2.12	Implementation of coordinator bookable appointments for parents to have access to SEND Statutory Services	Jen Beaton/ Lucy Doherty	January/ February 2026 (pilot) April 2026		Take up of slots evident Reduction in complaints relating to poor communication		
2.13	Develop Statutory SEND Services practice standards which outline agreed response times to emails and phones calls	Jen Beaton/ Lucy Doherty	May 2026		Reduction in complaints relating to poor communication. Bedford SLIP approve of practice standards		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
2.14	Continue to address PCF concerns about communication, delays, incomplete provision, and tribunal procedures to ensure families feel their children matter from first contact (Stocktake November 25)	Chris Lee/ Jen Beaton/ Lucy Doherty	Ongoing		“You Said, We Did” will be continually reviewed via SOG and SIB and will be published termly on the Local Offer		
2.15	Publish a Coproduction Charter that sets out how the Local Area Partnership will coproduce ensuring that all stakeholders feel included, and the voices for families, and CYP are valued and shape policies and services	Chris Lee	March 2026		Yearly review of the Charter, SPCF Survey, Operational surveys/feedback,		
2.16	Coproduction lead to be appointed to work across the LAP	Chris Lee	April 2026		New role will be recruited to with clear roles and responsibilities within the LAP for coproduction with CYP and their families		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
2.17	Parent/Carer/Family voice – Develop improved mechanisms for gathering the views of Suffolk families who may be less likely to engage with the LAP	Coproduction Lead	Summer 2026		LAP can evidence increased engagement from parents and carers with actions and impact of voice in service developments		
2.18	Continue working positively with Suffolk Parent Carer Forum as strategic partners ensuring a clear understanding of coproduction in Suffolk	Sharon Muldoon	April 2026		Service level agreement and Memorandum of Understanding are in place to support coproduction		
2.19	Working across the LAP to produce a joint action plan in response to the SPCF Annual Survey	Jo Hedley/ ICB Lead	March 2026		Action plan published and will be evident in an updated LAIP		
2.20	Review and implement a comprehensive framework for obtaining feedback across the SEND system – linked to the Quality Assurance Framework and Communications Strategy	Rachel Cogman/ Stacy Baker	May 2026		The LAP can evidence a range of feedback mechanisms. Service user feedback is used to inform our lived experience understanding and		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					impact on service improvements		
2.21	Increase social media presence – create high quality content to engage audiences, spread SEND messaging and improve participation (reference 2.2 & 2.3)	Andrew Bennett	October 2026		Social media analytics show increased engagement. Feedback from stakeholders, partners, focus groups and local families		
2.22	CYP Voice: Create a formal consortium comprising: Experts by Experience (young people with lived SEND experience) Insight/Oversight Groups (e.g. Engagement Hub, CYP Committee) Multi Schools Council representatives Supported Internships Interns Young Person Network members	Coproduction Lead	September 2026		Evidence of a CYP consortium which interacts, inputs and influences strategic direction		

Inclusive Practice a universal education, learning, health and care system that works well together, with early and specialist interventions that support and hold children in inclusive mainstream settings and matches the expectations of SEN learners and their parents.

Parent/Carer View A LAP that provides opportunities for providing support for SEND. All children should be given a safe, calm, supportive environment ensuring they benefit from early targeted support.

Building Block Overview: Inclusive Practice		
RAG	Description	Total out of 17 actions
R	High risk – action not started yet but expected it to have commenced. Escalation required	0
A	Significant risk – plan in place, action started but further work required to ensure improvement	0
P	On track – running to plan and within timescale, performance has improved against the plan	0
G	Actioned – implemented and embedded	0
C	Completed – can be removed from the plan	0
NS	Not started	0

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
3.1	LA review of Inclusion support offer to schools to include: Review of current offer Amends to offer Creation of a partnership approach to improve earlier engagement, response	Sharon Muldoon/Julia Grainger	July 2026		Schools and settings fully engaged in reviewed offer. New Offer developed. Implementation plan in progress.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	and support of SEN learners						
3.2	<p>Refresh the current Graduated Response offer across Inclusion Services, ensuring clarity, coherence, and measurable impact.</p> <p>Comprehensive analysis of GR elements, including their organisation, accessibility, and effectiveness.</p> <ul style="list-style-type: none"> • Identification and reduction of duplication or overlap across GR components. • Evidence of GR's interconnected influence on wider Local Area Partnership (LAP) • Coproduced work 'Right Support Right Time' to align stages of graduated 	Chris Lee/ Claire Darwin/ Becky Salmon	<p>End of Autumn Term</p> <p>End of Spring term 2026</p>		<p>Quantitative Measures:</p> <ul style="list-style-type: none"> - Number of schools / participants have accessed each element of the GR, how useful they found each element, how confident they are that this element will support inclusion and what difference did it make - Reduction in duplicated interventions identified through audit. <p>Qualitative Measures:</p> <ul style="list-style-type: none"> - Feedback from schools, families, and professionals 		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	response to universal, targeted and bespoke work in schools.				<p>on clarity and usability.</p> <ul style="list-style-type: none"> - Case studies demonstrating improved outcomes for CYP. - Evaluation of GR effectiveness versus time/frequency of interventions. 		
3.3	<p>Graduated Response: Consider any duplication or gaps across inclusion, education and LAP. Ensuring activity and impact is embedded and connected with other systems</p> <p>Review of Inclusion, Education, and Local Area Partnership (LAP) activity in order to broaden the Graduated Response. Map current initiatives, identify gaps</p>	Chris Lee/ Claire Darwin/ Becky Salmon	Spring and Summer 2026		<p>Improved efficiency in SEND processes, reducing duplication of resource.</p> <p>Strong alignment with national SEND reforms, ensuring sustainability and compliance.</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	and overlaps, and recommend better alignment, embedding inclusive practice from Early Years to Post-16.						
3.4	Graduated Response: Communication and coproduction with stakeholders across the local area partnership regarding provision impact and future steps.	Chris Lee/ Claire Darwin/ Becky Salmon	Summer 2026		<p>Children and young people will report that their needs are understood and met. Measured via the children's outcome framework, survey feedback and individual CYP interviews</p> <p>Quantitative and qualitative survey data collection and case studies will show usefulness, confidence and impact also looking at additional inclusion data on attainment, attendance, suspension and exclusion,</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					movement between mainstream and specialist provision and SEND support /EHCP data compared to national indicators.		
3.5	PINS: Select schools, analyse self-assessments and make PINS offer to schools. Delivery of 6 days of support/training to each PINS school from partners across the local area.	Rebecca Salmon/ ICB Lead	Spring Term 2026		Action and impact are reported to national groups- DFE and NHS England Children experience an ND inclusive environment. School practice supports needs and children feel supported and included		
3.6	Using the coproduced terms of reference for the SEND Improvement Board education representatives to involve schools and settings from all phases and localities in all areas of the LAIP	Julia Grainger	February 2026		Schools and settings can share their active engagement in improvement work, impact being made and areas for further focus		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
3.7	Families First: Introduce a specialist vulnerable learners/ SEND advisory function within the redesigned Integrated Front Door to ensure early identification of emerging need, improved triage, and more appropriate pathways into Family Help and Education services. This will include clear protocols for information-sharing, advice-giving, decision-making, and consistent application of SEND thresholds across the partnership.	James Boxer/ Rebecca Watson /Jen Beaton/ Lucy Doherty	June 2026		Increased proportion of referrals with clear SEND information and needs analysis. Reduction in inappropriate referrals to statutory SEND processes (EHC needs assessments). Improved system confidence across partners regarding thresholds and decision-making.		
3.8	Families First: Develop an integrated Family Help model that strengthens alignment between Family Help teams, SEND, Inclusion and Education services.	James Boxer/ Rebecca Watson	By End of calendar year for MACPT (Multi Agency Child Protection		Stronger multi-agency planning around children with complex needs. Completion of shared		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
			Teams) to be up and running with this expertise embedded		assessments and single plans. % of Family Help cases with a documented SEND element or consultation.		
3.9	Families First: Introduce dedicated SEND expertise into multi-agency child protection teams to inform assessment, safety planning, and decision-making for children with SEND, enabling improved outcomes for CYP with SEND subject to CP processes (e.g., stability, attendance, wellbeing).	James Boxer/ Jen Beaton/ Lucy Doherty/ Matthew Cooke/ Rebecca Watson	By End of calendar year for MACPT (Multi Agency Child Protection Teams) to be up and running with this expertise embedded		% of CP assessments with SEND consultation. Audit findings showing improved analysis of SEND within assessments. Placement stability metrics for CYP with SEND on CP plans Reduction in CP escalations linked to unaddressed SEND needs. Feedback from multi-agency partners on decision-making quality.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
3.10	Consider recommendations from the White Paper for a National Funding Formula. Conduct a review of the current High Needs Funding system (pre-EHCP) to ensure value for money and effective use of resources to target early intervention and support mainstream settings to meet the needs of SEND CYP. (Link to HNB review)	Chris Lee/ Gemma Morgan	April 2026		Review conducted of current systems with recommendations for future processes. Implementation of revised funding model		
3.11	Work with schools and settings from Early Years to FE to ensure the needs of SEND learners are met and children receive the right support at the right time	Julia Grainger	December 2026		Reduction in requests for EHCPs and specialist placements; more EHCP children remain in mainstream and experience successful transition between phases; improved outcomes for children with SEND support; improved		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					attendance for children with SEND and reduction in persistent or severe absence.		
3.12	Review school and setting monitoring arrangements as they relate to Inclusion and send and how we use this evidence-based information across the partnership to share learning and effective practice and ensure support is in place where needed	Julia Grainger	July 2026		Clear process in place with evidence based qualitative and quantitative data; more open approach to information sharing and using the information to bring about sector wide improvement		
3.13	Develop a Belonging and Inclusion strategy which sets out the aim; milestones and actions to achieve it to ensure a fully inclusive education experience for all children and young people from Early Years through to FE and adulthood. All schools and settings contribute	Julia Grainger	June 2026		Publication of a Belonging and Inclusion Strategy. Metrics within the milestones will be specific and holistic reflecting the range of inclusion measures and used to monitor impact including CYP		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	towards improvement and there is a high rate of engage in workstreams				feedback and data measures Inclusion metrics are improved to be above statistical neighbours		
3.14	Work with individual schools and settings to reduce exclusions and suspensions for children with EHCPs or send support.	Julia Grainger	July 2026		Reduction in numbers and proportion of children with SEND who are excluded or suspended		
3.15	Work with school and MAT leaders to improve outcomes for children with SEND taking a proactive approach to identify children at risk of not reaching expected standards in statutory assessments and using evidence-based interventions to improve outcomes.	Julia Grainger	July 2026		Working with school and MAT leaders ensures we have a collective view of our trajectory for attainment for children with SEND at all assessment points; have identified practice to share wider; effective intervention approaches and actions are in place where additional		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					support is needed.; as a result, outcomes for children with EHCPs remains above national and for children with SEND support the gap to national narrows.		
3.16	Continue to implement the Inclusion Quality Mark (IQM) across Suffolk and facilitate the sharing of effective inclusive practice including through the Suffolk Education Partnership Inclusion task group	Julia Grainger	July 2026		Increase in the number of schools with the IQM; evidence of schools sharing their practice wider; pupil voice shows positive change and inclusive practice; improvements in attendance and reduction in persistent and severe absence; reduction in suspensions and exclusions; increase in EHCP numbers in		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					mainstream settings		
3.17	Formalise an Information Sharing Agreement (ISA) between the SEND Local Area Partnership and schools and settings.	Sharon Muldoon	April 2026		Information Sharing Agreement in place. Evidence of data sharing across primary and secondary provisions		

Pathways efficient, effective, timely and connected pathways that enable earliest support, with resource directed where it is needed most and to all those that need it. Where children face waiting times, these are managed well with clear communication pathways and support available whilst waiting.

Parent/Carer View A LAP that provides good support to children, young people and their families that are waiting for services. Pathways that support and listen to families to ensure early identification and early intervention with reasonable adjustments. Support that is timely and recognises that parents and carers are the experts in their child.

Building Block Overview: Pathways		
RAG	Description	Total out of 42 actions
R	High risk – action not started yet but expected it to have commenced. Escalation required	0
A	Significant risk – plan in place, action started but further work required to ensure improvement	0
P	On track – running to plan and within timescale, performance has improved against the plan	0

G	Actioned – implemented and embedded	0
C	Completed – can be removed from the plan	0
NS	Not started	0

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.1	<p>Norfolk and Suffolk ICB</p> <p>ICB to commission a single service provider for all autism and ADHD services in Suffolk East and West</p> <p>ICB to strengthen ND support services to provide support to CYP whilst accessing the ND pathway</p>	ICB Lead	September 2026		<p>There will be a single service provider or lead provider in place by September 2026</p> <p>ND support services will be in place and accessible for CYP</p>		
4.2	<p>Norfolk and Suffolk ICB</p> <p>Further development of an ND dashboard including Right To Choose. This will be put in place by the new ND pathway provider</p>	ICB Lead	September 2026		<p>Evidence of oversight and co-ordination of all ND services in the new commissioned pathway</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	Further development of communications to stakeholders and families to ensure clarity of provision for NHS and RTC assessments				CYP, families and practitioners will report improved confidence in accessing assessments. This will be evidenced by a reduction in queries and reduced waiting times.		
4.3	Norfolk and Suffolk ICB Continue and expand within Suffolk <ul style="list-style-type: none"> - Neurodevelopmental workshops for under 18's - Recovery Colleges support for 18-25 		June 2026		Parents/carers report an increase and improvement in knowledge and confidence		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	Monitor their impact through quality of life measures and feedback to ensure families receive appropriate support whilst waiting for assessment (Stocktake 25)	ICB Lead	June 2026		<p>Feedback from Recovery college participants tells us that individuals feel an increase in their skills to manage challenges and a positive impact on their feelings about their neurodiversity</p> <p>ReQOL-10 scores suggest an increase in wellbeing</p>		
4.4	Norfolk and Suffolk ICB Address PCF concerns about neurodevelopmental pathway waiting times (Stocktake November 25)	ICB Leads	September 2026		<p>Waiting times for children reduce</p> <p>Consistent data and recovery planning is shared</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	<p>Providers to continue recovery planning and work to reduce long waits for assessment and families and carers have advice and support for their child or young person whilst waiting if more help is needed</p> <p>Norfolk and Suffolk ICB to expand providers on RTC Framework to enable access to quality assured provision</p> <p>Further develop information sharing agreements to promote data sharing between NHS and RTC providers to enable clarity of waiting list size and duration of waits</p>				<p>with the LAP and SPCF/SENDIAS and CYP through SEND Governance</p> <p>Families and carers have access to advice and support if more help is needed whilst waiting.</p> <p>Waiting times for assessments will reduce</p> <p>CYP and families will understand how long they can expect to wait for assessment, and this will facilitate choice.</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.5	<p>Ensure assessment processes take into account children who mask, with clear guidance for schools and SENCOs on identification and referral processes (Stocktake November 25)</p> <p>ND clinicians to plan further online workshops to further embed assessment processes and refresh advice/support specifically around masking through focussed sessions. Sessions should be evaluated using an online tool.</p>	ICB Lead/ Claire Darwin/ Rebecca Salmon	December 2026		<p>Clear guidance and resource coproduced with stakeholders</p> <p>Workshops with school and SENCOs planned</p> <p>Project effectiveness measured by improved confidence of SENCOs and class teachers in recognising and supporting children who mask</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.6	<p>Ensure MHST coverage is 77% of education settings in Suffolk by 2027.</p> <p>The roll out of this expansion will be informed by intelligence from partner agencies</p>	ICB Lead	April 2027		<p>Coverage is 77%</p> <p>Expansion correlates with high levels of need for mental health support identified in collaboration with partners</p> <p>Outcome measures and feedback mechanisms are in place to understand the impact of MHST</p>		
4.7	<p>Mental Health Support Teams: Development of a working protocol between Specialist Education Services, P&TS and MHST's to ensure appropriate support and joint working are embedded where required.</p>	ICB Lead/Becky Salmon/ Claire Darwin	July 2026		<p>Create join GR document to communicate how education and health services work together to respond to MHS needs within a graduated response framework. Create agreed protocols</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					and ways of working for sharing information and multi-agency responses in supporting schools and individual CYP with MH needs		
4.8	Mental Health Support Teams: Embed national benchmarking to capture performance for individual teams	ICB Lead	By March 2026		At a local level develop mechanisms to capture intelligence regarding SEND learners accessing MHST and use this information to identify and embed strategies to support cohorts		
4.9	Children not in school: To work with schools and settings to accelerate the identification and support for children who are severely absent.	Julia Grainger	December 2025-April 2026		Severe absence data will improve and will be in line with national.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					Pathway to secure provision for each child and young person currently severely absent to receive a full time, suitable education.		
4.10	Children not in school: Use the data around Section 19 - to inform the provision and commission via our sufficiency planning	Chris Lee	December 2025 -June 2026		<p>Sufficiency data and provision available.</p> <p>Individual pathways and provision mapping for individual children shows a holistic offer.</p> <p>Quality assurance of statutory duties under section 19 being met.</p>		
4.11	Norfolk and Suffolk ICB Develop and implement a whole-school and early-intervention strategic approach for therapies	ICB Lead/ LA lead	2027		CYP receive timely support in school without needing statutory escalation.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<p>Schools have clear, consistent access routes to health and specialist input. Families experience a joined-up system with improved confidence in early help. CYP participation, wellbeing, and progress improve through inclusive school practice. Health, education and LA partners agree clear, shared funding responsibilities for the early-intervention model. Those requiring coordinated multi-agency intervention beyond reasonable school</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					capability are supported effectively and more intensively due to complexity of need.		
4.12	<p>Establish a Joint Commissioning and Funding Framework</p> <p>Create a shared ICB-LA-school commissioning framework that formalises responsibilities, funding flows, and ongoing investment in early intervention.</p> <p>A joint commissioning agreement that clearly sets out contributions from health, education, and schools to sustain the early-intervention model.</p>	ICB Lead / Harriet Wakeling	September 2026		Multi-year funding commitments that ensure predictable capacity within universal and targeted therapies. Reduced pressure on EHCP budgets due to successful funding and delivery of early-intervention pathways.		
4.13	Establish a unified performance and outcomes framework for the therapies offer that enables Health/LA	ICB Lead / LA lead	September 2026		Dashboard development. CYP functional outcomes (e.g.,		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	to monitor delivery, impact, equity, and CYP outcomes across the universal, targeted, and specialist pathways				<p>communication, independence, participation) are measured consistently across settings. Schools and families have improved visibility of what support has been provided and the progress achieved. Early-intervention performance indicators enable health and education to monitor whether needs are being met without escalation. System leaders can confidently identify gaps, deploy resource, and reallocate funding based on evidence of impact</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.14	As part of the ICB merger process, explore opportunities for greater alignment across Norfolk and Suffolk ICB, including reviewing existing service specifications to identify where increased consistency could be achieved and develop an overview of the current offer, including service development and improvements.	ICB Lead	September 2026 – December 2026		A clear shared understanding of how current specifications and service models compare across Norfolk, Waveney and Suffolk, helping to identify where alignment may support a more consistent approach		
4.15	Review the Post-16 Travel policy and the School Travel policy to ensure they are fit for purpose and fulfil statutory responsibilities, provides a cost-effective offer and meets children and young people’s needs.	Julia Grainger	Post-16 Travel Policy – 31 May 2026 School Travel Policy – 1 September 2028.		Clear and easy to read Post-16 Policy that sets clear expectations for all families but with a focus on children with SEND. Clear, compliant and cost-effective School Travel Policy that sets clear expectations of what will be provided for all		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					eligible children and young people.		
4.16	CYP to update the School Travel Policy within 12 weeks of a recent LGSCO decision to ensure compliance regarding the administration of emergency medication.	Julia Grainger	December 2025		To ensure effective processes are in place that fulfil statutory responsibilities in line with the School Travel Policy and meet DfE guidance so that all children and young people who need it have access to the safe administration of emergency medication on SCC funded school travel.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.17	<p>Education Personal Budgets (PB)</p> <p>Improve the delivery of personal budgets in EHCPs, ensuring that they are child-centred, that provisions enable children and young people to have their needs met and that regular reviews ensure that changes in needs can be supported appropriately.</p>	Jen Beaton/Lucy Doherty	April 2026		Personal Budget action plan in place (links to 'Resource and Sufficiency – High Needs Block Review)		
4.18	<p>Education Other Than At School (EOTAS)</p> <p>Set up the Non-School Alternative Provision (NSAP) team to lead coordination, cleanse and record cohort data, and implement attendance monitoring to ensure accurate oversight. Work collaboratively with the AP team to apply best practices for supporting smooth transitions back into educational settings.</p>	Jen Beaton/Lucy Doherty	June 2026		Reviewed, clearly defined and tracked cohorts for EOTAS 19 & 61. NSAP team implemented with caseload defined.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.19	In line with the 'Tier 1 first' approach set out in the Alternative Provision Strategy, co-design and develop intervention support and pathways across alternative provision.	Chris Lee/ Izzy Connell	March 2026		<p>Clear AP Pathway guidance in place.</p> <p>Reduction in the number of exclusions and suspensions.</p> <p>Reduction in the number of children not in school.</p> <p>Increase in the number of young people in education, employment and training.</p>		
4.20	'Tier 1 first' approach set out in the Alternative Provision Strategy, review and strengthen the policies and procedures to ensure that schools know how and when to seek support through AP	Izzy Connell	July 2026		Guidance document in place for schools.		
4.23	Other Education: Electively Home Educated (EHE):	Mark Bennett/ Lindsay Last	January 2025 –		The percentage of children with		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	Information is available to all families considering home education, prior to the decision making; Support constructive and informative conversation between families and school settings about best meeting the needs of individual children and young people		March 2026		SEND who are home educated reduces from 29% to 20% (to be in line with Suffolk overall). The number of children with SEND and an EHC plan who transition into and out of EHE within 12 months reduces, from 20% to 15% of the cohort.		
4.22	Electively Home Educated (EHE): Ensure Annual reviews for children who are electively home educating are timely; referral to support is timely and followed up; if education is or becomes unsuitable CYP are returned to a suitable setting without delay	Mark Bennett/ Lindsay Last/ Jen Beaton/ Lucy Doherty	January 2025 – March 2026		Numbers of overdue EHE annual reviews will reduce; timeliness of annual reviews for those CYP who are EHE improves.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.23	Supporting pupils with multiple vulnerabilities: Embedding families first for social care with a dedicated Head of Service position for Children with Disabilities.	Fran Arnold	Family Help - April 2026		Families First agenda delivered through the Family Help practice model County service delivery in place for children and young people with disabilities across Universal - Specialist pathway. Strengthened understanding and alignment of service delivery to children with disabilities & their families across CYPS		
4.24	In line with the 'Tier 1 first' approach set out in the Alternative Provision Strategy, develop an AP Quality Assurance Framework	Chris Lee/ Rachel Cogman	July 2026		AP QA Framework designed and implemented across the AP providers used in Suffolk.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					Providers are reviewed against the framework on a defined cyclical basis to ensure continuing standards of service delivery and impact on children and young people		
4.25	Early Years: Review early support pathways to improve early intervention and multi-agency working	Christina Lewis/Julia Grainger	April 2026		Clear understanding of pathways to identify and put in place early support understood across the Partnership; Parents report that support for their children is put in place at the earliest opportunity. Schools and settings report improved		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					transition for children as children's needs are identified and support is in place.		
4.26	Early Years: Identify children with SEND needs moving from pre-school into Reception, enabling schools to be informed at an earlier date of the needs of children moving onto them	Christina Lewis/ Becky Salmon	Summer Term 2026		<p>Comprehensive list of identified pupils is produced and shared with schools.</p> <p>Workshops delivered with good uptake from schools.</p> <p>Evidence of targeted support to individual schools.</p>		
4.27	Section 23 health notifications will be used effectively to ensure the emerging needs of the youngest children will be known more widely across the system enabling service areas	Christina Lewis	Spring Term 2026		Data is shared between partners to inform the evaluation of local SEND needs		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	to plan with an understanding of the needs that will be predominant in future years						
4.28	<p>'Giving every child the best start in life' outlines how the government will improve child development and ensure that all children have the chance to achieve and thrive.</p> <p>This will be achieved by:</p> <ol style="list-style-type: none"> 1) improving family services, providing high quality support to parents and children from pregnancy to age 5 2) making it easier and cheaper for families to access early education and care 3) improving the quality of education and care that children receive in: <ul style="list-style-type: none"> - early years settings - childminders - reception classes 	Christina Lewis	<p>At least one to be identified by April 2026 Ongoing</p> <p>July 2028</p>		<p>Best Start Family Hubs will be established across the County</p> <p>Strengthening health visiting to identify children with additional needs earlier, to improve vaccination rates and to improve dental health</p> <p>Enabling all children to access the funded early education entitlements</p> <p>Growing early education places</p> <p>Increasing the number of</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<p>stronger practice hubs</p> <p>Embedding inclusive practice in the early years workforce through education</p> <p>Improving GLD outcomes at the end of Reception</p>		
4.29	Complete the EHCNA Recovery Plan to remove the legacy backlog. Achieved through targeted process reviews, increased staffing capacity, and weekly performance monitoring	Jen Beaton/ Rhianna Rance	March 2026		46 % timeliness within the statutory 20-week timeframe and above national average		
4.30	The partnership will provide assurance on when they will achieve national average for EHCP timeliness with clear milestones for reaching this target (Stocktake 2025)	Jen Beaton/ Rhianna Rance	By 29 January 2026		Data presented to the DfE		
4.31	Work with SPCF, SENDIASS and wider parent carer groups, schools and EY	Chris Lee/ Claire Darwin/ Becky	July 2026		Improved understanding of parental requests		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	settings to understand the pattern of parental requests for Education, Health, Care Needs Assessments (EHCNA)	Salmon/ Jen Beaton/Lucy Doherty			for EHC Needs Assessments, using national demand trends and local analysis to strengthen early intervention and effective use of the graduated response		
4.32	Implement new 'way forward' meetings to support families if there is a decision not to assess or not to issue	Chris Lee/ Claire Darwin/Becky Salmon	July 2026		Systems in place following 'no to assess/no to issue' decision Reduction in number of mediation requests for no to assess/no to issue		
4.33	Annual Review: Improve the timeliness for issuing final amended plans against the 68% received in time from settings	Lucy Doherty	September 2026		Service will match statutory timescales with those being received in timescale from settings		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.34	Annual Reviews: System-wide project to review annual reviews in Suffolk to include areas for development with schools and settings, person-centred planning etc	Lucy Doherty/ Schools and Settings /Special Education Services (SES)	October 2025 – April 2026		Review conducted on current processes		
4.35	Annual Reviews: Implement system changes identified as part of the project on Annual Reviews including embedding new ways of working in Schools and Settings.	Lucy Doherty / Schools and Settings/ Special Education Services (SES)	April 2026 – September 2026		Parent/ carer satisfaction increases		
4.36	Tribunals and Mediations: Complete tribunals project to review numbers, processes, single route of redress and challenges within the system	Jen Beaton/ Gillian Tate	March 2026		Tribunal review complete with recommendations made.		
4.37	Tribunals and Mediations: Action Plan developed following full project review. Implement and embed changes.	Jen Beaton/ Gillian Tate	February 2026 – July 2026		Decrease in the number of registered appeals towards the end of the academic year.		
4.38	Review system and process for CYP with SEND moving	Jen Beaton/ Rhianna	May 2026		Children and young people		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	into and out of the local area and implement changes to ensure wider partnership involvement.	Rance / Wider partners			moving into Suffolk have decisions, updated plans and provision made in a timely manner. Reduction in complaints relating to CYP moving in and out of Suffolk including delay in accessing provision		
4.39	Phase Transfer: Evaluate the changes in phase transfer placement panel processes	Lucy Doherty	April 2026		improve the overall experience and provide timely placement decisions for CYP and their families, in turn reducing complaints		
4.40	Convene a Children in Care Working Group, reporting through the Strengthening Children's Services Board, to co-produce a countywide good practice guide for	Matthew Cooke	By 31 March 2026		Co-produced good practice guide for children in care published and endorsed through		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	<p>supporting the education, attendance and inclusion of children in care. The guide will reflect statutory expectations, evidence-informed practice and lived experience, and will provide a consistent framework for schools and partners, strengthening practice and reducing variability in support.</p>				<p>governance routes</p> <ul style="list-style-type: none"> • Schools and partners report increased clarity and consistency in expectations and practice • Evidence of the guide informing school-level policy, training and improvement activity 		
4.41	<p>Use the Virtual School's established PEP moderation and quality assurance process and the operational dashboard, to monitor whether Annual Reviews for children in care are completed within statutory timescales, and to implement consistent support and challenge with school leaders where timeliness is not secured. This will strengthen accountability, reduce delay in reviewing provision, and improve the system's ability</p>	Matthew Cooke	By 31 January 2026		<p>Clear oversight in place of Annual Review timeliness for children in care, informed through routine PEP moderation</p> <ul style="list-style-type: none"> • Reduction in the proportion of Annual Reviews for children in care that are late • Evidence of effective support and challenge with school 		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	to respond to emerging need. Virtual School Officers will work with social workers, SENCOs and SEND Officers to support the completion of annual reviews for all CWSW				leaders leading to improved compliance with timescales		
4.42	Implement a consistent, time-bound multi-agency response for children subject to a Child Protection Plans who have an EHCP and are not accessing a full education offer. The Virtual School will use Children Not in School (CNIS) intelligence to identify this cohort and coordinate targeted action planning to strengthen education as a protective factor and reduce time out of education.	Matthew Cooke	By 31 March 2026		All identified children have a multi-agency, time-bound education action plan in place <ul style="list-style-type: none"> • Reduction in duration and incidence of children in this cohort without a full education offer • Evidence that education is explicitly strengthened as a protective factor within child protection planning 		

Preparing for Adulthood and Transitions a strong connected approach to transitions across all phases which support inclusion in mainstream settings and supports young people into adulthood with paid employment, good health, independent living and friends, relationships and community inclusion.

Parent/Carer View Young people and their families should have information, feel prepared and know what is out there. Young people should have their voices heard. They should be given choices. When children and young people transition at any stage, they should thrive, be prepared and well supported to reach their best possible outcomes.

Building Block Overview: Preparing for Adulthood and Transitions		
RAG	Description	Total out of 15 actions
R	High risk – action not started yet but expected it to have commenced. Escalation required	0
A	Significant risk – plan in place, action started but further work required to ensure improvement	0
P	On track – running to plan and within timescale, performance has improved against the plan	0
G	Actioned – implemented and embedded	0
C	Completed – can be removed from the plan	0
NS	Not started	0

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
5.1	Review processes and pathways for CYP moving from Children's to Adults Social Care Services. Workstreams to include: - Working Together - Practice - Commissioning	Nic Roper/ Fran Arnold	March 2027		Increased progression Increased Carers Assessments Joint training Improved choice and control		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	<ul style="list-style-type: none"> - Parent/Carers - Enablers <p>Ensuring all work feeds directly into the PfA workstreams</p> <p>Ensure recommendations are actioned from Suffolk County Council Scrutiny Committee (9/7/25)</p>		<p>Scrutiny Committee request a review in Summer 2026</p>		<p>Reduction in crisis solutions</p> <p>Reduction in Out of Area placements</p> <p>Increase in 'small supports' options</p>		
5.2	<p>Establish a Preparing for Adulthood sub-group to work on shared principles to facilitate transitions that are effective, supportive and well-prepared</p>	Sharon Muldoon	January 2026		<p>Preparing for Adulthood sub-group is in place with TOR and appropriate membership</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<ul style="list-style-type: none"> - Greater consistency of EHCPs/ Annual reviews with PfA outcomes - Clearer visibility of CYP voice and aspirations clearly shown in EHCP and support plans (QA data / dip sampling) - More empowered families who can access information Improved stakeholder confidence and communication - Numbers of PfA SEND related training for key stakeholders and % of participants reporting 		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<ul style="list-style-type: none"> improved confidence - Number of transition resources published on the SEND Local Offer: guides, videos and survey feedback - Number of transition workshops or Moving On events delivered. 		
5.3	<p>Parents/carers and CYP have access to clear and accessible information and know what Preparing for Adulthood is and what it means for them.</p> <p>Map out how SENDIASS content, sessions and resources can be shared with families via the Local Offer and across partners and services</p>	<p>Martine Simpson</p> <p>Nicki Howlett/ Martine Simpson</p>	June 2026		<p>Number of transition resources published on the SEND Local Offer: guides, videos</p> <p>Data and feedback shows that families can understand what Preparing for Adulthood means and take an active</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<p>part in processes and discussions</p> <p>Number of page views/downloads of transition resources on SEND Hub</p> <p>% of families and professionals rating transition support as good or excellent (feedback survey).</p> <p>% of respondents who feel confident managing transition after accessing support.</p> <p>% of families and professionals who report that information is easy to find (survey).</p> <p>Number of transition workshops or</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					attendance rates at transition events. You Said We did		
5.4	Re-launch and establish a Further Education Forum across Suffolk to ensure providers of FE are able to work collaboratively across the partnership to improve opportunities and outcomes in further education	Martine Simpson & Trudi Rose Porter	March 2026		FE Forum is in place with TOR and appropriate membership including a highlight report presented to the PfA sub-group (6/3/26)		
5.5	In line with the priorities within the SEND Sufficiency Strategy, review and develop improved Post-16 and Post - 19 opportunities for Young People with SEND in Suffolk.	Chris Lee	December 2026		Increased placement opportunities within mainstream settings. Increased variety of courses and qualifications available. Increased number of young people in education, employment or training		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
5.6	Ensure good quality Information Advice and Guidance to support PfA principles and objectives	Martine Simpson	July 2026		Training in SEND Careers' pathways for all SEND coordinators Most mainstream schools achieve all 7-9 Gatsby benchmarks by July 2027		
5.7	Develop supportive mechanisms and well-planned transitions when EHCPs are ceased To establish Health Transition Workshops and Social Care Transition Forums with the Statutory SEND Team as part of prevention of cliff-edge finish	Lucy Doherty/ Martine Simpson	September 2026		Preventing cliff-edge at 18 with transition checklists for early support (training in schools & SST) Resources available detailing where YP without EHCP or social care can access ordinarily available provision through free courses		
5.8	Visually Impaired (VI) service to develop peer awareness training and explore new training opportunities for	Rebecca Salmon	Spring 2026		Pupil attendance at sessions increases.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	older youth transitioning into adulthood				Feedback from pupils is positive and demonstrates agency.		
5.9	Early Years: Work with Schools and settings to coproduce EYs transitions guidance and processes.	Christina Lewis/Becky Salmon	Summer 2026		<p>Families will feel supported and more confident about starting school.</p> <p>Number of schools using the processes, impact data collected from schools.</p> <p>Early Years representative on PFA Steering groups and PFA Independence workstream</p>		
5.10	CYP and families can develop independence and build support through promoted community networks	Martine Simpson	June 2026		Establishment of a PFA Independence and community workstream with actions and priorities		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
5.11	<p>Delivery of the Independent Travel Training (ITT) and the Travel Training Foundation Course (TTFC) to CYP across Suffolk.</p> <p>Embedding ITT into the annual review process to ensure that all CYP have the opportunity to take part in ITT where appropriate</p> <p>To include:</p> <p>Ensure that all families have access to the Independent Toolkit, coproduced with young people, colleges, and families for schools and parents.</p> <p>Expand travel training through annual reviews and PfA checklist.</p> <p>Provide schools with resources and training, including Independent Toolkit; embed ITT in Gatsby benchmarks activities under Experiences of workplaces and Personal guidance</p>	Julia Grainger/Julie Mitchell/Martine Simpson	Impact report due July 2026		<p>Improved outcomes in Preparing for Adulthood pathways.</p> <p>Enhanced confidence and independence reported by parents/carer and schools/provisions.</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	Work with transport providers to introduce travel options to CYP through confidence building sessions like 'Try a train/bus day'						
5.12	Ensure consistent transition protocols across health services to address any "cliff edge" that families experience when moving between children's and adult's systems.	ICB Lead	July 2026		Transition protocols are in place across Health organisations based upon consistent principles and best practice. Children, families and carers tell us they have a good experience of transition in health services		
5.13	Strengthen supported employment offers in schools/colleges to grow CYP engagement in supported internships, apprenticeships, and work-based pathways. Development of an	Martine Simpson	June 2026		Increased number of YP moving into Work-Based Learning		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	enhanced supported employment offer in education settings						
5.14	Establish a PfA Communication Plan to shape future design and next steps	Martine Simpson	May 2026		Communication Plan in place and aligned with LAP Communication and Engagement Strategy. CYP and Family voice shaping future design.		
5.15	Share effective practice to support children's transition from primary to secondary schools; agree common practice and local transition dates. Arrange meetings with transition leads (primary and secondary) across Suffolk in 6 'local' clusters to share practice and agree local arrangements.	Mark Bennett	April 2026		Children experience more successful transitions as schools share and adopt effective practice, leading to an improved sense of belonging and inclusion, seen in improved attendance through key stage 3 and 4. Primary schools are less disrupted in the summer term as a result of locally		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					agreed transition events.		

Resource and Sufficiency the planning and delivery of specialist provision in place with clear plans for delivery to reduce delays alongside management of High Needs Block pressures. The partnership works well together to ensure that those accessing specialist provision are supported and for those that can return to mainstream e.g. Alternative Provision can do so.

Parent/Carer View A LAP that ensures schools and settings are supported to be inclusive and meet children and young people’s needs at the earliest point. There should be a focus on staff retention, staff capacity and workforce development and training to ensure a reduction in turnover and enable to skilled and knowledgeable workforce is in place.

Building Block Overview: Resource and Sufficiency		
RAG	Description	Total out of 22 actions
R	High risk – action not started yet but expected it to have commenced. Escalation required	0
A	Significant risk – plan in place, action started but further work required to ensure improvement	0
P	On track – running to plan and within timescale, performance has improved against the plan	0
G	Actioned – implemented and embedded	0
C	Completed – can be removed from the plan	0
NS	Not started	0

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
6.1	Complete a joint SEND sufficiency strategy, which will be coproduced with key strategic partners. The strategy will be informed by robust data analysis and	Chris Lee	by 31 December 2025		SEND Sufficiency Strategy published		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	will clearly identify gaps in provision and plans to address them, including long-term planning (Stocktake November 25)						
6.2	Review and utilise findings and recommendations from Suffolk's JSNA ensuring where appropriate, these are reflected in the SEND Sufficiency Strategy or addressed in key areas of the LAIP	Chris Lee	April 2026		Evidence of all JSNA recommendations being addressed across the LAIP		
6.3	Workforce Development (Statutory SEND Services) Develop and implement a robust workforce development and induction training plan for Statutory SEND staff	Jen Beaton/Lucy Doherty/ Chris Morris	June 2026		100% of new starters complete induction within their first month and 90% of existing staff demonstrate improved knowledge and skills through post-training evaluations and wider output evaluation (QA)		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
6.4	Workforce Development (Schools) Review the current training offer to schools in order to develop a coordinated and comprehensive training offer to schools and settings	Chris Lee/ Rebecca Salmon/Claire Darwin	July 2026 with a new training menu in place for September 2027		Review of schools and settings training completed. Revised training offer published		
6.5	Workforce Development: Review training offer for all SCC Children's Services staff on remit of their responsibility in supporting SEND CYP	Loretta Greenacre	April 2026		Training package in place for CYP staff with good uptake evidenced		
6.6	Review the Activities Unlimited/Short Breaks Offer: There is a year-on-year growth in applications with increased overspend. Contracted respite services are over-subscribed. A full service review will ensure AU is fit for the future.	Fran Arnold/ Paula Benneworth	October 2027		Successfully redesign the service to meet statutory duties and avoid any future overspend		
6.7	Review the growing demand for short break overnight services. Consider action and plans to meet this need	Fran Arnold/ Paula Benneworth	October 2027		Increased overnight of provision available and no waiting list		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	and include intervention models for families with this level of complexity						
6.8	SCC Educational IT Priorities: Create an action log for all IT related changes to ensure prioritisation of improvement across Education and Inclusion (LA specific)	Harriet Wakeling	March 2026		Evidence shows progress in making IT related changes to the system with prioritisation of projects and activity		
6.9	Develop a dashboard that links LAS & EHM (IT systems) – for children with an EHCP who are open to adult social care so that CYPS have oversight and visibility	Nic Roper	May 2026		Increased oversight of all Young People with an EHCP that are open to adults social care		
6.10	Identify children and young people living in Suffolk who are currently on waiting lists for potential Autism and/or ADHD and to understand the education, health and social care status. This will aid the understanding of the vulnerability profile of these individuals and enable a	Harriet Wakeling	March 2026		The LAP will have an understanding of how many children are currently on diagnostic waiting lists and how long for. Identify any relationship between presence		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	holistic view of the support they are already receiving or may benefit from.				and/or timing on the waiting list and whether any support has been received from education and/or social care partners such as EHCP or have SEND support status.		
6.11	Explore the use of Artificial Intelligence to support services and maximise available resource	Jen Beaton/ Lucy Doherty	September 2026		Options to be fully explored and trialled with recommendations informing decision. AI solution needs to have benefits for both new and existing plans.		
6.12	Improve commitment to strategic joint commissioning: Co-produce joint SEND commissioning vision & principles	Harriet Wakeling/ ICB Lead	June 2026		Clear, coproduced vision that sets out our partnership vision of how we will work together to provide early help and		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					interventions and to meet assessed needs.		
6.13	Coproduce with key stakeholders a Joint SEND Commissioning Strategy: Triangulation of data from the local area, using the joint strategic needs assessment (JSNA), the SEND sufficiency strategy and findings from the outcome's framework workstream, to identify key priorities to on for the next five years 2026-2031	Harriet Wakeling/ ICB Lead	Jan 2026 – June 2026		Publish a Joint SEND Commissioning Strategy		
6.14	Coproduce a SEND Joint Commissioning Action Plan following the publication of the SEND joint Commissioning Strategy	Harriet Wakeling/ ICB Lead	August 2026 – December 2026		SEND Commissioning Action Plan published with clear milestones and governance in place		
6.15	Deliver a clear process for agreement and review of tripartite funding arrangements for children	Harriet Wakeling	June 2026		Clear process, meeting structure, including finalised TOR and review		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	requiring continuing care funding				mechanism in place to ensure children that require tripartite funding receive this in a timely manner		
6.16	Comprehensive review of services to include new ways of working for SCC Education and Inclusion Services	Sharon Muldoon	February 2026 launch April 2026 structures in place		A new service structure will be in place		
6.17	Review of Out of County Placements including day and residential placements	Chris Lee/ Lucy Doherty	June 2026		Review of placements concluded with clear understanding of all children and young people's current positions and intelligence as to which placements could be reviewed to bring the child/young person back into		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					the local area provision.		
6.18	Development of a Deficit Management Plan	Gemma Morgan/ Chris Lee	Updated: November 2025 Schools Forum: January 2026		Updated Deficit Management Plan with an identified trajectory model		
6.19	Monitor and Review of DfE Deficit Management Plan – with High Needs Working Groups and Corporate Finance and share regularly with Schools Forum	Gemma Morgan/ Chris Lee	Termly monitoring		Evidence of termly monitoring in place DMP is a regular agenda item at Schools Forum		
6.20	Comprehensive review of current High Needs Funding System including mainstream and special school banding for children and young people with EHCPs and pre-EHCP funding. Implement changes to the system based upon findings from the review.	Chris Lee/Gemma Morgan	July 2026		Clear HNF policy and process in place Settings are able to efficiently access the funding required to provide support to their children and young people.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
6.21	Restructure of Statutory SEND Services into phase-based pods to develop specialist expertise and strengthen collaborative relationships with school staff within their localities, improving service quality and responsiveness.	Jen Beaton/ Lucy Doherty	June 2026		Pods implemented across the service		
6.22	Review the increased and changing demand, and forward-plan resource, for SENDIASS, to ensure families continue to receive statutory information, advice and support	LAP/ Nicki Howlett			SENDIASS has the capacity and resources to meet the national minimum standards and local need		

Glossary of Terms

AFRID	Avoidant/restrictive food intake disorder
AP	Alternative Provision
AR	Annual Review
ASC	Adult's Social Care
CAMHS	Child and Adolescent Mental Health Services
CCRAG	Children's Cross Regional Arrangements Group
CiC	Children in Care
CLT	Corporate Leadership Team
CNIS	Children not in school
CP	Child Protection
CYP	Children and Young People
DBV	Delivering Better Value
DCO	Designated Clinical Officer
DfE	Department for Education
DSCO	Designated Social Care Officer
DSG	Dedicated Schools Grant
DSR	Dynamic Support Register
EH	Early Help
EHCNA	Education, Health and Care Needs Assessment
EHCP	Education Health and Care Plan
EPS	Educational Psychologist Service
EYS	Early Years
EYFS	Early Years Foundation Stage
GLD	Good Level of Development
GR	Graduated Response
HNB	High Needs Block

ICB	Integrated Care Board
JSNA	Joint Strategic Needs Assessment
LA	Local Authority
LAP	Local Area Partnership
LAIP	Local Area Inclusion Plan
LD	Learning Disability
MH	Mental Health
NEET	Not in Education, Employment or Training
NSFT	Norfolk and Suffolk NHS Foundation Trust
PAP	Priority Action Plan
PFA	Preparing for Adulthood
PINS	Partnership for Inclusion of Neurodiversity in Schools
PT	Phase Transfer
P&TS	Psychology and Therapeutic Services
QA	Quality Assurance
SC	Social Care
SCC	Suffolk County Council
SEF	Self-Evaluation Framework
SEMH	Social Emotional and Mental Health
SENCO	Special Educational Needs Coordinator
SENDIASS	SEND Information, Advice and Support Service
SES	Special Education Service
SIB	SEND Improvement Board
SLIP	Sector Led Improvement Partner
SOG	SEND Operational Group
SMIF	Suffolk Mainstream Inclusion Framework
SPCF	Suffolk Parent Carer Forum
ST	Specialist Teacher
TOR	Terms of Reference
WSFT	West Suffolk NHS Foundation Trust
YAMHS	Young Adolescent Mental Health Services

