

**SEND Improvement Board Education Representatives Update
January 2026**

Due to the short time that has elapsed from the last report, and that schools have only been open for two weeks since, there is limited information to update. We have combined this new information with the last report below:

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Summary of school feedback

	December 2025	January 2026
Early years	<p>School based nurseries</p> <ul style="list-style-type: none"> • Support available is far quicker and at point of need. • However, is this the case in the private sector and how do we get that feedback as this impacts transition from this sector into reception? Impact on trajectory. • Lack of awareness around Section 23 notifications – needs to be shared with the nursery leads and leaders in nurseries. 	<ul style="list-style-type: none"> • Currently awaiting the appointment of a rep.
Primary	<ul style="list-style-type: none"> • Increased case load and complexity of need continuing to grow. • Impact on smaller schools – e.g. 35% SEND cohort. • ECHNA requests. • High tariff needs – significant administrative exercise. • Continual frustration from SENDCOs about lack of communication from Statutory SEND Services. • Outstanding annual reviews that impact on validity of EHCPs. • Refusal to amend EHCPs despite annual review paperwork – onward impact on transition. • Lack of timeliness. • Cost of alternative provision – significant impact on budgets. 	<ul style="list-style-type: none"> • Due to the short time that has elapsed from the last report, and that schools have only been open for two weeks since, there is limited information to update

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	<ul style="list-style-type: none"> • Number of pupils with specialist named by type but no specialist provision available. 	
Secondary	<ul style="list-style-type: none"> • Misinformation from LA colleagues which are in direct opposition to statutory guidance. • Signposting is confused and not fit for purpose. • Volume of consults. • Lack of inclusion from some schools. 	<ul style="list-style-type: none"> • Currently awaiting the appointment of a rep.
Post-16	<ul style="list-style-type: none"> • Outstanding annual reviews that impact on validity of EHCPs. • Refusal to amend EHCPs despite annual review paperwork – onward impact on transition. • Lack of attendance at annual reviews and multi-disciplinary meetings by LA colleagues. 	<ul style="list-style-type: none"> • Due to the short time that has elapsed from the last report, and that schools have only been open for two weeks since, there is limited information to update
Special	<ul style="list-style-type: none"> • Lack of awareness about changes to section B requests and relevance leading to refusal of placements. • Volume of consults – some specialist provisions are up to 100 Suffolk consults since August 25. • Parental preference or LA supported consults still not in place. 	<ul style="list-style-type: none"> • Due to the short time that has elapsed from the last report, and that schools have only been open for two weeks since, there is limited information to update
Alternative provision	<ul style="list-style-type: none"> • Overwhelmed by p/ex numbers – removing the effectiveness of what AP should be offering – no early help model when provision is just catering for p/ex pupils. 	<ul style="list-style-type: none"> • Currently awaiting the appointment of a rep.
Suffolk Educational Partnership		<ul style="list-style-type: none"> • Suffolk Educational Partnership's Inclusion Task Group have set up an 'Are You In' series of open mornings to share strong inclusive practice, scheduled for March.

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Summary of pupil voice

	December 2025	January 2026
Early years	Further insight around focus areas from the Board to ensure we are capturing what feedback they would like would be helpful.	
Primary		<ul style="list-style-type: none"> • Representatives have attended Hackathons across the County to voice views and opinions on issues relating to young people with the latest being the launch of the annual health report. • A local trust (Asset – 16 Suffolk Primaries) have been tracking student wellbeing, school engagement and sense of belonging. All are at or above national average which is reassuring.
Secondary		
Post-16		<ul style="list-style-type: none"> • Post 16 pupils have also been preparing statements to share verbally and on display at the Belonging and Inclusion Event on the 30th Jan.
Special		
Alternative provision		
Suffolk Educational Partnership		<ul style="list-style-type: none"> • Primary pupils have been preparing statements to share verbally and on display at the Belonging and Inclusion Event on the 30th Jan..

Summary of parents/carers

	December 2025	January 2026
Early years		

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Primary	<ul style="list-style-type: none"> • Incorrect information and guidance from the LA. • Lack of knowledge and awareness of provision – LA directing parents and carers back to schools for further information. • Navigation of the whole system – particularly around NDD pathway and ECHNA being seen as the ‘solution’. • Lack of early help approach. 	Due to the short time that has elapsed from the last report, and that schools have only been open for two weeks since, there is limited information to update
Secondary	<ul style="list-style-type: none"> • As above 	
Post-16	<ul style="list-style-type: none"> • As above 	
Special	<ul style="list-style-type: none"> • Concerns about lack of specialist provision. • Lack of communication from Statutory SEND Services 	
Alternative provision		

Key improvements noted

December 2025	January 2026
<ul style="list-style-type: none"> • Colleagues (special) feel there has been some improvement in communication this term from the SEND teams – quicker responses to emails – although this is not consistent. • Number of working groups and an increased drive to work together. • Health links – speech and language therapists are supportive and proactive in the primary partnerships. • SES support has been more immediate and proactive. • Therapeutic Thinking is getting positive feedback from primary leaders. 	<ul style="list-style-type: none"> • It is reassuring that the roles and voice of the Educational Reps is being considered and utilised. • There was a discussion about making the scheduling of annual reviews more fluid based on the pupils and schools. • Recent meetings have highlighted positive change in the pipeline which have considered our voice and made us feel valued. • Support for the Suffolk Education Partnership’s ‘Are You In’ inclusive morning via headlines has increase the number of signups.

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Key concerns to escalate	
December 2025	January 2026
<ul style="list-style-type: none"> Burden and pressures on school are really taking their toll on the emotional wellbeing of key roles in schools – e.g. SENDCOS and Inclusion Leads. FE Forum has still not been reconvened despite a number of requests. Schools are still dealing with the impact of the high turnover of staff at the LA including the Senior Leadership Team. School feedback is that the pace of change is just not happening quickly enough – impact is still not happening at an operational level. 	<p>There is concern in the education community about the turnover of staff in key leadership positions and the longevity of some of these roles.</p>
Key messages from SEND Improvement Board (Ed Reps)	
December 2025	January 2026
<ul style="list-style-type: none"> Positive messaging about collegiate working together across education settings across county have offered to open their doors to showcase effective inclusive practice. Group of schools working on an Inclusion Pledge. Listening Campaign – led by Hayley Cullimore. Useful signpost for SIP Board members – Double Disadvantage from The Sutton Trust 	<p>We are looking forwards to getting a full quota of reps to strengthen our voice further and ensure all aspects of the education community is represented.</p> <p>As Educational reps, we have been supporting and advocating for the Belonging and Inclusion event and will all attend, to strengthen and facilitate positive relationships between schools and the Local Authority.</p>