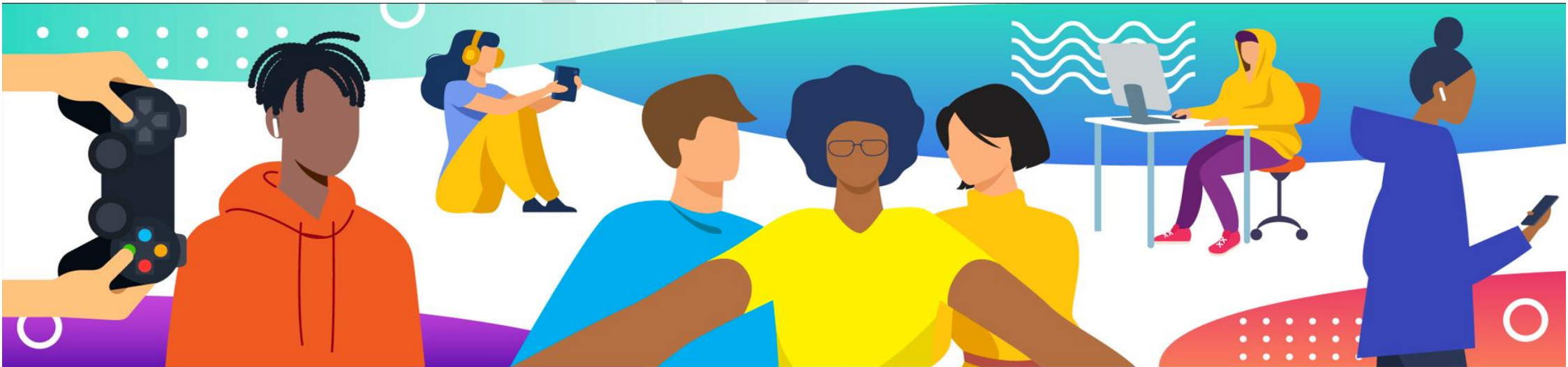


# Suffolk SEND Local Area Inclusion Plan 2025/27



# 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.

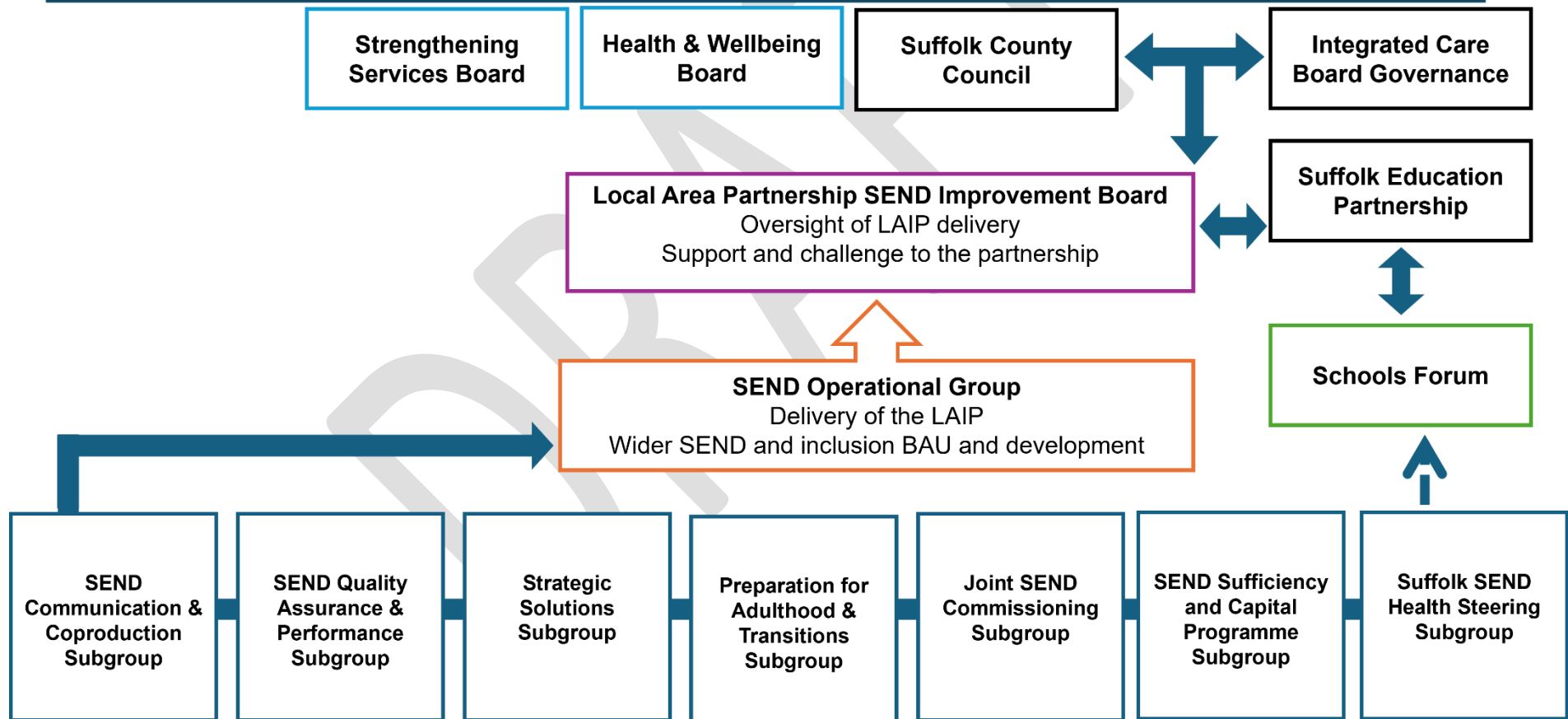
**Inclusive Practice:** a universal education, learning, health and care system that works well together, with early and specialist interventions that support and hold children in inclusive mainstream settings and matches the expectations of SEN learners and their parents.

**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 143 actions	%	Direction of Travel
R	<b>High risk</b> – action not started yet but expected it to have commenced. Escalation required	0	0%	↓
A	<b>Significant risk</b> – plan in place, action started but further work required to ensure improvement	4	2.8%	↓
P	<b>On track</b> – running to plan and within timescale, performance has improved against the plan	89	62.2%	↑
G	<b>Actioned</b> – implemented and embedded	6	4.2%	↑
C	<b>Completed</b> – can be removed from the plan	0	0%	↔
NS	<b>Not started</b>	44	30.1%	↓

## 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 Outcome 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

**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	<b>High risk</b> – action not started yet but expected it to have commenced. Escalation required	0
A	<b>Significant risk</b> – plan in place, action started but further work required to ensure improvement	2
P	<b>On track</b> – running to plan and within timescale, performance has improved against the plan	19
G	<b>Actioned</b> – implemented and embedded	1
C	<b>Completed</b> – can be removed from the plan	0
NS	<b>Not started</b>	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/Jack Walker	22 May 2026		SEND QA Framework for C&YP 0-25	A Quality Assurance Framework working group will begin on 28/1/26 with co-leads from Education and Health.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
						<p>SEND QA roles have now transferred into wider CYP structures. Full engagement of Bedford SLIP in QA processes.</p> <p>A new TOR for the Subgroup has been agreed with a new format for the agenda and focus on priority areas. Partnership working with Bedford SLIP on the creation of a new SEND Dashboard with discussion being held at SOG and the Quality and Performance Subgroup</p>	
1.2	Embed the Suffolk EHCP Audit Programme to ensure cycles of auditing are utilised to make sustained improvements to	Rachel Cogman/ Stacy Baker	September 2025 – September 2026		Increase in the % of case audits rated good or		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	the quality of EHCPs and advice and therefore children and young peoples lived experience				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	End of February 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: 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	Julia Grainger	April 2026 Feb 2026  Dec 2025 Feb 2026  Dec 2025 Mar 2026		Strategies and supporting action plans will be in place for all 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	Harriet Wakeling/Martin Hole/Chris Morris	Draft for March 2026		SEND Partnership scorecard in place.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	understanding of priority improvement 'themes'		Final Scorecard for April 2026		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 common themes raised by families using their service	Harriet Wakeling	Draft for March 2026  Final Scorecard for April 2026		Evidence of 'joint' SEND data presented via the SEND Partnership scorecard 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	Scorecard updates on SOG 15/1/26	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
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.		
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.	Representation made to the DfE for 2026/27 funding	
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"> <li>- Foundations of effective and trusting local partnership for inclusion</li> <li>- Shared ways of working to direct</li> </ul>	Sharon Muldoon	April 2026		A Local SEND Reform Plan will be published		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	resources to needs across the local area - Support for mainstream settings and practitioners to meet needs						
1.12	The partnership will ensure that the Belonging and Inclusion Conference and the Intervention Support Fund (ISF) funded locality events result in clear actions and outcomes, with progress reported back to families and stakeholders (Stocktake November 25)	Julia Grainger	March 2026		Event held and 80% engagement from schools and EY representatives. Evidence of how feedback from these events has been used to inform service development.	125 schools enrolled  Locality venues located and	
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	March 2026		Reviewed governance agreed and in place.  Representation at meetings at the correct level of accountability		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
1.14	Refresh all TOR for SEND sub-groups	Chris Lee	February 2026		TOR in place for all SEND sub-groups with appropriate membership defined	Quality Assurance and Performance Steering Group and SEND Health Steering Group TOR approved, further subgroup TOR to be developed	
1.15	Implement a partnership SEND Risk Register	Chris Lee	March 2026		SEND Partnership Risk Register in place and 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	Report on each phase on termly basis. Final report Spring 2027		Report presented which captures how we understand CYP's experiences and offers recommendations for a system response to the findings		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
1.17	Review all SEND Panels with actions to include: Implementation of new panels, TORS, Schemes of Delegation	Jo Hedley	March 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		
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	LAP inspection readiness group meetings held fortnightly, Mocksted (8/9 with learning implemented, Annex A evidence sets, position statements/ case studies have been received, staff briefings to be rolled out Jan 2026	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
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	Monthly data is submitted to the DfE as routine. Confirmation of trajectory will be provided following December YTD completion.	
1.22	Regular meetings will be in place with MPs and Councillors for 2026	Sharon Muldoon	February 2026		Evidence of regular meetings 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	<b>High risk</b> – action not started yet but expected it to have commenced. Escalation required	0
A	<b>Significant risk</b> – plan in place, action started but further work required to ensure improvement	2
P	<b>On track</b> – running to plan and within timescale, performance has improved against the plan	7
G	<b>Actioned</b> – implemented and embedded	1
C	<b>Completed</b> – can be removed from the plan	0
NS	<b>Not started</b>	12

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	Communication Strategy on SIB agenda (18/12/25)	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
2.2	Communications Strategy (Q1) <ul style="list-style-type: none"> <li>- Social media audit</li> <li>- Build new sharing and feedback cycles</li> <li>- Produce a suite of explainer animations</li> </ul>	Andrew Bennett	January – March 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"> <li>- Local Offer deep dive</li> <li>- Social Media Strategy</li> <li>- Operational engagement strategy</li> <li>- Good news stories</li> </ul>	Andrew Bennett	April to June 2026	NS	Reference 2.2		
2.4	Communications Strategy (Q3) <ul style="list-style-type: none"> <li>- Newsletters</li> <li>- Surveys</li> <li>- Infographics</li> </ul>	Andrew Bennett	July – September 2026	NS	Reference 2.2		
2.5	Communications Strategy (Q4) <ul style="list-style-type: none"> <li>- Short form videos</li> <li>- End of year lessons</li> <li>- Practice webinars</li> <li>- Podcasts</li> </ul>	Andrew Bennett	October – December 2026	NS	Reference 2.2		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
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 opportunities to be part of working groups are known and acted on	Julia Grainger	April 2026	NS	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 the partnerships 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	April 2026	NS	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	Nicki Howlett/ Andrew Bennett	March 2026	NS	Partners share SENDIASS information through their own		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	information resources) at the earliest opportunities				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	Initial engagement and learning meeting with Bedford SLIP took place 12 <sup>th</sup> Dec, with further scoping of self-compliance and peer review to be planned in Jan 2026	
2.10	Create an accessibility improvement plan for the Local Offer	Chris Lee	April 2026	NS	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	February 2026		Reduction in repeated callers	Phonelines transferred. (EHCNA January 26)	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					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 2026 (pilot)  February 2026		Take up of slots evident Reduction in complaints relating to poor communication	Guidance completed and shared with Managers, ready to launch in Jan 26	
2.13	Develop Statutory SEND Services practice standards which outline agreed response times to emails and phones calls	Jen Beaton/ Lucy Doherty	March 2026	N/S	Reduction in complaints relating to poor communication.  Bedford SLIP approve of practice standards		
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	JHOS joining check in meetings with PCF representative to ensure open communication and joint working.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
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,	Renewed Coproduction Charter has been developed, which will be linked with Communication Strategy	
2.16	Coproduction lead to be appointed to work across the LAP	Chris Lee	March 2026		New role will be recruited to with clear roles and responsibilities within the LAP for coproduction with CYP and their families	Interview to be held w/beg: 14/12/25	
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	NS	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	Sharon Muldoon	March 2026		Service level agreement and Memorandum of Understanding are		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	clear understanding of coproduction in Suffolk				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/ Amy Lewis	February 2026		Action plan published and will be evident in an updated LAIP	SCPF, Health and LA meeting held to review draft (23/12/25) Joint document to be created (meeting on 27/1/26)	
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	NS	The LAP can evidence a range of feedback mechanisms. Service user feedback is used to inform our lived experience understanding and 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	NS	Social media analytics show increased engagement. Feedback from stakeholders, partners, focus		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					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	May 2026	NS	Evidence of a CYP consortium which interacts, inputs and influences strategic direction		

DRAFT

**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	11
G	Actioned – implemented and embedded	0
C	Completed – can be removed from the plan	0
NS	Not started	6

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 and support of SEN learners	Sharon Muldoon/Julia Grainger	July 2026		Schools and settings fully engaged in reviewed offer. New Offer developed. Implementation plan in progress.	Schools survey has been issued and analysed to inform next steps.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
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"> <li>• Identification and reduction of duplication or overlap across GR components.</li> <li>• Evidence of GR's interconnected influence on wider Local Area Partnership (LAP)</li> <li>• Coproduced work 'Right Support Right Time' to align stages of graduated response to universal, targeted and bespoke work in schools.</li> </ul>	Chris Lee/ Claire Darwin/ Becky Salmon	<p>End of Autumn Term</p> <p>End of Spring term 2026</p>		<p><b>Quantitative Measures:</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Reduction in duplicated interventions identified through audit.</li> </ul> <p><b>Qualitative Measures:</b></p> <ul style="list-style-type: none"> <li>- Feedback from schools, families, and professionals on clarity and usability.</li> <li>- Case studies demonstrating</li> </ul>	<p><a href="#">See updated info re the Graduated Response here</a></p>	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<p>improved outcomes for CYP.</p> <p>- Evaluation of GR effectiveness versus time/frequency of interventions.</p>		
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 and overlaps, and recommend better alignment, embedding inclusive practice from Early Years to Post-16.</p>	Chris Lee/ Claire Darwin/ Becky Salmon	Spring and Summer 2026	N/S	<p>Improved efficiency in SEND processes, reducing duplication of resource.</p> <p>Strong alignment with national SEND reforms, ensuring sustainability and compliance.</p>		
3.4	Graduated Response: Communication and coproduction with stakeholders across the local area partnership regarding	Chris Lee/ Claire Darwin/ Becky Salmon	Summer 2026	N/S	Children and young people will report that their needs are understood and met. Measured via the		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	provision impact and future steps.				<p>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, movement between mainstream and specialist provision and SEND support /EHCP data compared to national indicators.</p>		
3.5	PINS: Select schools, analyse self-assessments and make PINS offer to schools. Delivery of 6 days of support/training to each PINS	Rebecca Salmon/ Beth Mosley	Spring Term 2026		Action and impact are reported to national groups-DFE and NHS England Children experience an ND inclusive environment.	All schools have received class-based audits of sensory physical and language needs. Schools have	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	school from partners across the local area.				School practice supports needs and children feel supported and included	received PCF coffee mornings and schools have received a bespoke offer from MHST. Conference is booked 11 <sup>th</sup> Feb 2026 to include experts by experience, the 'Autism Bus' giving an immersive experience and speakers from across education, health and SPCF	
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	Recruitment process to fill vacant posts underway (secondary; EYs and AP representatives) Terms of reference for the Ed reps role coproduced feeding into active role in governance. (recent SIBs) Range of representation from across schools and settings fully	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
						engaged in working groups e.g. Consult working group; section 23; strategic solutions group for permanent inclusion	
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	April 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	26/27	NS	Stronger multi-agency planning around children with complex needs.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					Completion of shared 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	26/27	NS	% 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	Data available and review documents produced - awaiting publication of the white paper in early 2026	
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	NS	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 attendance for children with SEND and reduction in persistent or severe absence.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
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	N/S	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 towards improvement and there is a high rate of engage in workstreams	Julia Grainger	April 2026		<p>Publication of a Belonging and Inclusion Strategy.</p> <p>Metrics within the milestones will be specific and holistic reflecting the range of inclusion measures and used to monitor impact including CYP feedback and data measures</p> <p>Inclusion metrics are improved to be above statistical neighbours</p>	Belonging and Inclusion event to share effective practice across schools and settings and work together on focused areas to improve inclusion – key milestone in coproducing our shared Belonging and Inclusion strategy. Work with community of LA maintained schools on features of inclusive settings.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
						<p>Whole school inclusion team working with all schools on their self-evaluation of their inclusive practice to identify strengths to share wider and areas to challenge. IQM school open days to enable sharing of effective practice. Completed the coproduced PATH (Planning Alternative Tomorrows with Hope) with a cross representation Strategic Solutions Group with milestones and actions drafted</p>	
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		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
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		From Autumn 2025, all CEO/AD data conversations will include SEND Support outcomes, with documented actions for schools more than 5% below national benchmarks' to '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 support is needed.; as a result, outcomes for children with EHCPs remains above national and for children with SEND support the gap to		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					national narrows the gap with national.		
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 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 45 actions
R	<b>High risk</b> – action not started yet but expected it to have commenced. Escalation required	0
A	<b>Significant risk</b> – plan in place, action started but further work required to ensure improvement	0
P	<b>On track</b> – running to plan and within timescale, performance has improved against the plan	31
G	<b>Actioned</b> – implemented and embedded	2
C	<b>Completed</b> – can be removed from the plan	0
NS	<b>Not started</b>	12

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.1	SNEE: Autism and ADHD  ICB to commission a single service provider for all autism and ADHD services	Jamie Mills	September 2026		There will be a single service provider or lead provider in place by September 2026	The procurement process has been launched and evaluation commencing in Q3 2026	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	ICB to commission ND support services to provide support to CYP whilst accessing the ND pathway				ND support services will be in place and accessible for CYP	ND new support services went live Jan 2026	
4.2	<p>SNEE: Development of an ND dashboard including Right To Choose. This will be put in place by the new ND pathway provider</p> <p>N&amp;W Autism and ADHD Further development of communications to stakeholders and families to ensure clarity of provision for NHS and RTC assessments</p>	<p>Jamie Mills/Jaime Hawkins As new provider embedded this responsibility will transfer to them</p> <p>Leanne Stemaszczyk; Rebecca Godfrey</p>	September 2026		<p>Evidence of oversight and co-ordination of all ND services in the new commissioned pathway</p> <p>CYP, families and practitioners will report improved confidence in accessing assessments. This will be evidenced by a reduction in queries and reduced waiting times.</p>	Consistent and regular data set showing us how many children and young people are waiting for assessment in current NHS commissioned arrangements	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.3	<p>Continue and expand</p> <ul style="list-style-type: none"> <li>- Neurodevelopmental workshops for under 18's</li> <li>- Recovery Colleges support for 18-25</li> </ul>	Beth Moseley, NSFT	June 2026		Parents/carers report an increase and improvement in knowledge and confidence	Monthly workshops continue. The programme is expanding accessibility online and through translated, easy read and printable resources.	41% of Parents/Carers said workshops changed their view of neurodivergence. Parents/Carers described increased understanding, acceptance and the ability to mentalise their young person's experiences. Many reported reframing behaviours they previously saw as "challenging" Workshops helped recognise strengths & the impact of masking
	Monitor their impact through quality of life measures and feedback to ensure families receive appropriate support whilst waiting for assessment (Stocktake 25)	Ash Moorcroft, NSFT	June 2026		Feedback from Recovery college participants tells us that individuals feel an increase in their skills to manage	The ND pathway Recovery college started in 2025 and has had 164 young people aged 18-24 enrol	Feedback themes from course evaluation tells us that people have felt validated, learning useful support and techniques from others. QOL

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<p>challenges and a positive impact on their feelings about their neurodiversity</p> <p>ReQOL-10 scores suggest an increase in wellbeing</p>	<p>The ICB and NSFT are working on agreeing further funding for one year outcome expected end Jan 2026</p>	<p>measures have found emerging themes of hope, positivity and belonging</p>
4.4	<p>Address PCF concerns about neurodevelopmental pathway waiting times (Stocktake November 25)</p> <p>WSFT and NSFT 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 (SNEE)</p>	Nic Smith Howell/Elaine Deazley-Morgan	September 2026		<p>Waiting times for children reduce</p> <p>Consistent data and recovery planning is shared 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>We have a consistent and regular data set showing us how many children and young people are waiting for assessment in current NHS commissioned arrangements</p>	<p>WSFT under 11's waiting times have reduced</p>

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	<p>N&amp;W Autism and ADHD ICB to expand providers on RTC Framework to enable access to quality assured provision</p> <p>N&amp;W: 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>Leanne Stemaszczyk; Rebecca Godfrey</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>		
4.5	<p>Ensure appropriate assessment of children who mask, with clear guidance for schools and SENCOs on identification and referral processes (Stocktake November 25)</p> <p>ND clinicians to plan online workshops once procurement is in place in September 2026 to embed new arrangements and refresh advice/support specifically around masking through focussed sessions.</p>	<p>Jamie Mills/ NHS Provider/ Claire Darwin/ Rebecca Salmon</p>	<p>December 2026</p>	<p>NS</p>	<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</p>	<p>Our current ND referral form has nuance to pick up behaviours observed including masking so that clinicians can mask is triaged in referrals.</p> <p>Our newly commissioned ND support services have advice on masking in their</p>	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<p>SENCOs and class teachers in recognising and supporting children who mask</p>	<p>guides which is being uploaded to our Local Offer resource page available to families and professionals.</p> <p>Also available to professionals and families through our Local Offer website with advice on recognising and understanding masking:</p> <ol style="list-style-type: none"> <li>1. NSFT ND online workshop recordings</li> <li>2. Suffolk ND Resource pack</li> </ol> <p>ND Clinicians have attended Community Inclusion Forum to support education professionals in referring to ND</p>	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
						pathway and masking	
4.6	Suffolk will have a new CYP crisis provider from 1 <sup>st</sup> April 2026.	Sarah Hedges (SNEE)	by April 2026		There will be a local partnership working protocol/ care pathway as for the Suffolk Children's Crisis Pathway in place to support joint working in the Suffolk system.	Transition between commissioning arrangements is underway	
4.7	Ensure MHST coverage is 77% of education settings in Suffolk by 2027.  The roll out of this expansion will be informed by intelligence from partner agencies	Jamie Mills ICB/ Elaine Deazley-Morgan NSFT/ Layla Dickerson N&W	April 2027		Coverage is 77%  Expansion correlates with high levels of need for mental health support identified in collaboration with partners  Outcome measures and feedback mechanisms are in place to	Coverage is 53%.  Additional funding has been confirmed for 26/27 to support this initiative	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					understand the impact of MHST		
4.8	Mental Health Support Teams: Development of a working protocol between Specialist Education Services and MHST's to ensure appropriate support and joint working are embedded where required.	Beth Moseley (NSFT) /Becky Salmon/ Layla Dickerson N&W	July 2026		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 and ways of working for sharing information and multi-agency responses in supporting schools and individual CYP with MH needs		
4.9	Mental Health Support Teams: Embed national benchmarking to capture performance for individual teams	NSFT to lead Elaine Deazley-Morgan/ Layla Dickerson N&W	by Feb 2026  by March 2026	NS	At a local level develop mechanisms to capture intelligence regarding SEND		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					learners accessing MHST and use this information to identify and embed strategies to support cohorts		
4.10	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.  Pathway to secure provision for each child and young person currently severely absent to receive a full time, suitable education.	Severe absence has improved and is in line with national. Implementation of the weekly resource allocation panel means individual children who are severely absent are discussed and support identified. Additional strategies to be put in place January 2026 to sprint to business as usual position by April 2026. (see CNIS sprint plan)	
4.11	Children not in school: Use the data around Section 19 - to inform the provision and	Chris Lee	December 2025 -June 2026		Sufficiency data and provision available.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	commission via our sufficiency planning				<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>		
4.12	SALT: SNEE: Develop and implement a whole-school and early-intervention strategic approach for therapies	Jaime Hawkins / Nic Smith-Howell / LA lead	2027	NS	<p>CYP receive timely support in school without needing statutory escalation. 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</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<p>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 capability are supported effectively and more intensively due to complexity of need.</p>		
4.13	<p>SALT SNEE: Establish a Joint Commissioning and Funding Framework</p> <p>Create a shared ICB–LA–school commissioning framework that formalises responsibilities,</p>	Jaime Hawkins / Hariet Wakeling	September 2026	NS	Multi-year funding commitments that ensure predictable capacity within universal and targeted therapies.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	<p>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>				Reduced pressure on EHCP budgets due to successful funding and delivery of early-intervention pathways.		
4.14	<p>SALT (SNEE): Establish a unified performance and outcomes framework for the therapies offer that enables Health/LA to monitor delivery, impact, equity, and CYP outcomes across the universal, targeted, and specialist pathways</p>	Jaime Hawkins / Nic Smith-Howell / LA lead	September 2026	NS	<p>Dashboard development.</p> <p>CYP functional outcomes (e.g., communication, independence, participation) are measured consistently across settings.</p> <p>Schools and families have improved visibility of what support has been provided and the progress achieved.</p> <p>Early-intervention performance indicators enable</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					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		
4.15	SALT (N&W): Develop an overview of the current Waveney Service Offer including planned developments and service improvements, to support a broader understanding of provision for children and young people in Waveney.	Rebecca Godfrey	February 2026	NS	A clearer, shared understanding of the existing service model within Waveney, supporting a broader view of how provision varies across both areas		
4.16	SALT (N&W): Develop an Overview of the current Suffolk Service Offer including planned developments and service improvements, to support a	Rebecca Godfrey	April 2026 – July 2026	NS	A clearer, shared understanding of the existing service model within Suffolk, supporting		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	broader understanding of provision for children and young people in Suffolk.				a broader view of how provision varies across both areas		
4.17	SALT (N&W): As part of the ICB merger process, explore opportunities for greater alignment across Norfolk and Suffolk, including reviewing existing service specifications to identify where increased consistency could be achieved	Rebecca Godfrey	September 2026 – December 2026	NS	A clear picture of how current specifications and service models compare across Norfolk, Waveney and Suffolk, helping to identify where alignment may support a more consistent approach		
4.18	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	The Post-16 Policy consultation process will run from January to February 2026. Responses collated and cabinet report drafted by end of February for Cabinet meeting in March. Work to start January 2026 on scoping out	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					of what will be provided for all eligible children and young people.	any School Travel Policy amendments.	
4.19	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.	School Travel Policy amendments approved by Informal Cabinet on 15 December 2025.  Future meetings arranged with PTU, CYP, Public Health and Social Care, January 2026, colleagues to continue to scope out clear processes and governance.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.20	<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)	Personal Budget officer in place with a developing action plan and review of systems and processes for the oversight and support of personal budgets and adherence to the personal budget policy.	
4.21	<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.	<p>Data cleansing underway for both EOTAS 19 &amp; 61.</p> <p>NSAP recruited and coming online Dec-Jan.</p> <p>NSAP Manager linking with AP team for joint CNIS tracking.</p>	
4.22	In line with the 'Tier 1 first' approach set out in the Alternative Provision Strategy,	Chris Lee/ Izzy Connell	March 2026		Clear AP Pathway guidance in place.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	co-design and develop intervention support and pathways across alternative provision.				<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>		
4.23	'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.		
4.24	Other Education: Electively Home Educated (EHE): Information is available to all families considering home education, prior to the decision making; Support constructive	Mark Bennett/ Lindsay Last	January 2025 – January 2026		The percentage of children with SEND who are home educated reduces from 24% to 20%		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	and informative conversation between families and school settings about best meeting the needs of individual children and young people				(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.		
4.25	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.	Since August 2025 Statutory SEND annual review hub organise the reviews for all those not in a setting including EHE.  EHE team is making Statutory SEND services aware when education is unsuitable; alerting SEND team; EH when the parent of a child with an EHCP chooses EHE.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.26	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	Families First agenda – Consultation Phase January – February 2026 Dedicated Head of Service in post December 2025 County Service for children & young people with disabilities in place January 2026 Activities Unlimited line management moved to the County Children & Young People with Disabilities Service 5 <sup>th</sup> January 2026 DSCO support, training and point of expertise embedded across family support / children’s social care	
4.27	In line with the ‘Tier 1 first’ approach set out in the Alternative Provision Strategy,	Chris Lee/ Rachel Cogman	July 2026	NS	AP QA Framework designed and implemented		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	develop an AP Quality Assurance Framework				<p>across the AP providers used in Suffolk.</p> <p>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</p>		
4.28	Early Years: Review early support pathways to improve early intervention and multi-agency working	Christina Lewis/Julia Grainger	April 2026	N/S	<p>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</p>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					settings report improved transition for children as children's needs are identified and support is in place.		
4.29	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>	<p>Conversations have been held with individual head teachers to check their needs and that they are in agreement with the approach we are taking.</p> <p>Exploration of other LA's transition processes to identify a model which would enhance Suffolks processes.</p> <p>Exploring the possibility of including children in care for the enhance transition support.</p>	<p>Through triangulating S23 EHCP/EHCNA and EY HNF, schools identified with cohorts of children with complex needs starting Reception in Sept 2026. SES and EY workshops offers with 41 schools attending. 100% reported increase in confidence and skills.</p>

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.30	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 to plan with an understanding of the needs that will be predominant in future years	Christina Lewis	Spring Term 2026		Data is shared between partners to inform the evaluation of local SEND needs	Section 23 information has been shared with colleagues who requested access.  An information session was held and attended by interested members of SOG in response to their request to understand the S23 duty and the potential uses for the data.	S23 information is being used to aid planning for emerging needs and to triangulate with other relevant data sets
4.31	'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. This will be achieved by: 1) improving family services, providing high quality support to parents and children from pregnancy to age 5	Christina Lewis	At least one to be identified by April 2026 Ongoing		Best Start Family Hubs will be established across the County  Strengthening health visiting to identify children with additional needs earlier, to improve vaccination rates	The internal steering group is currently assessing the estate to identify the most suitable buildings and locations All entitlements have been widely published to families, including how to access an eligibility code. The brokerage service	Take up rates are equal to or above national and statistical neighbours. Take up for children in care is continually higher than for all children.  Created an additional 202

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	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"> <li>- early years settings</li> <li>- childminders</li> <li>- reception classes</li> </ul>		July 2028		and to improve dental health  Enabling all children to access the funded early education entitlements  Growing early education places  Increasing the number of stronger practice hubs  Embedding inclusive practice in the early years workforce through education  Improving GLD outcomes at the end of Reception	ensures parents of children for whom the LA has received a S23 notification are contacted, given information and offered support to secure a suitable place. This is also done for children in care.  We have utilised the childcare capital expansion grant to create additional places.  We supported schools to apply for school-based nursery's capital from the DfE.  We have secured capital from the Sizewell development to expand a setting in the area.  Information shared with the sector regarding how to	places, a further 82 are in development  Round 1 saw 4 schools being successful. Round 2 applications are currently being considered.  An additional 25 places will be created  EYCS works effectively in partnership with the existing stronger practice hub to meet the support and training needs of the sector.  High take up of places and excellent evaluations received  All aware of Suffolks targets: 76.5% of all children & 58.4% of

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
						apply to be a stronger practice hub SCC providers training offer has been reviewed and improved Services joining up to maximise impact and minimise duplication.	children eligible for FSM achieve GLD  Provider survey and focus groups held. Multi disciplinary training being arranged
4.32	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	Trajectory modelling indicates that the majority of the backlog will have been completed by the end of 2025, with in-month timeliness increasing to 46% in March 2026.	
4.33	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	Trajectory modelling indicates that in-month timescales should compare to the national average in March but cumulative year to date should be	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
						sustained from March 2026.	
4.34	Work with SPCF, SENDIASS and wider parent carer groups, schools and EY settings to understand the pattern of parental requests for Education, Health, Care Needs Assessments (EHCNA)	Chris Lee/ Claire Darwin/ Becky Salmon/ Jen Beaton/Lucy Doherty	March 2026		Alignment of % of parental requests for EHCNA in line with national averages		
4.35	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	NS	Systems in place following 'no to assess/no to issue' decision Reduction in number of mediation requests for no to assess/no to issue		
4.36	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	63.6% of final amends issued has increased at the same time as increase in number of plans. Staffing can now meet the number of plans needed to amend in	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
						2024, however 2025 number increase has meant staffing does not support the work flow. Throughout 2025 the timeliness average has remained static at 30%. This is supporting the data analysis into team output and POD modelling	
4.37	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	Processes have been evaluated across the service and development areas identified as next steps for improvement including guidance and outcomes of reviews for schools and settings, guidance for LA staff and paperwork review.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.38	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	N/S	Parent/ carer satisfaction increases		
4.39	Tribunals and Mediations: Complete tribunals project to review numbers, processes, single route of redress and challenges within the system	Jen Beaton/ Gillian Tate	February 2026		Tribunal review complete with recommendations made.	Process reviews are underway, with a caseload review completed by December 2025, and new tracking system implemented	
4.40	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.	Draft action plan in place as a working document for immediate changes (Sep-Dec 25), with recommendations from the process review to be added upon completion.	
4.41	Review system and process for CYP with SEND moving into and out of the local area and implement changes to ensure wider partnership involvement.	Jen Beaton/ Rhianna Rance / Wider partners	March 2026		Children and young people moving into Suffolk have decisions, updated plans and	Initial review undertaken as part of the panel and decision-making work. Complaints	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					provision made in a timely manner. Reduction in complaints relating to CYP moving in and out of Suffolk including delay in accessing provision	dashboard indicates that there was 1 complaint relating to LA Transfer in 2024 and 2 in 2025. Review work on track to complete Jan 2026 with recommendations for process change to follow by the end of that month to the service. Guidance on Move outs and process maps completed and shared, move ins to be completed.	
4.42	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	Panel process reviewed within LA, school survey to be established and shared by February 2026.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
4.43	Convene a Children in Care Working Group, reporting through the Strengthening Children's Services Board, to co-produce a countywide good practice guide for 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.	Matthew Cooke	By 31 March 2026		Co-produced good practice guide for children in care published and endorsed through governance routes <ul style="list-style-type: none"> <li>• Schools and partners report increased clarity and consistency in expectations and practice</li> <li>• Evidence of the guide informing school-level policy, training and improvement activity</li> </ul>	Children in Care Working Group established with representation from foster carers, education, social care and partner services. Scope, purpose and timeline agreed. Content written and approved by group.	Early alignment across partners on shared priorities for improving educational outcomes and experiences for children in care.
4.44	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.	Matthew Cooke	By 31 January 2026		Clear oversight in place of Annual Review timeliness for children in care, informed through routine PEP moderation <ul style="list-style-type: none"> <li>• Reduction in the proportion of Annual Reviews for children in care</li> </ul>	System process in place and operating routinely. Annual Review timeliness measures incorporated into moderation activity and escalation routes aligned with established support	Improved visibility of where Annual Review timeliness is not being met for children in care, enabling earlier intervention with schools.

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	This will strengthen accountability, reduce delay in reviewing provision, and improve the system's ability 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				that are late • Evidence of effective support and challenge with school leaders leading to improved compliance with timescales	and challenge practice.	
4.45	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 • 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	CNIS dashboard routinely used to identify children meeting the criteria. Multi-agency discussions initiated and action planning embedded into practice.	Improved visibility of risk and earlier, more coordinated responses for children experiencing significant education disruption.

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					protection planning		

DRAFT

## 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	8
G	Actioned – implemented and embedded	0
C	Completed – can be removed from the plan	0
NS	Not started	7

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	April 2026		Increased progression Increased Carers Assessments Joint training Improved choice and control	PfA Social Care Transition has now been formally added as the fourth PfA Governance workstream and was ratified by SOG on 15 January 2026.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	<ul style="list-style-type: none"> <li>- Parent/Carers</li> <li>- Enablers</li> </ul> <p>Ensuring all work feeds directly into the PfA workstreams</p>				<p>Reduction in crisis solutions</p> <p>Reduction in Out of Area placements</p> <p>Increase in 'small supports' options</p>	<p>This new workstream will be co-chaired by Nic Roper (Lead) and Martine Simpson.</p> <p>The Project Brief for this workstream has been designed and dates are being arranged for Mental Capacity Act training</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> <ul style="list-style-type: none"> <li>- Greater consistency of EHCPs/ Annual reviews with PfA outcomes</li> <li>- Clearer visibility of CYP voice and aspirations clearly shown in EHCP and support plans (QA data / dip sampling)</li> </ul>	<p>19.01.25- TOR drafted and to be sent to PfA Subgroup to have a final check and then ratified</p> <p>Two subgroups have been held</p>	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<ul style="list-style-type: none"> <li>- More empowered families who can access information</li> <li>Improved stakeholder confidence and communication</li> <li>- Numbers of PfA SEND related training for key stakeholders and % of participants reporting improved confidence</li> <li>- Number of transition resources published on the SEND Local Offer: guides, videos and survey feedback</li> <li>- Number of transition workshops or Moving On</li> </ul>		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					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	NS	<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 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>Healthwatch Project has been commissioned to design a PfA survey to CYP/parent carers and analysed Feb and March to inform PfA Strategy</p> <p>PfA Comms Log has been designed and embedded in the PfA Strategy. Feedback from PfA co-production meetings re PfA themes has been added to the log</p> <p>PfA Lead and SENDiASS have set up monthly surgeries to provide updates and identify emerging themes. These themes are being fed into the PfA Comms Log and will inform next steps</p>	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<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 attendance rates at transition events.</p> <p>You Said We did</p>		
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	NS	FE Forum is in place with TOR and appropriate membership including a forward plan for the group's activity	Brief and survey detailing FE forum priorities has been written and survey detailing priorities to help inform peer-led priorities has been completed- awaiting dates	
5.5	In line with the priorities within the SEND Sufficiency Strategy, review and develop	Chris Lee	December 2026	NS	Increased placement opportunities		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	improved Post-16 and Post - 19 opportunities for Young People with SEND in Suffolk.				<p>within mainstream settings.</p> <p>Increased variety of courses and qualifications available.</p> <p>Increased number of young people in education, employment or training</p>		
5.6	Ensure good quality Information Advice and Guidance to support PfA principles and objectives	Martine Simpson	July 2026	NS	<p>Training in SEND Careers' pathways for all SEND coordinators</p> <p>Most mainstream schools achieve all 7-9 Gatsby benchmarks by July 2027</p>	This measurement has been added to the PfA Strategy and priority will be as part of the PfA Employment workstream	
5.7	Develop supportive mechanisms and well-planned transitions when EHCPs are ceased	Lucy Doherty/ Martine Simpson	September 2026	NS	Preventing cliff-edge at 18 with transition checklists for early	POD and PfA Strategy to be aligned and likely feed into the PfA Social Care Transition workstream	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	To establish Health Transition Workshops and Social Care Transition Forums with the Statutory SEND Team as part of prevention of cliff-edge finish				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 older youth transitioning into adulthood	Rebecca Salmon	Spring 2026		Pupil attendance at sessions increases, pupils.  Feedback from pupils is positive and demonstrates agency.	The group at West Suffolk college is in its early stages and will roll out further in the new year. Work has been also been completed around technology at a High School with a peer group of VI pupils transitioning into adulthood.	
5.9	Early Years: Work with Schools and settings to coproduce EYs transitions guidance and processes.	Christina Lewis/Becky Salmon	Summer 2026	NS	Families will feel supported and more confident about starting school.  Number of schools using the processes, impact	EY is a member of the PfA Building Independence workstream Measurements added to PfA Strategy-  <ul style="list-style-type: none"> <li>Number of page views/downloads of transition</li> </ul>	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					<p>data collected from schools.</p> <p>Possible reduction in request for AP and suspensions</p> <p>Early Years representative on PFA Steering groups and PFA Independence workstream</p>	<p>resources on SEND Hub from EY onwards into adulthood</p> <ul style="list-style-type: none"> <li>• Early Years: Review early support pathways and resources to improve early intervention and multi-agency working- metrics- SEND Hub views/downloads</li> </ul>	
5.10	CYP and families can develop independence and build support through promoted community networks	Martine Simpson	June 2026	NS	Establishment of a PFA Independence and community workstream with actions and priorities	PfA Independence workstream is being held on 4th Feb and ToR will be looked at	
5.11	Delivery of the Independent Travel Training (ITT) and the Travel Training Foundation Course (TTFC) to CYP across Suffolk.	Julia Grainger/Julie Mitchell/Martine Simpson	Impact report due July 2026		Improved outcomes in Preparing for Adulthood pathways.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	<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: 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> <p>Work with transport providers to introduce travel options to CYP through confidence building</p>				Enhanced confidence and independence reported by parents/carer and schools/provisions.		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	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.	Kathryn Searle	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	The Suffolk Health Steering group is in place to bring together Suffolk NHS partners to understand and address areas of gap, risk and statutory duties and provide assurance to the LAP	
5.13	Strengthen supported employment offers in schools/colleges to grow CYP engagement in supported internships, apprenticeships, and work-based pathways. Development of an enhanced supported employment offer in education settings	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
5.14	Establish a PfA Communication Plan to shape future design and next steps	Martine Simpson	March 2026		Communication Plan in place and aligned with LAP Communication and Engagement Strategy. CYP and Family voice shaping future design.	Positive Post-16 event on 3rd March for professionals and SFCF invited too  First PfA Employment workstream will be held on 5th Feb. Project brief and draft TOR have been written	
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 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 agreed transition events.	Pupil Voice (years 6-9) gathered and used to gather case studies from 8 schools. These are being shared in Suffolk Headlines in Spring Term 2026 and at the Belonging and Inclusion conference on 30/1/26. Invites to local meetings in March for transition leads shared with CEOs.	

**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	<b>High risk</b> – action not started yet but expected it to have commenced. Escalation required	0
A	<b>Significant risk</b> – plan in place, action started but further work required to ensure improvement	0
P	<b>On track</b> – running to plan and within timescale, performance has improved against the plan	13
G	<b>Actioned</b> – implemented and embedded	2
C	<b>Completed</b> – can be removed from the plan	0
NS	<b>Not started</b>	7

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	Chris Lee	by 31 December 2025		SEND Sufficiency Strategy published	Strategy reviewed and approved subject to minor	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	strategic partners. The strategy will be informed by robust data analysis and will clearly identify gaps in provision and plans to address them, including long-term planning (Stocktake November 25)					amendments at SIB on 18.12.25.	
6.2	Review and utilise findings and recommendations from Suffolk's JSNA ensuring where appropriate, these are reflected in the SEND Sufficiency Strategy or addresses in key areas of the LAIP	Chris Lee	February 2026		Evidence of all JSNA recommendations being addressed across the LAIP	JSNA reviewed and reflected into SEND Sufficiency Strategy. Strategy approved at SIB on 18.12.25	
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	April 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)	100% of new starters have completed the induction programme. Now the service is recruiting BAU the induction programme is being reviewed in conjunction with the online resource centre to support staff with on-going professional development.	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
						Training programme for existing staff being developed.	
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	Reviewed schools 'SEND priority' returns and are developing approaches to cover areas of need highlighted by schools.	
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	NS	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	NS	Successfully redesign the service to meet statutory duties and avoid any future overspend	Review work begun with support from Project management Team. Review Workshop held on 12 <sup>th</sup> December	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
6.7	Review the growing demand for short break overnight services. Consider action and plans to meet this need and include intervention models for families with this level of complexity	Fran Arnold/ Paula Benneworth	October 2027	NS	Increased overnight of provision available and no waiting list	Paper drafted and awaiting sign-off by EDLT	
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	A review of the I.T. workstack has taken place, and key deliverables identified. A new dashboard is operational and process in place from Jan 2025 to review monthly the I.T. workstack	
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	Harriet Wakeling	March 2026		The LAP will have an understanding of how many children are	An update on progress will be presented at SIB on 29 <sup>th</sup> Jan 2025	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	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 holistic view of the support they are already receiving or may benefit from.				currently on diagnostic waiting lists and how long for. Identify any relationship between presence 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	NS	Options to be fully explored and trialled with recommendations informing decision. AI solution needs to have benefits for both new and existing plans.	Initial Trial of Agilysys and Vita started in 2025. Seeking to restart in 2026. Broader team access to CoPilot is underway to support day-to-day work	

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
6.12	<p>Improve commitment to strategic joint commissioning:</p> <p>Co-produce joint SEND commissioning vision &amp; principles</p>	Harriet Wakeling/Garry Joyce/ Becky Godfrey, Bex Mann	April 2026		Clear, coproduced vision that sets out our partnership vision of how we will work together to provide early help and interventions and to meet assessed needs.	Workshop facilitated by the LGA planned for 23 January 2026	
6.13	<p>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</p>	Harriet Wakeling/Becky Godfrey, Bex Mann	Jan 2026 – April 2026		Publish a Joint SEND Commissioning Strategy	Joint Commissioning Development Session held (23/1/26)	
6.14	<p>Coproduce a SEND Joint Commissioning Action Plan following the publication of the SEND joint Commissioning Strategy</p>	Harriet Wakeling/Garry Joyce/ Becky Godfrey, Bex Mann	May – December 2026	N/S	SEND Commissioning Action Plan published with clear milestones		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					and governance in place		
6.15	Deliver a clear process for agreement and review of tripartite funding arrangements for children requiring continuing care funding	Harriet Wakeling	March 2026		Clear process, meeting structure, including finalised TOR and review mechanism in place to ensure children that require tripartite funding receive this in a timely manner	Workshop planned for 6 <sup>th</sup> February with stakeholders Business Analyst has been assigned to review the current process	
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	March 2026		Review of placements concluded with clear understanding of all children and young people's current positions		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
					and intelligence as to which placements could be reviewed to bring the child/young person back into 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	Draft DMP taken to CLT and Cabinet Members. Review scheduled for Early Jan before going to EDLT on 12th January 2026	
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	Draft DMP taken to CLT and Cabinet Members. Review scheduled for Early Jan before going to EDLT on 12th January 2026	
6.20	Comprehensive review of current High Needs Funding System including mainstream and special school banding for	Chris Lee/Gemma Morgan	July 2026	NS	Clear HNF policy and process in place		

Ref	Action	Lead	Deadline	RAG	Success Measures	Progress to date	Impact to date
	children and young people with EHCPs and pre-EHCP funding. Implement changes to the system based upon findings from the review.				Settings are able to efficiently access the funding required to provide support to their children and young people.		
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	Planning underway to produce an options appraisal	
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		NS	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