

Annex A: Local SEND Reform Plan

Name of Local Authority: London Borough of Redbridge

Name of Integrated Care Board: NHS North East London ICB

Local SEND Reform Plan SRO: Director of Education and SEND

Signatories

Role	Name	Signature	Email contact	Date
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Executive Summary



Redbridge is committed to supporting all children and young people (CYP) within their families and communities and has been working hard on a shared journey of improvement, with active commitment to co-production at every stage of development. We know we need to work differently as a whole partnership. Our wider Reforms, including Families First and Best Start in Life, must align with SEND Reform so that every child (aged 0-25) receives coordinated, timely and effective support that is integrated. We are focused on joining up our strategic and operational approaches, strengthen outcomes for all children and embed a more coherent, child-centred system that consistently places children at the heart of all decision-making, improvement and investment.

Our **vision** is to together build a Redbridge where the Inclusion and Belonging of all children is at the heart of every community as a UNICEF child-friendly borough. We will transform our system to focus effectively on early identification, spotting emerging needs early to offer accessible advice and support from 0-25 (integrated within strong partnerships around Best Start in Life Family Hubs and Families First); and to ensure for children who need more specialist care, integrated commissioning between Education, Health and Social Care, to invest in new specialist support in our local communities building on local expertise.

Our **goals** are to:

- 1) Co-design transformations to our system, and build trust and confidence with our children and families in an integrated partnership that prioritises the inclusion and belonging of every child in Redbridge, founded on relationships of trust
- 2) Significantly improve the capacity of the partnership to work together to provide early help and specialist support, which is close to school and close to home (in geographical clusters of Experts at Hand/Advisory Networks and a Local Integrated Support Offer, aligned with the Health Locality Networks) and ensure a significant investment in inclusion and specialist bases in each cluster
- 3) Ensuring that financial investment is effective and that there is strong value for money/financial controls, as we move to integrated commissioning between partners and Preparation for Adulthood.

The impact on outcomes we will see has been co-designed with local children and can be summarised from a child's perspective as:

- My voice is heard
- I am healthy
- I am happy
- I feel supported
- I feel safe
- I am included and active in my local community
- I am able to learn
- I am in control of my life
- I achieve, or exceed my potential

Section 1 – Vision and Goals

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

Our **vision** is to together build a Redbridge where the Inclusion and Belonging of all children is at the heart of every community as a UNICEF child-friendly borough. We will transform our system to focus effectively on early identification, spotting emerging needs early to offer accessible advice and support from 0-25 (integrated within strong partnerships around Best Start in Life Family Hubs and Families First); and to ensure for children who need more specialist care, integrated commissioning between Education, Health and Social Care, to invest in new specialist support in our local communities building on local expertise.

Our **goals, examples of the success measures/impact and indicators of change** are set out as follows:

Goal	Success/Impact	Indicators of Change
Co-design transformations to our system and build trust and confidence with our children and families in an integrated partnership that prioritises the inclusion and belonging of every child in Redbridge, founded on relationships of trust.	- An embedded Inclusion and Belonging Strategy for Redbridge that all partners and our communities have a role in delivering. - An increasing proportion of CYP with SEND report that they feel included and actively participate in activities and opportunities within their local community. <i>"I am included and active in my local community"</i> - Non-stigmatising help and advice for families of children and young people with SEND available in local communities and integrated with Best Start in Life Family Hubs - A clear Local offer that is easy to navigate for families	% of CYP who have been involved in reviewing their own plans (ISP and EHCP) % CYP who feel safe in their local community % of children who report they have one good friend % of families of children and young people with SEND who report that they can access non-stigmatising help and advice in their local community. % of families who say that SEND support is clearly available and well-integrated within Best Start in Life Family Hubs. % of families who say the Local Offer is easy to navigate and understand.
Significantly improve the capacity of the partnership to work together to provide early help and specialist support, which is close to school and close to home (in geographical clusters of Experts at Hand/Advisory Networks and a Local Integrated Support Offer, aligned with the Health Locality Networks) and ensure a significant investment in inclusion and specialist bases in each cluster.	- A mobilised Experts at Hand/Advisory Network offer mobilised by 2027. - Inclusion and specialist bases in each geographical cluster. - Schools and settings report timely access to high-quality specialist outreach support, with increasing confidence in meeting the needs of children and young people with SEND.	- Improved % EHCP timeliness (20-week compliance and absolute numbers overdue) - Increased % of children in EET post KS4 and KS5 - Increased number young people taking a supported internship % of children achieving progress in EHC plans and ISPs - reduced % of children on a reduced timetable - Increased % CYP educated in local mainstream school % of schools and settings reporting that specialist outreach has improved their confidence and capability to meet SEND needs.
Ensuring that financial investment is effective and that there is strong value for money/financial controls, as we move to integrated commissioning between partners and PfA.	A SEND Integrated Commissioning Strategy and Framework for investment, which makes best use of finite resources.	- Evidence of improved financial controls - Reducing overspends on High Needs Block

We welcome the opportunity to further enhance the confidence of mainstream education colleagues 0-25 to meet the needs of a wide range of differing needs and aspirations. Redbridge families and partners have high strategic ambition for our SEND children and their families. Our detailed plan sets out the range of SEND reform development that we intend to deliver together.

Section 2 – Strategy

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

Local blueprint for the next 3 years		
Building Blocks	Where we are	Where we will be in the next 3 years
1. Strengthening inclusion across education settings	Inclusive Mainstream System foundations in Redbridge In summary, Redbridge benefits from highly committed education leaders across Primary, Secondary and Post-16 phases who deliver high quality education that enables most children in Redbridge to thrive. We have a number of highly committed education leaders evident in the number of children who are well supported, close to home as possible with mainstream inclusion of EHCPs (45%) and in Specialist Provision (4.4%) are both above national averages. Headteachers and College leaders have increasingly adapted their local provision to build inclusive SEND environments for children, but this would be significantly strengthened and benefit from greater consistency and strategic investment, informed by needs analysis. Redbridge demonstrates comparatively strong academic outcomes for most children and young people with SEND. Compared with national and statistical comparators, Redbridge has a lower number of tribunals and disputes than neighbouring boroughs. In addition, Redbridge has comparably less exclusions and suspensions and good attendance of children and young people with SEND. All these factors are indicative of an education system that is committed to inclusion of children with SEND and improving outcomes, with examples of school leaders encouraging inclusive culture and behaviours. Strengthening Inclusion Moving forward, Redbridge's Primary, Secondary, Post-16 and Early Years leaders have actively supported a vision for an Inclusive Redbridge System (founded on our UNICEF Child Friendly Borough commitments) and are co-designing an overarching Inclusion and Belonging Strategy to help our children be included and belong close to home. Redbridge is actively embracing the opportunity to bring our advisory expertise across Education, Health and Social Care together (see appendix 1 - Experts at Hand/Advisory Network model). We recognise the opportunity to bring the Best Start in Life (including Family Hubs) and re-design of Early Help under Families First Reforms, together, to offer integrated whole family support to children and families with SEND.	What Redbridge's system will look like in three years Inclusion and Belonging Strategy: In three years' time the shared co-design of Inclusion and Belonging Strategy for all children in Redbridge (from 0-25) will have been mainstream in school and setting provision and tailored to the needs of local children our settings serve, this will have been quality assured by School Effectiveness and Early Years Quality leaders to ensure that we are maximising opportunities for children with SEND to be identified early and supported close to home. The shared expertise of our schools and settings leaders will be available to our leaders in a shared Toolkit of inclusion (led by our sector leaders for our sector leaders). The lived experience training our children are leading for the SEND workforce will have increased the workforce's compassion, empathetic understanding, relational practice and confidence to make adjustments to include our children. Ordinarily Available Guidance: In close partnership with parents, caregivers and children, the co-designed advisory support to strengthen inclusion in schools and settings will be fully operationalised. The revised Ordinarily Available Guidance will be well developed and embedded, tested and refined for all age groups from Early Years to post 16 and the co-produced Local Offer will help our families to navigate the help and support available locally. This will include Family Navigators and the 'Family Connect' offer of non-stigmatising access for children, young people and families to SEND help and support in local communities (embedded in Best Start in Life Reform). This is a new offer. Integrated Support Model: The Early Help workforce will have been fundamentally re-designed and embedded into Family Hubs, and providing an integrated support model into Children's Social Care to proactively identify SEND needs early (across our whole system) and provide integrated support for families and dedicated SEND advice (embedded in our Children's Front Door) for voluntary, community and statutory partners that call for advice. Experts at Hand (Advisory Network) (see Appendix 1): this will be providing specialist advice (see below) that spans Education, Health and Social Care, in geographical communities, alongside offering universal

Family Connect: We recognise that, historically, the voices of children and families were not consistently heard or actively sought in shaping early identification and support. This is now changing. More than 100 parents and caregivers of children with SEND have co-designed this model, naming it 'Family Connect' and focusing on the importance of relationships *'of trust being at the heart of the delivery model'*.

Early Years take up (see Appendix 4): We also recognise that the take up of funded Early Years places for 2-year-olds is 60.4% is below the national average of 65.2%, which limits the opportunity for early identification of SEND needs and effective support. Our School Organisation Strategy evidences we have sufficient Early Years SEND provision to meet needs, but we need to utilise it better. Adaptations to Best Start in Life and co-design with families have designed community navigator roles into Best Start Family Hubs (VCS commission) to enable trusting relationships for non-stigmatising help and support for families.

SEND Needs Analysis (see Appendix 2): We also recognise that our analysis of need was insufficient to spot opportunities to support our system to meet emerging needs as early as possible. A detailed SEND needs analysis, identifying causal factors that require early help in local communities has been completed and has directly informed our planning. More significantly, children in our SEND Youth Forum have identified opportunities to train our workforce in the lived experience of SEND, building trusting and supportive relationships and providing adjustments in local settings that are child centred.

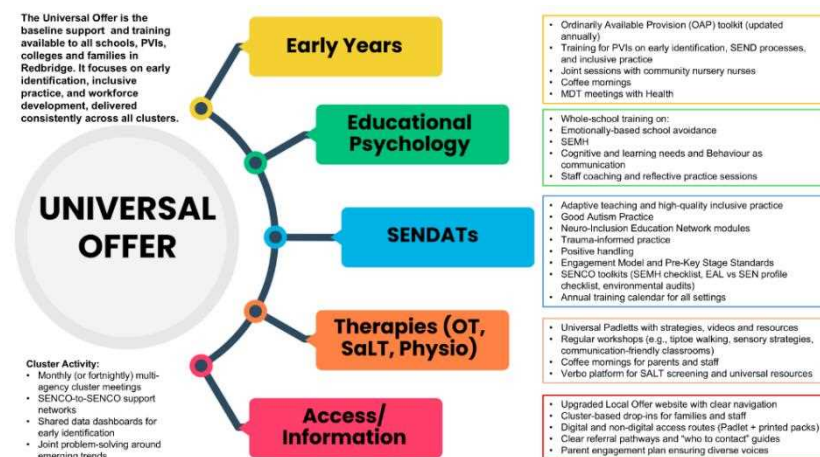
Local forecasting: We recognise a historic unmet SEND demand, local forecasts for the Reform plan are therefore mitigated. The level of historic unmet demand and need for families of children and young people with SEND means that whilst significant work continues to strengthen community trust and co-production; and partnership effectiveness; to ensure early identification of need and effective implementation of ISPs, a significant unmet SEND demand will continue to be evident in increases of assessment demand. This pattern of increased parental requests for assessments is also evident in requests since the Reforms were announced. This pattern of increased requests to assess by parents has been attributed by the ADCS as being due to the anticipation of the Reforms being announced, and a fear from parents that their child will not receive the support, or placement type

training and advice to all settings (aged 0-25). The geographical networks have been intentionally aligned with Health Networks to provide integrated support for meaningful inclusion in local communities to support our children to stay closer to home.

See visualisation of the Advisory Networks below:



¹ Please refer to page 1 in 'appendix 1' for a fuller view.



² Please refer to page 5 in 'appendix 1' for a fuller view.

¹ Slide 1 of Appendix 1: Experts at Hand (Advisory Networks) Model

² Slide 5 of Appendix 1: Experts at Hand (Advisory Networks) Model

they need, without having an EHCP in place before the Reforms are fully enacted. (see ADCS comment on surge in EHCP applications – [ADCS](#)). We will therefore need to work effectively as a whole system to build parental confidence in high-quality Early Help and to identify routes for early identification of SEND needs for our children and responses that enable mainstream settings to support our children effectively.

ICB Neighbourhood Working will be well established. Primary Care will have 'on-site' CYP Care Co-ordinators and CAMHS Community clinicians will be utilising integrated data to identify and work with families who require a systemic approach to meeting their needs. Primary Care will be maximising the opportunities that come from being a key point of contact for families to work with Borough colleagues in areas such as: increasing Health Visting contacts, identifying frequent emergency department attendees and supporting with Early Years and mentorship opportunities, increasing uptake of Early Years provisions with accompanying SALT support and identifying and addressing early emerging emotional wellbeing issues.

Wider offer of courses: Redbridge children will benefit from a wider offer of level 1 courses, and a more comprehensive vocational offer for children when they leave school including special schools (Redbridge School Organisation and SEND Integrated Commissioning Strategy). As a result, schools will be able to create bespoke curricula for individual children, and pathway plan for learners leaving school. This will enable them to thrive and feel a sense of belonging within a mainstream setting. The breath of the offer will ensure that it will be accessible to young people in their local area, reducing barriers to access as a result of anxiety about entering other areas of the borough.

Dispute resolution: Redbridge will have implemented a restorative relational system for listening with care to families at the first suggestion of concern or of dispute and maximise the opportunity for our children to belong in their closest school or setting. This will include introducing a dedicated dispute resolution role to enable targeted relational brokering with our SEND families, seeking clear understanding of a child's needs and brokering appropriate support for the child close to home, reducing unnecessary escalations.

Redbridge's children with SEND have captured the difference a whole system focus on inclusion and belonging will have on their lives which is:

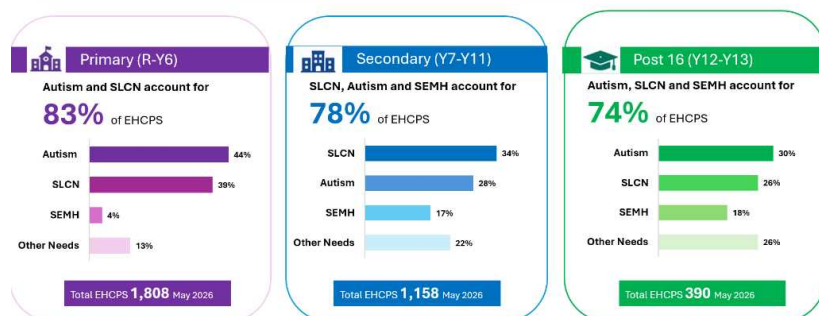
- My voice is heard
- I am healthy
- I am happy
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- I achieve, or exceed my potential

2. Access to specialist support and local placements Page 49	Redbridge's Foundations for Access to Specialist Support and Local Placements Redbridge benefits from some high-quality Special Educational provision and a range of high-quality advisory support services that lend themselves to the Vision of the SEND Reforms. Over the last year Redbridge's potential to collaborate across the strategic partnership has become more evident and has significantly progressed in the co-design of our Vision for Redbridge's children and young people with SEND, underpinning SEND Reform. Redbridge has a Special School offer that has been responsive to need and has enabled Redbridge to retain our children, closer to home, within the Borough. In comparator terms, Redbridge has far less children placed out of borough in specialist provision than all statistical neighbours. This provides strengths to build upon. In addition, Redbridge benefits from SEND tailored specialist teaching advisory support that most Local Authorities struggle to recruit to or sustain and provides an essential foundation for integrated specialist support (Experts at Hand/Advisory Networks). What is needed There is an excellent strategic commitment from the ICB, NELFT (community provider), Education and Social Care Leaders in Redbridge to reimagine specialist support as one integrated model (Experts at Hand) and to reimagine pathways for support for children (including new integrated Therapies re-design which is underway). There is also commitment through the emerging SEND Integrated Commissioning Strategy to jointly oversee the development of inclusion and specialist bases (based on SEND analysis of need and School Organisation Strategy) and the development of a new Special School resource, within our local community. In order to underpin efficient and effective local delivery, Redbridge has reached strategic agreement to co-design integrated specialist support spanning health, social care and education – reflected in a new integration of the Families First, Best Start in Life and SEND Reform with the design and development of ICB Neighbourhoods; and an emerging SEND Strategic Commissioning intentions and the Experts at Hand design (modelled on Health Networks to enable Neighbourhood Health integration). Redbridge's Primary, Secondary and College leaders have set out their strong strategic support of the progress Redbridge partners have made in this area and the Parent Carer Forum, EPT have confirmed to Redbridge's SEND Improvement Board their full support of this integrated thinking and planning.	What will it look like in 3 years for children and systems leaders in Redbridge Experts at Hand: The Experts at Hand model will add value of new provision for Education Leaders and families, including by the end of FY-27-28: - Educational Psychology will be appropriately resourced, with a 200% increase in budget compared to 2025-26. - There will be sufficient SaLT provision across the local area partnership, with investment increasing by 20% compared to 2025-26. This will be further supported by an integrated Therapies delivery model, focussed on the journey of the child through the system. - The investment in new resources will build additional capacity to identify needs early and provide effective early support to children, whilst also building the confidence of staff and settings. - The use of the HNB will be transparent, robustly monitored and evaluated and will be showing reduction in overspend as a result of more effective leadership and management of the budget - Placement forecasts will have been refined indicating less need for special school places and more provisions for inclusive mainstream (support and specialist bases) - Tribunal rate will continue to compare favourably to national averages - Capital spend on support bases and specialist bases EY-post 16 will be increasing compared to baseline - Children with EHCPs will reduce as ISPs are introduced to our system; and the time our children with EHCPs spend in Alternative Provision will reduce compared to the current baseline. - We will have a well embedded Quality Standards and Assurance Framework for specialist provision
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In particular, proposals for targeted specific specialist support for schools and colleges based on shared nature of child need has been very much welcomed by Secondaries and Colleges. Evidence indicates that mainstream schools and settings need particular support to gain the competence and confidence to meet the needs of children with Autism, 'SLCN' and SEMH. Redbridge's SEND needs analysis is directly informing investment of SEND Reform resources (see associated uploaded evidence of need and brief visual depiction below:

Autism, SLCN and SEMH are the core planning priorities

Across the system, SEND Demand is highly concentrated in Autism, Speech, Language and Communication Needs (SLCN) and SEMH. This provides clear evidence base for prioritising provision and investment while maintaining targeted sufficiency planning for smaller low-incidence need

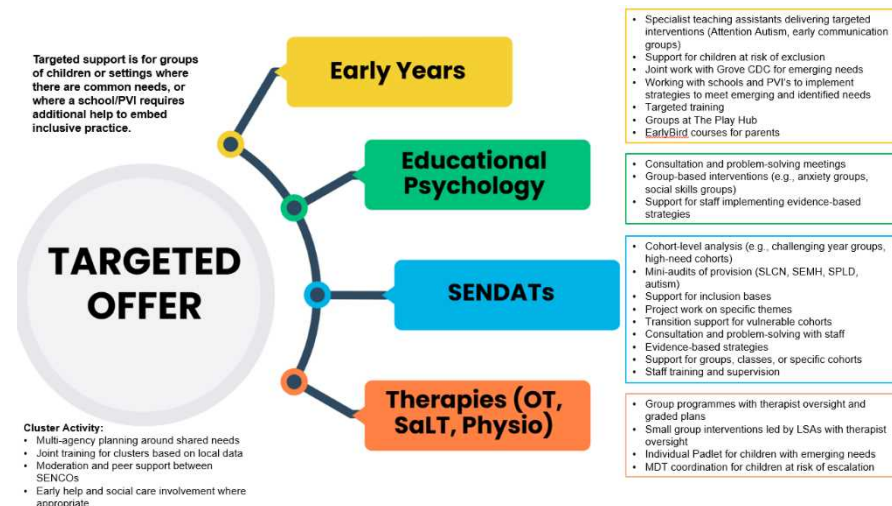


³ Please refer to page 5 of Appendix 2 - SEND Need Analysis

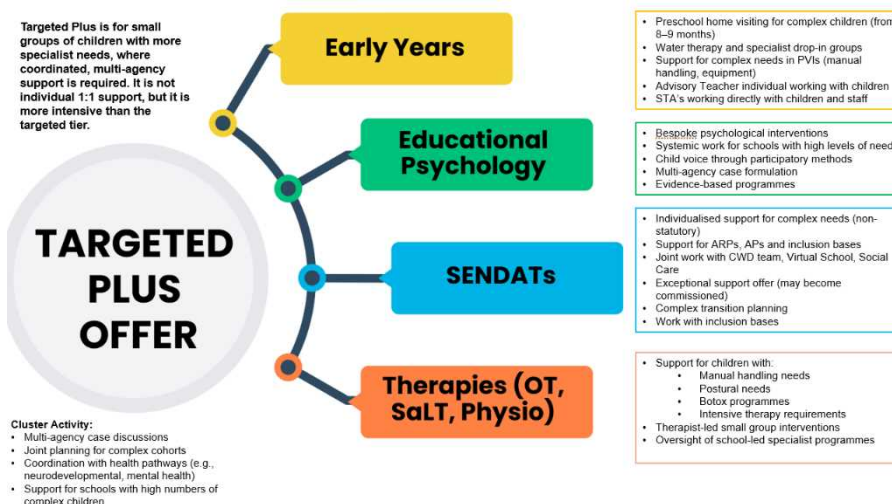
Identification of SEND needs for children is inconsistent and early identification of need under the age of 5 is essential to systems development. For example, the unusually high prevalence of 'SLCN' identified as and the low levels of SEMH being identified as primary need, and this is subject to prompt strategic review.

In order to meet the expectations of SEND Reform it is essential that the key resourcing gaps in Redbridge are added. Foremost in these gaps is the understaffing of Educational Psychology and the need to both integrate and grow the therapy offers. The significant strategic co-design efforts of parents and care givers and schools and settings leaders focused on SEND and AP Strategy development (see Appendix 5 SEND Reform Impact Measures).

The targeted and specialist offers from Experts at Hand/Advisory Networks are visually set out below:



⁴ Please refer to page 6 of Appendix 1 for a fuller view.



⁵ Please refer to page 7 of Appendix 1 for a fuller view.

³ Slide 5 of Appendix 2: SEND Need Analysis

⁴ Slide 6 of Appendix 1: Experts at Hand (Advisory Networks) Model

⁵ Slide 7 of Appendix 1: Experts at Hand (Advisory Networks) Model

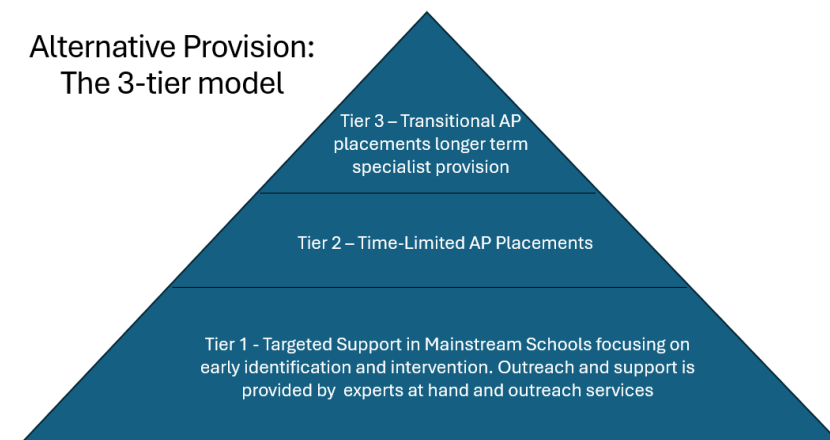
The emotional health system review will have enabled MHST and additional specialist mental health support to be integrated into the Advisory Model to provide much needed help for SEMH and the associated review of the Emotional and Mental health pathways will support a congruent emotional/mental health offer that enables children and settings to access specialist advice where this is needed.

Graduated Response guidance will focus on ensuring specificity of identification and prioritise supporting schools and mainstream settings to meet the specialist needs of children with Autism, 'SLCN', and SEMH and will ensure that the collaborative efforts of the partners to provide integrated support and advice to schools and settings will be realised in children's experience of high quality support close to home/in their local school. The rapid expansion of inclusion and specialist bases, embedded in each cluster (Experts at Hand), which are directly aligned with the Health Neighbourhoods will be realised.

Alternative Provision 9 (see Appendix 3): The 3-tier model of AP and an APST will be well embedded in Redbridge, enabling fewer children to attend PRUs due to the support given to mainstream schools. Ensuring sufficient tier 2 (time limited) Alternative Provision placements in the local area to ensure intensive support is available to facilitate children and young people being successfully reintegrated back into their mainstream school without delay; and sufficient tier 3 (transitional) placements in the local area to ensure longer term intensive placements for children who require a permanent change in their learning environment are readily available without delay.

The Alternative Provision and Commissioning Quality Assurance framework for SEND children's commissioning developments will directly inform high quality placements for SEND children and good quality specialist support for children. The co-produced vision and guidance of evidence-based approaches for support bases will be in place so that the support base offer is consistent and high quality across the borough. The expertise of colleagues in special schools and specialist bases will be shared and utilised to ensure continuous improvement in our specialist offer as well as upskilling mainstream colleagues.

Alternative Provision: The 3-tier model



⁶ Please refer to page 2 of 'Appendix 3' for a fuller view.

Specialist learning environments for post 16 SEN children will be expanded significantly with Level 1 and special school post 16 learning environments invested in (as set out in the SEND Integrated Commissioning intentions, SEN and AP Strategy and School Organisation Strategy). More young people with SEND will be undertaking apprenticeships and sustaining their EET choice post KS4 and post KS5 (embedded in SEND Integrated Commissioning Strategy and SEN & AP Strategy). There will be a more comprehensive offer for vocational training Post-16. The MAT CEO regular meeting with the Director of Education and SEND will be established to enable whole system integration and MAT CEO strategic support of SEN children's inclusion and access to specialist support systems.

3. System leadership, local partnership collaboration and co-production	Current Systems Leaders, Collaboration and Co-Production Developing a relationship of trust and meaningful co-production with families is essential to SEND Reforms. Recently, a Memorandum of Understanding for co-production has recently been signed between LBR and EPT, Redbridge's PCF. Co-production has been embedded into SEND Improvement structures and work programmes and significant resources and time has been invested in meaningful co-production. Recognising that relationships with parents and caregivers have previously been very strained in Redbridge. EPT have been actively involved in the design of Experts at	What it will look like in three years' time The embedded co-production agreement will have been developed in partnership with parents, carers children and young people which reflects the NHSE co-production guidance will have led to the embedding of new co-designed services and support, including the Advisory Networks (EAH) integrated model, a new Therapies model and the transformation of Neurodivergent and emotional/ mental health system; as well as child-led workforce development for professionals.
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⁶ Slide 2 of Appendix 3: Alternative Provision: The 3-tier model

Hand model and Vision for SEND Reform and the SEND/AP Strategy. Children and Parents/caregivers have voted on their preferred vision wording and children and young people through structure co-production have provided a vision for Preparing for Adulthood and life outcomes, which has been embedded in strategic planning and documentation. Representatives of the children and young people's co-production work met with the SEND Improvement Board on the 12th June to talk about embedding child voices at the SIB, including child-led design of SEND workforce training.

LBR's new Director of Education and SEND has been acting as Systems Convenor since the 1st April 26, this is a relatively recent change but has led to marked systems improvement in a short period of time. This improvement includes active co-design of SEND Reform design with the health economy and multi-agency partnership leaders and new SEND Integrated Commissioning intentions (spanning ICB and Local Authority commissioning functions).

In order to support the systems conditions in which the integrated workforce can thrive, shared analysis of children's needs has been initiated with social care leaders and has enabled an integrated design of the Early Help revised offer to include SEND early identification. This spans Early Help (SEND Reform, Best Start in Life and Families First), to focus our whole system on the early identification of SEND.

What's next?

Whilst Redbridge benefits from a relatively high number of maintained schools, systems design conversations have commenced with Multi Academy Trust CEOs laying a foundation for the potential to build a MAT CEO network. In particular, significant work is needed on developing data analysis, understanding and intelligence to inform systems transformation with meaningful evidence.

Redbridge recognises that the local area inspection identified significant weaknesses with co-production and communication and improving these areas for priority action. Whilst significant efforts have been invested in co-production, building trust takes time and consistent leadership.

Relationships between Redbridge Council and schools leaders have been strained for several years, and whilst the recent systems convenor role undertaken by the Director of Education and SEND has significantly supported rapid improvements in co-design and whole system working, these efforts must be maintained and maturity must be grown together to maximise

Building on the specific co-production focus on the SEND Operational Board and focus on each thematic group embedding co-production, we expect to see all members to have been trained in co-production.

Data dashboard: A regular data dashboard, to compare the experiences of children with SEND in Redbridge and the SEND peers nationally and across London, with a focus on impact and outcome changes for children will be routinely reviewed monthly by all systems leaders.

Working effectively with MATs: CEOs will have been established, with Redbridge supporting to enable MATs to incorporate the local areas vision, principles and practice into academy schools in the borough. A new Trust structure for formerly maintained schools in Redbridge will be in place in Redbridge, enabling a whole system schools effectiveness model that focuses on the inclusion and belonging and high standards for all children, with specific focus on SEND children.

The whole system strategic Reform (Health Neighbourhoods, Families First and Best Start in Life integration) will enable investment in voluntary and community leadership through community commissioning. This is essential to respond to the lived experience of parents/caregivers and children regarding relationships of trust and trusted advisory support in local communities. This will be supported by 'You Said We Did' evidence of progress, published annually, for the assurance of local people in Redbridge's community to support the ongoing building of trust.

	the strengths of Redbridge's systems to improve outcomes for children. Similarly, the whole system strategic thinking and planning, encompassing voluntary, community and faith sector leadership has the potential for significant strengthening.	
4. Encouraging inclusive culture and behaviours	Redbridge's Foundation for Encouraging Inclusive Behaviours and Culture Redbridge has lacked clear strategic approach to Inclusion and Belonging, signed up to and supported by all settings and schools. Schools in Redbridge benefit from above average levels of SEND investment and there are some well-resourced aspects of advisory or specialist resource provisions in Redbridge that provide a foundation for future Reform vision and improved outcomes for Redbridge's children and young people with SEND. Where next? The consistent and effective investment of top-up funding is essential to support meaningful inclusion across the system, but this must be balanced by strong checks and balances on value for money. External review of Redbridge's High Needs Block funding arrangements is underway and controls of High needs Block have significantly increased in this recent period, with support from DfE Advisors, to fully enable this in the future. As highlighted in SEND Inspection, there is a lack of a joint commissioning strategy. Effective use of integrated health, care and education resources is essential to the next steps for Redbridge and has made a strong start in recent months. Preparation for Adulthood: There is an urgent need for the local area partnership to work more effectively together to develop and coordinate an accountable approach to better Prepare for Adulthood; and both Executive Director of Children's Services and Director of Adults Services support has been confirmed to support the financial and systems conditions in which this can best improve at pace and clear systems accountability can be well supported.	Where will we be in three years? Redbridge's strategic investment in a whole community Inclusion and Belonging focus (UNICEF Child Friendly Vision) will have enabled the whole system and our local community to support a culture of inclusion and have embedded behaviours that enable this. The Integrated SEND Commissioning Strategy will have enabled the Health, Education and Care system to have one overview of the priorities for SEND investment and transformation to support inclusion in local neighbourhoods, settings and sufficient workforce expansion to provide meaningful Early Help. A complete review of the funding arrangements for children with SEND: including the notional SEND budget, place funding and EHCP top ups, will have led to consistent, transparent funding arrangements, that enable settings to meet the needs of children effectively whilst ensuring fiscal prudence. More importantly, this integration will enable clear oversight of efficient use of resources, informed by a nationally benchmarked set of SEND financial investment arrangements that are well embedded and supported by strong financial controls. High Needs Block: The extensive High Needs Block Review will have led to robust controls on the spend in the HNB, providing assurance for the HNB stability grant. A comprehensive local area partnership preparing for adulthood strategy will be tested against a clear Outcomes Framework for our children transition to Adulthood, to enable an ongoing learning community and continuous improvement cycle. There will be clear pathways to Adulthood for the range of learners with SEND, with clear information about roles and responsibilities to provide advice, support and services. In addition, families will be clear about the potential pathways when YP leave their Post-16 Setting. These mature systems conditions will have been directly supported and overseen by the SEND Improvement Board, in which all partners at the most senior level and elected members, sit beside parents/caregivers and children to ensure transparency, accountability and integrated governance.

Success measures	Baseline	Target Metrics
We have identified measures from the data template attached. Our success measures also include the success/ impact criteria and the indicators of change discussed in Section 1: vision and goals. Together, these hold the local area to account to implement both the spirit, and the operational activity required, to make the government SEND Reform plans a reality in Redbridge. Below are some example indicators: these and others are discussed and exemplified through the remainder of our documentation submitted.		
There will be an increased spend on mainstream, non-specialist placements	£ 23.419m	£ 31.839m
Increased number of mainstream specialist bases for children	216	280
The number of FTE therapists and EPs, and spend on therapists and EPs increases, subject to national recruitment challenges	FTE 82 / £5.188m	FTE 114 £8.341m
An increasing proportion of CYP with SEND report that they feel included and actively participate in activities and opportunities within their local community. "I am included and active in my local community"	Baselining activity currently underway	% of CYP who have been involved in reviewing their own plans (ISP and EHCP)
A clear Local offer that is easy to navigate for families Baselining activity currently underway	Baselining activity currently underway	% of families who say the Local Offer is easy to navigate and understand. Non-stigmatising help and advice for families of children and young people with SEND available in local communities and integrated with Best Start in Life Family Hubs
Schools and settings report timely access to high quality specialist outreach support, with increasing confidence in meeting the needs of children and young people with SEND.	Baselining activity currently underway	% of schools and settings reporting that specialist outreach has improved their confidence and capability to meet SEND needs.

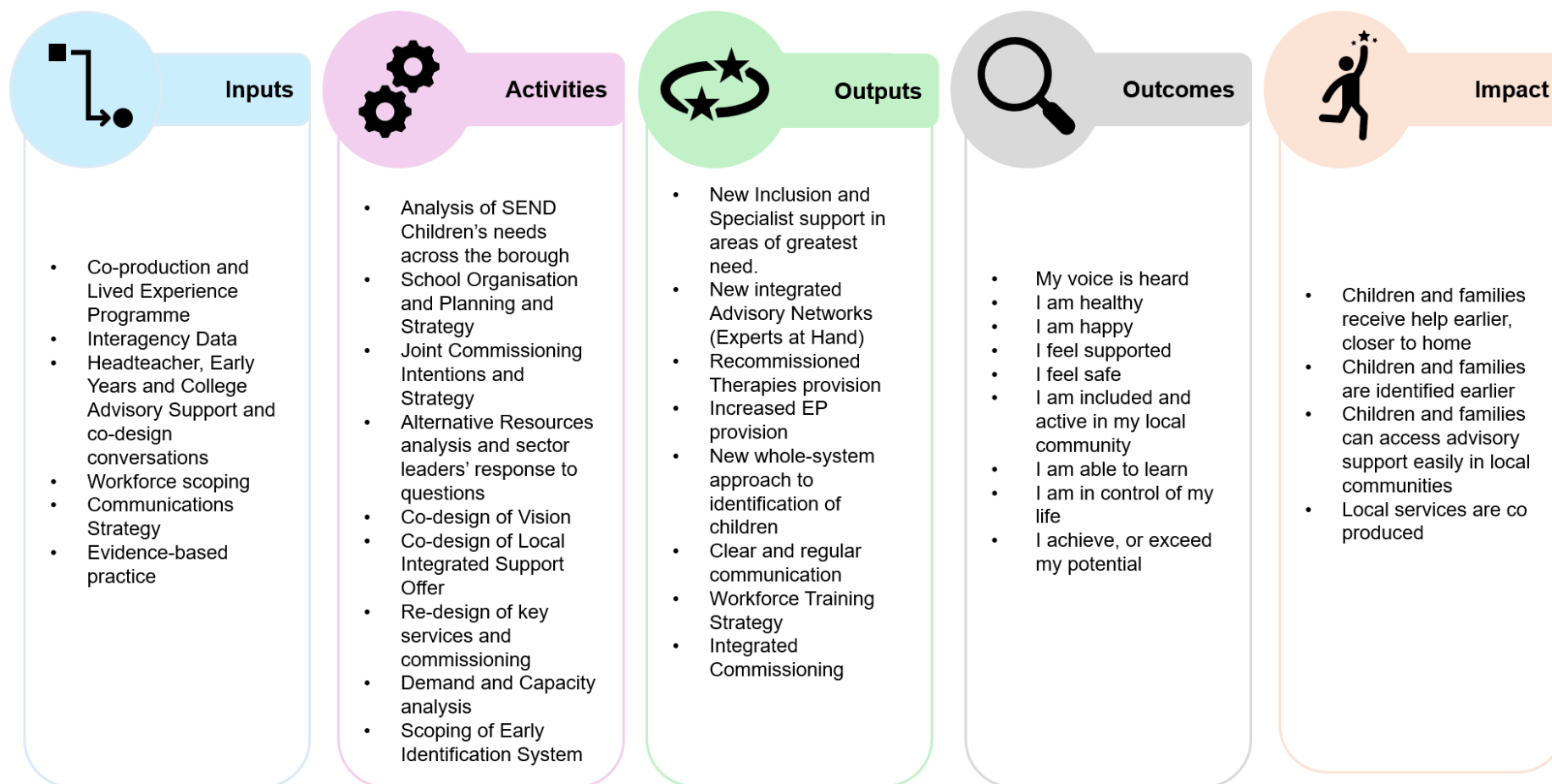
3. What is the local area partnership's strategy for delivering on the above?

Redbridge's strategic approach to delivering the SEND Reform ambitions is summarised below in the associated Logic Model, to ensure that outputs and improved outcomes for children and families are a clear focus of Redbridge's Reform and change.

The detailed plan associated with this Reform submission sets out our partnership strategic approach to delivering this change. In summary, the foremost aspects of this strategic approach are supported by the partnership's co-design of the associated SEND and Alternative Provision Strategy (co-designed with Headteachers) and the following SEND Reform specific priorities, which can be summarised as:

- An embedded focus on co-production, communication, collaboration and trust building with children, parent and caregivers and local systems partners (spanning relevant voluntary, community and faith sectors, in addition to statutory partners) - to ensure lived experience and the co-design of changes for SEND families start with the voice and experience of children and parents/caregivers. Careful listening to lived experience is the foundation of systems change in Redbridge.
- In order to build an Inclusive Mainstream System, the Experts at Hand Model (Advisory Networks), will provide the foundation for early identification and proactive support of SEND needs spanning Early Years, Primary, Secondary and Post-16 learning environments. This will be further supplemented by aligned Best Start in Life non-stigmatising access to support and advice for families and young people, founded on relationship of trust, in the community; and through the re-design of Early Help with Families First Reform leaders and Best Start Leaders to focus effectively on SEND early identification and integrated support (embedding Integrated Support Plans) and underpinning Inclusion Bases.
- Specialist support for children that need it, relies on EHC timeliness improving to be at least in line with national averages and quality assurance will show that the EHCPs are meaningful and make a difference to children and families. The Experts at Hand (Advisory Networks) outreach, enables a space for specialist provision to outreach into our system; alongside the co-design of increased specialist bases in response to the School Organisation Strategy and SEND demand analysis.
- Building efficient and effective local delivery starts with implementing the foundations of a clear local offer, linking our local services spanning health, care and the wider voluntary, community and faith sector workforces together. This is further supported by the development of ordinarily available guidance, exemplifying universal, targeted and targeted plus approaches, will have been co-produced with schools and settings for ages 2-25; and an associated universal, targeted and targeted plus training programme. The Experts at Hand offer (Advisory Networks) has been specifically designed to maximise and integrate education, health and care resources, and wider specialist teaching expertise, to provide effective integrated support to Early Years to post-16 settings, following the journey of our Redbridge children. The introduction of the three tiers of Alternative Provision in Redbridge, against our analysis of SEND need and listening to families, will further improve access to integrated help closer to home for our children. The three-tier model will have a clear impact on an increasingly inclusive mainstream system.
- Preparing for Adulthood will begin early; develop around young people's aspirations; have transparent pathways for different needs and aspirations of learners; and have clear roles, responsibilities and accountabilities for each partner.
- Integrated commissioning ensures the right help at the right time; and the right setting to enable children to thrive with a focus on meeting needs in a mainstream setting.
- High quality data will be the basis of continuous improvement in the local area, and facilitate the co-production, co-design, and refinement of services for SEND families.

A visualisation of this strategic approach, within a Logic Model format, follows here:



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

This has been provided as an attachment within the final submission, titled *‘Redbridge SEND Maturity Matrix’*.

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

Local roadmap for the next 3 years		2026/27 - Mobilise, test and assure	2027/28 - Scale, embed and commission	2028/29 - Evidence impact and sustain
Strengthening inclusion across education settings				
Core requirements: Effective practice: universal offer; EY; Post-16 Effective partnerships Effective co production Enablers Capital – investment strategy mainstream Data/digital systems	Inclusion and Belonging Strategy (0-25) co-design and implementation Toolkit development with education settings		Toolkit implementation and sharing of inclusion practice across education settings	Expansion to community implementation including across place planning, social value
	Co-production of Ordinarily Available and Graduated Response Guidance , pilot, refine		Piloting and refinement continue Wider systems across the partnership aligned to the OAG (e.g. evidence of OAG for EHCNA assessment) Soft launch of OAG in a small number of volunteer schools Training to schools on OAG	Full launch with all schools Wider systems fully aligned
	SEND needs analysis: Mapping of need, age, location and provision undertaken, analysed and action plan started.		Exercise redone to check for any amendment needs.	Exercise redone to check for any amendments needed.
	Local forecasting: Deep dive of EHCs to refine forecasting of specialist places in the light of the reforms. Forecasts adjusted.		Sampling checks consistency in the identification of children needing specialist settings in the light of the Reforms Partnership with other local authorities to learn together.	Clear transparent threshold information for all stakeholders including parents is available and reflected in the OAG.
	Specialist bases & Support bases: Begin negotiations for the development of specialist bases in schools and support bases based on mapping and EHCP review, particularly for children with Autism, 'SLCN' and SEMH and for children aged 0-5 and post-16.		Builds and modifications begin first new specialist bases and support bases open.	Expand specialist provisions and support bases further, in line with the needs of children and focussing on children being educated in their own community.
	Partnership SEMH, ND and complex trauma pathways review completed and actions identified		Development of the pathways with evaluation, including from parents, carers and children embedded into the delivery Pathways adjusted/ enhanced in the light of the feedback.	Pathways fully launched and impacting on the identification and outcomes of children with SEMH.

Page 66	Early Years review completed and action plan developed	Actions from the review are addressed and new ways of working begin. Evaluation, including from parents and carers, embedded. Refine based on feedback.	New ways of working to promote excellent outcomes for EY children are becoming embedded with sign of improved outcomes
	Dispute resolution: disputes mapped and partnership working, informing how they can be resolved earlier through operational changes. Dedicated dispute resolution role. Implementation and training, including staff and schools.	Embedding and refine based on feedback	Embedding and refine based on feedback
	Wider offer of courses: planning for post 16 range of vocational opportunities; co-design with secondary and college leaders. Proposed offer(s) confirmed; capital needs and adjustments to premises identified. Commissioning of new providers/ re-negotiation of existing providers.	Emerging offer in place by September 2027	
	Experts at Hand/ Advisory Networks – see below		
Access to specialist support and local placements			
Core requirements: Effective practice: universal offer; EY Effective partnerships Effective co production Enablers Workforce Data/digital systems"	Advisory networks (Experts at Hand) established: school clusters as per diagram, initial professional teams. Focus clearly targeted on enhancing Early Help, Early Identification, Early Intervention and supporting mainstream settings to meet the needs of Autism, SLCN and SEMH using evidence-based strategies from SENDATs. Strategic working with health in localities is brokered including robust system links with GP based CYP Care Co-ordinators, Community CAMHS clinicians and LD Keyworkers.	Model refined as necessary. Professional teams expanded as new staff are recruited e.g. EPs and therapists. Collaborative working between education health and social care develops further in the advisory networks: opportunities for innovation will be established to enhance mainstream inclusion and early identification. These approaches are piloted and reviewed. School clusters begin to learn from each other.	Full professional advisory teams in place Impact of the advisory networks begins to emerge. Majority of schools are engaged with the advisory networks and actively participating in the clusters. Team begin to expand their remit to work in communities as well as education settings.
	SENDATs model reviewed and a team to support whole school inclusion established. Test and learn evaluation of the new service.	Whole school inclusion team encourages wide engagement from schools.	The majority of schools are engaging with whole school inclusion advice. A range of inclusion audits for settings are seen locally as business as usual. Settings are supported and challenged

			by their local Advisory Network to address any areas for improvement, as well as share with other setting examples of good practice.
	Recruitment begins to enhance the capacity of the EPs to complete statutory functions and support the Advisory Network (Experts at Hand).	Staff strategically deployed to Advisory Networks to expand the professionals in the networks.	EP service is fully staffed to complete statutory work and be key professionals in Advisory Networks.
	Best Start Inclusion Practitioners recruited and inducted.	Evidence of impact of the roles will begin to emerge.	Evidence based practice embedded by Best Start Inclusion Practitioners and impact clear.
	Co-produce best practice guidance for support bases in mainstream settings and pilot in 3-6 settings (aim to create one support base in each school cluster). This work will be mapped against Health Networks to support integrated commissioning.	Support bases expanded with the bases following the local best practice guidance.	Locations of support bases reflect local need Practice and use is consistent.
	Ways of SEND support services, Advisory Networks, and school improvement working together to plan to provide support for individual schools are developed. Approach piloted and refined as necessary.	Joint service planning for schools launched with feedback from schools evaluated.	Joint planning for schools fully embedded with evidence of having impact on enhancing mainstream inclusion.
	Current offer and needs of EAL learner new arrivals are mapped, evaluated and a gap analysis completed. Proposed pathways are piloted.	Pathways are fully launched. Emerging impact.	Pathways are embedded and can demonstrate impact.
	Current partnership training offer across schools and settings is mapped, gap analysis completed taking into account feedback from schools regarding current offer. Evaluation of how to maximise the expertise of colleagues in specialist settings.	Refreshed partnership training offer developed which provides a cohesive menu from across services for mainstream settings, including opportunities for bespoke training for schools and clusters.	Majority of schools and settings are accessing the training offer
	Alternative Provision: Complete review of AP in the borough. Reimagine the system in line with the three-tier model whilst also maximising the expertise of SEND and AP support teams in the LA and the Advisory Networks for Tier 1 support. An AP offer that is broader than PRUs will be scoped and begin to be commissioned.	Redesign of the AP system locally implemented (including the expansion of the wider AP offer) and new ways of working begin.	Impact of the redesign is beginning to emerge. Schools and settings are accessing the offer appropriately and creating bespoke packages with their pupils. An APST is established supported by the partnership with the full range of professional expertise.

	ICB plans investment in therapy services to ensure that there is sufficient support for Advisory Networks.	Investment begins and support to Advisory networks increases.	Advisory networks are supported to effectively utilise capacity with therapists via the ICB and begin implementation planning for the new Therapies Model (focused on the journey of Redbridge's children).
	The Short Breaks Framework contributes to early help by providing timely, preventative support that builds children and young people's independence, confidence and social skills while reducing isolation. It strengthens family resilience by giving carers planned breaks, helping sustain caring arrangements and avoid crisis. Through community-based activities, targeted support and transition preparation, it supports inclusion, promotes positive outcomes, and intervenes early to prevent escalation to higher levels of need.	The Short Breaks Framework continues to contribute towards preventative support and inclusion, preventing escalation.	The Short Breaks Framework continues to contribute towards preventative support and inclusion, preventing escalation.
System leadership local partnership collaboration, and co production			
Core requirements: Effective partnerships Effective co production Enablers Workforce Data/ digital systems	SEND and AP network is established and its ways of working are co-produced with parents, carers, children.	SEND and AP Network grows and it beginning to be used as a key mechanism for co-production with parents, carers and children. Services and stakeholders begin to capitalise on the resource.	The SEND and AP network enables parent carer and children voices to be at the heart of SEND activity in the borough.
	A co-production agreement is developed and agreed.	Staff at all levels across the SEND system, including schools and settings, will have been trained to use the co-production agreement at strategic, operational and individual levels, including when developing EHCPs and ISP.	There is evidence of the co-production agreement being widely reflected in the work of the local area. The commitment to it drives engagement from services with the SEND and AP network.
	Data dashboard of outcomes from schools and settings created and the academic year 2025-26 data is included and updated. It is used by the SEND and AP executive board.	Data dashboard of outcomes from schools and settings is updated and academic year 2026-27 data is included. Its use expands to include the SEND and AP operational	Data dashboard of outcomes from schools and settings is updated and academic year 2027-28 data is included. Its use expands to include the schools, settings, services, and is accessible to stakeholders on the Local Offer.

		group and Reform workstreams.	
	Working effectively with MATs: Senior Leaders form relationships with the national leaders of MATS via regular shared update meetings. The vision of the local area for SEND is shared and enhanced resulting from these relationships.	There is emerging evidence that engagement with MATS at a national level is encouraging consistency with local expectations with schools in the borough who are in these MATS. Three-way communication (LA, national MATs and local schools) and learning enhance practice and the effectiveness of the local area even further.	MAT schools in the local area work constructively with the local area and engage with advisory networks and participate in learning within, and amongst, clusters.
	A task and finish group is established with schools, settings and the LA to design the vehicles and methods for communicating effectively with schools; engaging with schools; and co-producing with schools.	The design of the communication arrangements with schools by the LA are being used consistently with evidence schools are finding these useful The arrangements for engagement and co production are attracting a range of schools and settings to participate.	Communication arrangements are consistent and embedded There is a wide representation of schools at engagement and co-production opportunities this includes all types of settings and participants enhancing the work of the local area.
	SENDATs sessions are offered in the health locality hubs. Evaluation is positive.	Sessions are offered in clusters and individual schools. Evaluation is positive.	Sessions are increasingly requested by schools, settings, clusters and community groups. The proportion of positive feedback continues to grow.
	Local Offer coordinator will continuously evaluate the accessibility and content of the local offer, mapping local services in collaboration with partners and responding to feedback.	The new Local Offer will have been co-produced in partnership with families and updated. Mechanisms and accountability of partners to keep sections of the local offer updated will be co designed. A wide range of channels for advertising and linking to the local offer will have been established.	The local offer will contain up to date information. More visits to the local offer page will be happening as a result of greater awareness There will be a 16-25 offer designed by young people.

	Dispute resolution: Training in dispute resolution will be provided for schools, settings and the SEN team. The training will include reference to learning from tribunals and mediation. Multi Agency training will include Social Care and Health managers, and key individuals in order to ensure a pro-active approach occurs prior to escalation to a Tribunal.	The resolution of disputes prior to mediation or registration at tribunal will form a performance management target for staff at all levels in the SEND team. SENCO networks will offer a session in every meeting on dispute resolution techniques.	The number of cases going to mediation will decrease as a result of early dispute resolution. The tribunal rate will remain below national average. Dedicated dispute resolution advice will be provided to schools via the advisory networks.
Encouraging inclusive cultures and behaviours			
Core requirements Effective practice: Post-16 Effective partnerships Effective co-production Page 64	Refreshed governance will be put in place. Early Years settings will have representation on the SIB.	The refreshed governance will be able to demonstrate emerging impact at SIB and SEND and AP operational group on increasing the pace of improvement for SEND and AP in Redbridge. Minutes will begin to show partners challenging and supporting each other to improve activity in relation to SEND and AP.	Members of School Forum ask probing questions to ensure transparency and challenge with a context of collaboration and trust between schools and the LA. Schools are confident that the school forum can provide assurance in relation to their remit. The forum is recognised as making a positive contribution to the performance of the local area partnership.
	School Forum governance, effectiveness and oversight reviewed based on learning from other local authorities. Members receive training in SEND, AP and the reforms. Terms of reference cycle of meetings and agendas refreshed. Code of conduct developed for new and existing members to commit to.	New ways of working in the School Forum enables members to identify training needs. As a result, the challenge and support of school forum develops.	
	Integrated Commissioning Strategy: The development of the integrated SEND commissioning strategy is undertaken by a partnership working group. The strategy incorporates learning from a review of partnership work for children with multiple complexities. SIB approve the final version. Our design of therapies offer is undertaken using the approach outlined in the strategy. A review into SEMH, ND and complex trauma is scoped.	Recommissioning of therapies is undertaken. SEMH/ ND/ CT redesign is completed and recommissioning begins. Wider commissioning and recommissioning begins in line with the strategy.	All commissioning for SEND and AP now reflects the integrated commissioning strategy. Services and offers, including the Advisory Networks are appropriately resourced as a result of partners working together the provide the support settings need to enable mainstream inclusion, and for families to have positive lived experiences.
	HNB Review: A comprehensive externally commissioned HNB review will be completed with clear actions identified including developing	Addressing the actions identified by the review, the spend in the HNB will begin to	The HNB will be fully compliant with DSG and financial requirements. There will be full grip on the budget and there

	consistent transparent funding for children with EHCPs.	be more transparent and there will be more confidence in the accuracy of information and grip on the budget. In line with new arrangements for transparent consistent funding of EHCPs, spend on EHCP top ups will be more predictable.	will be high assurance in relation to the HNB stability grant.
Enablers Workforce Data/digital systems Page 65	Preparation for Adulthood: The current offer locally for PFA will be mapped and evaluated, including by seeking feedback from families. Pathways for all children and young people with SEND (mainstream, support bases, specialist base, special school, AP, not in education, and those eligible for support from Adult Social Care) will be conceptualised. All SEND young with EHCPs (from year 9) and others considered as being at Risk of NEET (from year 10) will continue to receive individualised Careers information, Advice and Guidance (IAG) from level 6 trained Redbridge Connexions Advisers.	Mainstream settings will be supported to meet the needs of children and young people with SEND Post-16. The Preparing for Adulthood Strategy will reflect commitment, and roles and responsibilities of all partners. It will set the expectation that PfA must start early, and that independence should be promoted from the earliest years. Clear pathways for all children and young people with SEND to prepare for Adulthood will be available for families. Regular sessions for families to access advice and guidance will be provided by the partnership, helping to build greater parental satisfaction and confidence in the system. Monitoring of parental requests will begin, ensuring the partnership has a clear understanding of what families are asking for and how well the system is responding. Monitoring will be ongoing, forecasts amended and KPI targets updated as necessary, supporting continuous	There will be evidence that the partnership is working in ways that reflect the PFA strategy. The proportion of eligible children who start to receive support from ASC on their 18th birthday will increase. Families will report increased confidence in preparation to adulthood and will know where to go for help and advice. Outcomes will improve. Young people who leave education between the ages of 18 and 24 and require a reassessment from Adult Social Care will have this carried out in a timely manner.

		improvement and strengthening parental trust over time.	
	The SEND and AP commissioner will investigate the gaps in the education, employment and training needs of post-16 children and young people with SEND. The commissioning activity required will be scoped. A market analysis will be conducted. Commissioning for the new offer will begin.	Providers will continue to be commissioned ready for post-16 learners to begin access in Sept 2027. Commissioning will focus on increasing the Supported Employment and apprenticeship offer and having a wider choice of vocational training which delivers level 1 qualifications including functional skills, employability skills and having flexible entry points. Settings will be supported to meet the needs of children and young people with SEND who are post-16 and particularly those Social and Emotional Health Needs, making it difficult for them to access Education and training.	More children and young people with SEND Post-16 will be accessing and succeeding in apprenticeships, supported Employment and other training. More children will participate in vocational courses Post-16, where they will succeed and sustain their engagement. Outcomes for all young people 19 to 25 with SEND will be tracked so that successful outcomes for this group of young people can be measured effectively.
	The current workforce development available in relation to SEND across the partnership including schools will be mapped and evaluated. A strategy and training offer will be developed that will aim for the local area to have consistent, shared training for staff that upskills them not only in relation to SEND and AP but also in the expectations of the reforms.	The strategy will be launched, and the training offer be rolled out across the partnership. Staff will be expected to participate in a mixture of compulsory, role specific and personal interest training in SEND. Staff will have been trained in the expectations of the Reforms and understand how they can contribute in their professional practice to promoting greater mainstream, local inclusion.	There will be consistency in the knowledge and understanding of staff across the partnership at all levels in relation to SEND. Evidencing the impact of the training will form part of line management conversations. Best practice examples of implementing the training to improve professional practice will be shared. Partnership recognition will be given to the colleagues who provide these examples.

Success measures <i>Drawing on metrics from the accompanying data template</i> <i>E.g.</i> <i>Improve attendance of pupils in all maintained schools (mainstream and special) with SEN</i> <i>Reduce spend on ISS places</i> <i>Increase # children and young people supported by Education Psychologists/SALT/OT in maintained provision</i> <i>Improve overall effectiveness of provision</i> <i>NEET data</i> <i>Leading indicators</i>	As indicated in the Local SEND Reform plan Data template, and the associated assumptions, we anticipate minimal improvement on the indicators in this data template. We are not predicting impact on the data template measures until 2031, in line with the DfE's own projections. However, we do anticipate increased spend on key professionals such as SaLT, OT and EPs. In addition, we do expect to see improvement on the majority of local measures detailed in Section 1: indicators of change.	As examples, we anticipate: • a reduction in the rate of overspend in the HNB • increased spend on all types of local specialist provision as new places are created • increased spend on mainstream only placements • continued increased spend on key professionals We also expect further improvements for our 'indicators of change'.	As examples, we anticipate: • continued reduction in spend in the HNB • further increased spend in all types of local specialist provision with more places created • further increased spend in mainstream post 16 provision • stabilising the spend on 'other' • continued increased spend on professionals We also expect continued improvements for our 'indicators of change'.
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6. What will the local area partnership deliver in the first year?

2026-2027 Local delivery action plan Mobilise, test and assure							
2026-27 Local delivery plan		Q2		Q3		Q4	
Workstream outline Outcome - what you want to achieve with this workstream Success measures – how you measure progress drawing on metrics from the accompanying data template	Responsible lead per workstream - accountable for the delivery of the workstream and the identified outcome.	Milestones per workstream What key milestones will enable you achieve your targeted trajectory	Target trajectory per workstream Where do you expect your data to be?	Milestones per workstream What key milestones will enable you achieve your targeted trajectory	Target trajectory per workstream Where do you expect your data to be?	Milestones per workstream What key milestones will enable you achieve your targeted trajectory	Target trajectory per workstream Where do you expect your data to be?
Strengthening Inclusion across education settings							
Inclusion & Belonging Strategy		Inclusion and Belonging Strategy (0-25) co-design and implementation	No change at this point	Sector toolkit development with education settings Sector-led Toolkit launched (22 September 2026)	No change at this point	Implementation planning. Sector-led Toolkit operational and embedded as a working model (March 2027)	No change at this point
Local forecasting: EHCP requests from parents		Clear SEN and EHCP data dashboard implemented and daily, weekly and monthly management monitoring established Regular and exception reporting provided to the SEND and AP operational monitoring group on a monthly basis Escalation to SEND and AP board if numbers look to be having an demonstrable effect on forecasts The number of children waiting for EHCP assessment for over 30 weeks reduces further.					Forecasts refined in the light of tracking of parental requests; and EHCP deep dive Draft change to the capital investment strategy.
Ordinarily Available and Graduated Response Guidance		Project lead for the development of Ordinarily Available and Graduated Response guidance identified. Approval for the release of capacity from across the partnership will be approved by SIB		Ordinarily Available Guidance structure and design reach first draft phase for review by the Communications and Coproduction working group. All leads will be expected to co-produce with parents, carers, children		Further testing will continue as more areas of OAG are developed Ongoing refinement and amending in the light of test and learn of the OAG will continue and be informed by national best practice. Revised	

		A steering group will be established with representatives from all stakeholder groups and settings Volunteers for trialling and piloting will be requested via SENCos and HTs, partnership with Redbridge Education Partnership and Primary and Secondary Headteachers agreed to test and refine the guidance Coproduction and Communications working group will undertake a compare and contrast activity of other LA OAG, and consider how to develop and align Redbridge's version with the Reforms		Priority areas for development will have been identified, and testing will begin in schools.		SENDAT's training offer to be launched in response to the revised guidance.	
SEND needs analysis		Completion of mapping (of age, need, provision and location) exercise by Sept 2026.		Refine in the light of parental requests and EHCP deep dive.		Refine in the light of parental requests and EHCP deep dive as well the agreed spend on capital money.	
Deep dive of EHCPs to find number of complex vs mainstream suitable						Waiting until greater confidence in data Review completed and numbers calculated for suitability for special school/ specialist bases/ support base/ mainstream. Forecasts amended to reflect the reforms move to only complex need being placed in special schools.	
Effective spend of capital money		Overarching capital development plan, as a subset of the School Organisation Strategy and geographical mapping of SEND need, to be completed. Analysis of the age, need, provision and location of priority development area to be identified and discussed with partnership. Engagement with schools and settings regarding the expectations of support bases.				Programme outline for the capital development works to be designed, with clear programme management oversight. Place Board to be briefed on where investment is most required and prioritisation of existing capital assets. Planning permissions/ project plans for the rebuilds to be set out. Begin consideration of the viability of a SPI.	

Access to specialist support and placements							
Development and embedding of the advisory networks		Parents and caregivers confirm places of trust where Advisory network outreach can be received. Scheduled dialogues with Headteachers and College leaders, as well as with Early Years settings, to review options for operational resources allocated to localities and clusters. Co production with schools, Colleges and setting regarding the allocation of schools within each cluster regarding the proposed model and organisation of resources	No change at this point	Design for mobilisation of operational resources and plan for contractual re-design or tender, where that is required i.e., HR consultations, resource in kind configuration and specification design. Scoping of parent/carer forum involvement in the Advisory networks. Re-launch of the Early Years Panel arrangement to engage wider partners and ensure clear pathways. SIB approval sought.	No change at this point	Implementation of Advisory Networks commences, on stagger based on availability of resources and levels of structural/contractual change (clear programme plan). Recruitment to vacancies commences, recognising the regional cooperation as required. Communications to all education partners and to all families of the change in arrangements (including via Best Start in Life), via trusted community networks of leaders include EPT.	Evidence of increased spend on therapists and educational psychologists
Supporting effective systems Inclusion and the SENDATS model <i>School Effectiveness involvement</i>		School Improvement and SENDATS to launch support for schools with Inclusion and Belonging Strategy responsive to the needs of local children. Inclusion and Belonging Strategy for Redbridge to be drafted across the whole LA area, including clear engagement of corporate, business and wider partners in the UNICEF Child Friendly Redbridge Inclusion vision for all children and young people with SEND. Review the current arrangements in SENDATS and finalise how both services can co-plan a programme of training and development- providing resources and active training to help all participants (key personnel) understand and challenge inequities - to incorporate a revised training programme for schools in clusters- that also incorporates developing teaching practice.		Service design and investment in SENDATS reviewed as a result of proposals for Advisory Networks. SENDATS begin work on whole schools' inclusion development, with test and learn embedded at this stage		Evaluation of whole school inclusion work, review and refine.	
Enhancing the capacity of the EPS		Recruitment of EPs begins to ensure sufficient staff for statutory		Recruitment of EPs continues Induction of appointed EPs		Recruitment of EPs continues Induction of appointed EPs	

		requirements and to support the Advisory Networks.		EPs allocated to Advisory networks.		Further allocation to advisory networks.	
Recruitment of the Best Start Inclusion Practitioners		JDs agreed and evaluated Recruitment campaign begins Identification of amendments to related procurement and service design i.e., Healthy Child Programme, Therapies design.		Key staff recruited and inducted. Amendment of the commissioning/ procurement design of Healthy Child, Therapies, etc in response to identified modifications.		Best start Inclusion Practitioners active in post. Healthy Child Procurement/market testing and contractual changes to be initiated.	
Best practice guidance for support bases		Establish a working party to develop best practice guidance for support bases to ensure that these promote inclusion rather than deskilling children. Co-produce the local understanding of the purpose of support bases, and the principles that will underpin their operation.		Identify 3-6 schools and settings to pilot support bases implementing the best practice guidance.		Learn and review best practice guidance in parallel with agreeing where to place support bases in line with age, need and provisions location.	
Joint planning across services with school's spec staff		Co-production with services and settings about how services can plan jointly with schools to have the most impact. Joint working processes and documentation prepared ready to pilot. Exploration of the development of collaborative learning partnerships between schools, with the development of pooled resources. This will commence with Inclusion and Belonging resources in Quarter 2 in advance of the Education conference on 22 nd September 26.		Joint working approach piloted with volunteer settings. These alliances drive efficiency, innovation, and scale by leveraging the shared strengths of all involved parties.		Learning from the pilot, refine ready for whole borough expansion. Review of impact of Inclusion and Belonging Strategy and resources by School Effectiveness re: impact for children.	
EAL learner pathways		Scope of the review agreed with settings and stakeholders, including families to ensure new children arriving with no spoken English and common developmental and learning needs are adequately supported.		Review undertaken and analysis conducted Draft pathways co-produced and mapped against existing pathways to ensure processes align with the new pathways.		Pathways are implemented Qualitative feedback from families, schools and services leads to refinement.	

Cohesive training offer for schools		Scope of the review agreed in terms of confirmation of all the services across the borough that offer training in SEND and AP. To include internal and external to the local area partnership.		Review begins: this will take some time as there are a large range of organisations and services that offer training e.g. REP, Seven Kings plus within MAT training.		Mapping complete. Strategic discussions take place with all involved parties to agree the cohesive offer and changes to the offer by individual services and agencies. Schools and settings also involved in the co production of the offer. The role of the EPS in providing training is clearly defined and incorporated into the draft offer. Draft offer developed and consultation takes place, with a view to launch the new offer including with schools and settings in July 2027 with a Sept 2027 start.	
Redesign of the AP model to three tier. With a focus on excellence		Strategic analysis of the geographical distribution of need, and nature of need to inform strategic design of AP to inform systems wide recommendations for Alternative Provision. Opportunities and immediate strategic priorities for investment identified and supported by School Organisation Strategy analysis.		Review is undertaken with options analysis for the refreshed offer. Stakeholders consulted on the proposals: further refinement takes place.		Project plan for the implementation of the new offer is developed. Aim for total implementation by Sept 2028 but initial changes from Sept 2027.	
Investment from ICB in therapies		Negotiations with the ICB and LA take place, using the data sheet to consider the need for increased investment from the ICB in relation to therapies. Capacity requirements agreed and ICB seeks approval for increased funding. Redbridge is committed to working in partnership with NHS North East London ICB to take forward the Speech and Language Therapy (SALT) Advanced Practitioner workforce role required as part of		Increased funding approved. Recruitment begins of SaLT and OT		Recruitment of SaLT and OT continues. Induction of new staff. Begin allocation to the advisory networks	

		the SEND reform plan. The detail of the model, including seniority, scope and hosting, will be co-produced with Local Authority, Health and Parent Carer Forum partners following the June submission, reflecting the complexity of SALT provision across NEL and the strategic nature of this role.					
System leadership, local partnership collaboration and co production							
SEND and AP Network		Recruitment of SEND and AP network manager Induction. Further development of the work undertaken to establish a network of children and young people with SEND and their families across the borough to ensure everyone has a seat at the co-production table. This network will begin to establish a highway for information between all key stakeholders across the local area.	No change at this point	Further recruitment for members of the SEND and AP Network to enable systems change and development is enabled, building on maximising existing good practice in REP and SENDATS networks of support and co-designed with Headteachers. The network helps to embed these key principles of co-production in commissioning criteria and local decision making.	No change at this point	The SEND Network is a central part of the SEND agenda locally and is resourced to ensure longevity.	No change at this point
Co-production Agreement		Focus projects for coproduction are underway, these include the re-design of the Therapies and Advisory Networks community outreach in the first instance. SCIE Co-production outputs being to inform systems design and transformation. Co-designed SEND and AP Vision is launched, with child and family voice through community and professional networks.		Examples of coproduced changes start to reach the Board (SIB) for approval. This includes the Advisory Network community outreach design and the Therapies. Child Friendly Redbridge focussed on active Inclusion and Belonging with the whole community commences a whole borough dialogue.		Coproduction in the re-design of emotional and mental health and Neurodivergent pathways commences.	
Data dashboard of outcomes from schools and settings		Setting of indicators in the dashboard agreed and reflects education outcomes from EY GLD to post-19. Infrastructure set up to create		First population of the dashboard with 2026-27 outcomes and historic data for comparison As relevant national data is		Dashboard fully populated with 2026-27 available data. Reviewed at SIB SEND operational group use the dashboard from May 2027.	

		automation in completion of the dashboard using national published data. Trial undertaken with historic data and dashboard then populated with the historic data for comparison in future.		released the data is updated Initial version used at SIB to begin to develop a version of the truth of lived experiences based on the data.			
Working effectively with MATs		National and local MATS with presence in the borough identified. MAT CEO network is established and regular communications are developed. Focus of the shared conversation is on Child Friendly Redbridge and the Inclusion and Belonging of children and young people with SEND.		Inclusion and Belonging Strategy is proposed for CEO MAT leadership support, with a CEO MAT sponsor Agenda focuses on understanding their perspectives and sharing the local area vision for SEND and inclusion MATS willingness to allow their schools in Redbridge to participate in Advisory Networks and wider co production and engagement discussed.		All MATs have been met with at least once. Those willing to encourage their schools to participate in the local work relating to SEND and AP do so Where MATs and their schools are unwilling to engage locally this is escalated to the DfE/ Reginal Schools Commissioner.	
Establishing communication, effective engagement and co production with schools		SEND Communications Strategy is launched with a clear timetable for monthly communications. Networks within Redbridge's community receive regular updates on progress and distribute updates on vision and practice across the system regularly, tailoring messages to the audience they are serving, whilst ensuring a common core message.		Impact and effectiveness of communications is reviewed. SCIE and NDMi Coproduction updates and outputs inform adaptations and improvements to communication. Tailored communications for children and young people with SEND emerge.		UNICEF Child Friendly Redbridge SEND Inclusion whole Borough messages are launched, with a clear Communications and engagement strategy spanning commercial, procurement and place planning.	
SENDIAS sessions in locality hubs and school clusters		Programme of sessions and locations agreed.		Programme publicised via various channels and on Local Offer.		Sessions begin	
A vibrant, accessible Local Offer		Current local area offer is mapped. Establish wire frame and conclude consulting on content and design. Draft content as informed by SEND network and statutory guidance. Consider building performance measures and targets.		Soft Launch new look Local Offer. Consider communications strategy to include families that we find hard to reach and embed updates on soft launch		Launch new look Local Offer, supported by monthly SEND Communication update to the professional network and to our community. Publicise widely across the local area (with an annual plan	

		Establish a soft launch target.		in SEND monthly communications. Local Offer is tested by volunteers from our SEND network and improvements made ahead of formal launch. Events planned to launch including for staff across the local area who have contact with our children, young people and their families. A summer holiday engagement plan will ensure we seek the views of 50 young people in the design of the local offer section 16-25.		to ensure this is widely known by our community. Set out and publicise plans for you said we did with timetable of comms as usual practice ensuring there are clear routes to.	
Dispute resolution Page 75		Current approaches to dispute resolution across the partnership are investigated and mapped Report to SIB regarding the main themes of complaints relating to EHCP processes. Strategic leads agree to operational changes to address these Report taken to Operational board who consider how disputes may be able to be resolved earlier Consultation with schools about what training they feel they will need to manage dispute resolution relating to ISPs.		Partnership working party established to develop documentation to support staff. 1. Minimum expected standards relating to communication and stages in processes where families must be contacted to update the. 2. opportunities in their processes for avoiding dispute and resolving disputes 3. Strategies to address different types of disputes All documentation to be clearly consistent with the wider partnership communication strategy. Training for schools in dispute resolution developed/ commissioned in the light of emerging guidance from DfE ISPs, roles and responsibilities.		Documentation distributed to staff with accompanying live training (also recorded for staff to refer back to) Schools offered training in dispute resolution and ISPs.	
Encouraging inclusive cultures and behaviours							
Governance		Approval of the refreshed governance at SIB and HWBB Revised SIB Plan, embedding both	No change at this point	Review of the effectiveness of leadership and governance arrangements on impact on	No change at this point	SIB members offered further training in techniques for constructive challenge, and	Changes in the spend in the ICB and

		Reform and Improvement. Revised SIB and SOB working group structures launched, with clear membership.		outcomes for children - by stocktake of progress against the original SEND Inspection Plan and progress with improving impact on outcomes for children. Dedicated progress review. SIB members review of collective and individual role in undertaking effective governance and strategic leadership in the context of a partnership responsibility for SEND and AP.		support for the work of the partnership.	LA on therapies Planned and actual capital spend shows increase in spend to support mainstream provision.
Schools' forum as a key governance process		Schools' Forum governance, effectiveness and oversight to be reviewed. Scope of this review to be devised. Benchmarking of financial data overseen by Schools Forum to be provided in parallel, and quality and effectiveness of the Schools Forum strategic dialogue to be defined. Members will be offered a masterclass in understanding current SEND and AP arrangements, including funding and in the proposed reforms and its implications.		Strategic proposals for the shared and effective use of Schools Forum to be presented, ensuring clear financial grip and oversight across the system and capacity for strategic decision making. Terms of reference and ways of working of other schools' fora will be collated in order to compare and contrast to the Redbridge arrangements.		Redbridge Schools forum terms of reference refreshed. Cycle of meetings and key items for the agenda at each meeting are agreed. Each item identified as: decision/consult/information A code of conduct is agreed for new and existing members to commit to. Increased assurance regarding High Needs Block spend, including spend controls, and impact on outcomes for children.	
Developing an integrated commissioning arrangement		Commissioning working group defines shared Commissioning Intentions and Commissioning Strategy priorities for education, health and care; Education, health and care leaders initiate shared review of children with multiple complexities (HNB children) and develop commissioning intentions that reflect these priorities. Therapies re-design is the first priority.		Therapies re-design is the first proposal overseen by the Commissioning working group. Final draft proposals are developed for Redbridge and presented to Board; Scoping of EMH and ND pathway remodelling and re-design commences, to ensure whole system coherence.		Re-design/re-commission of Therapies Pathway commences. Programme scope for EMH and ND pathways re-design drafted, and programme resources identified. Integrated Commissioning Strategy designed and developed for approval by SIB (Board) Capital spending plans adjusted in the light of need against provision. Beginning the systems scoping for the re-	

		The Best Start in Life delivery plan embeds a strong role for the voluntary and community sector (VCS) with early actions focused on asset mapping VCS provision, identifying gaps, and ensuring alignment with wider council and NHS VCSE programmes. Community based delivery is strengthened through co-design with residents and local voluntary, community and faith providers, particularly in shaping Hub and Spoke locations and outreach.				design of the partnership system to an early identification whole system transformations (for Years 2 and 3) for neurodivergence and SEND.	
HNB review and actions Page 77		Thorough strategic review undertaken by independent consultants which will include a review of the current top up funding arrangements for children in various types of setting. This will be undertaken as an external commissioned review. HNB spending control measures and actions (set in Quarter 1) to be monitored and reviewed, in partnership with Section 151 Officer and Finance leads.		Review published and socialised. Dedicated discussion with Schools Forum scheduled. Where changes or improvements are identified; action plan developed and agreed with key teams in the LA with support from the external consultants as required Working party with key stakeholders to develop a sustained SEND financial Strategy, including EHCP top up funding strategy, to support inclusion in schools/community.		Regular review of actions, controls and adjustments to understand impact on spend and in parallel, impact on outcomes for children. Schools Forum and Local Authority oversight of SEND sustainability financial strategy progress and implementation.	
Preparing for adulthood strategy and pathways		Preparing for Adulthood Strategy to be drafted (building on previous co-production activity). Clear transition arrangement for children with lifelong care needs implemented in operational practice, with quality assurance checks and balances of the effectiveness of these arrangements for children.		Preparing for Adulthood Commissioning priorities to be identified from the wider needs analysis and child focused review work - to be embedded into the emerging Commissioning Strategy for SEND. The expansion of the roles of CYP Care-co-ordinators within Primary Care will allow those		Guidance for families published and widely communicated. SEND Commissioning priorities for young people preparing for adulthood progressing to planned changes to the system design and provision - all commissioning partners across adults and children to be invited to commit to lifelong	

Page 78				with Long Term Conditions such as Asthma or Epilepsy to receive integrated specialist support focused around the GP. This early, multi-agency approach, will ensure a greater degree of self-management for young people of these complex conditions in their educational setting and also help them progress into adulthood. Guidance for families and caregivers to be prepared on processes for preparing for adulthood. Quarterly review of the improvement in impact on outcomes for children with SEND transitioning to adulthood, with specific focus on sufficiency of planning and coproduction with families and partners, starting with priority children.		good commissioning principles, embedded in the SEND Commissioning Strategy.	
	Post-16 EET choices	Priority planning for Post-16 wider range of vocational learning opportunities, including an increase in Level 1 provision in schools and colleges, distributed across the Borough. Co-design conversation with identified Secondary and Special Headteachers and College leaders to progress to the next level of planning.		Proposed offer(s) confirmed Market analysis undertaken. Capital needs and adjustments to premises identified and costed. Quick win and adjustments to delivery to be identified in the first instance.		Commissioning of new providers for the refreshed Post-16 offer begins Renegotiation of commissioned offer by existing providers undertaken as necessary Emerging new offer in place by Sept 2027.	
	Workforce development strategy	Workforce development needs to be identified and formulated into an emerging workforce development strategy. Initial messaging regarding the reforms across the partnership is provided for initial communications. Mapping of new training needs to be initiated for both schools and partnership		A workforce development menu of training development is implemented, including opportunities for joint workforce development sessions are included to support learning between different professional backgrounds.		Training packages designed and quality assured to ensure accuracy and relevance of messaging Platform for hosting online training is identified which can be used by the partnership Aim to launch training by Sept 2027.	

		workforce. Centralised production of the information to be shared across the partnership to ensure consistency of messaging Mapping of current workforce development offer in relation to SEND and AP across the partnership is undertaken.		'Levels of expertise' for training are identified such as: Level 1. Awareness (all and compulsory), Level 2. Professional development (all), Level 3 SEND practitioners 4. SEND specialist and strategic professional development 5. Level 5: Leadership and management.																																	
Projected Investment Spend per quarter Total Spend	<table><tr><td>Expenditure type</td><td>Q2 £m</td><td>Q3 £m</td><td>Q4 £m</td><td>Total £m</td></tr><tr><td>Project management and transformation resource</td><td>0.070</td><td>0.070</td><td>0.070</td><td>0.210</td></tr><tr><td>Experts at hand capacity</td><td>0.843</td><td>0.843</td><td>0.843</td><td>2.529</td></tr><tr><td>Outsourcing of workforce and training development</td><td>0.017</td><td>0.017</td><td>0.016</td><td>0.050</td></tr><tr><td>Digital platforms (Local Offer, OAP)</td><td>0.017</td><td>0.017</td><td>0.016</td><td>0.050</td></tr><tr><td>Total</td><td>0.947</td><td>0.947</td><td>0.945</td><td>2.839</td></tr></table>							Expenditure type	Q2 £m	Q3 £m	Q4 £m	Total £m	Project management and transformation resource	0.070	0.070	0.070	0.210	Experts at hand capacity	0.843	0.843	0.843	2.529	Outsourcing of workforce and training development	0.017	0.017	0.016	0.050	Digital platforms (Local Offer, OAP)	0.017	0.017	0.016	0.050	Total	0.947	0.947	0.945	2.839
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7. How will the local area partnership deliver the first-year plan?

Redbridge Council as a whole is undergoing significant transformation corporately, and the Chief Executive and Leader of the council are committed to continuing to resource this transformation to ensure the rapid pace of improvement continues.

Redbridge has also committed a high level of resource to its Education, SEND and AP improvement journey. This includes corporate PMO capacity and leadership; additional leadership, management and transformation staffing working directly in the Education and SEND directorate; and support and guidance from a recognised high performing London Local Authority. The work of all of these existing partners is being realigned to ensure that wider SEND, AP and Education directorate changes facilitate and encourage the reform focus on mainstream inclusion. A restructure across the directorate is taking place and all roles will include the necessity to deliver services that are supporting increased mainstream inclusion.

The transformation grant will be utilised to supplement this ongoing transformation activity, bringing in extra resources re: programme management, finance and data.

- A Programme Manager for the Reforms has been recruited, who will oversee the implementation of the one-year and three-year plan, with project management support.
- We will be centralising capacity within the data team, ensuring there is dedicated resource for quarterly reporting to the DfE, and ongoing monitoring of the progress on measures in the data sheet.
- We will be centralising capacity within the finance team to implement the necessary controls for the HNB, with this resource ensuring that these controls align with the Reforms.
- We will be providing transformation resources to the ICB to support their alignment to the Reforms.

8. Other funding **Local Authorities**

A block transfer was not proposed or agreed for 2026/27 and since arrangement for block transfers in future years are not clear we have not assumed anything for 2027/28 onwards. A block transfer is, however, something that we are considering and will be socialising with Schools Forum should arrangements for 2027/28 onwards allow this.

Over 75% of children and young people (CYP) with EHCPs in Redbridge currently attend mainstream schools or resource bases (SEN2 cleansed data). This places Redbridge in the top 10 local authorities nationally for mainstream EHCP placement. Our commitment to the principles of the Reforms is therefore already demonstrated across the local area, including schools and settings.

As indicated in table 14 of the attached data template, we will be investing significant capital funds to support mainstream inclusion and to ensure we have sufficient places for those CYP who need more specialist provision. Our spend is not limited to the high needs capital investment, but also includes the use of basic need capital money. Redbridge is fortunate to have a comfortable amount of basic need capital money to support the building and development work to support the Reforms.

We are completing a locality mapping exercise to identify where in the borough there is a need for adaptation of mainstream environments, placement of support bases, and development of specialist bases. We will work in partnership with schools, including those in MATs, to co-produce a strategy for developing these settings. We will draw on insights from the local MAT of special schools and from families to triangulate evidence from the mapping exercise. All mainstream schools will be consulted on the strategy.

The majority of Inclusion bases (see definition at [The Schools White Paper 2026: Special Educational Needs and Disability \(SEND\) Reform - House of Commons Library](#), full report, page 38) will need to enable children with Autism to learn effectively within mainstream settings, with the level of support they need to thrive, including specialist support. Autism is the highest-prevalence SEND in Redbridge and the most common primary need in special schools. Our expectation is that children with SLCN will be placed in mainstream settings rather than special schools. We are ensuring the partnership offer and availability of mainstream settings for CYP with SEMH needs. A partnership review into SEMH, neurodiversity and complex trauma will provide greater insight into the needs of CYP requiring support across the levels of mainstream provision identified by the Reforms.

We currently do not have support bases in our schools and settings. We will agree our placement of these in our school organisation strategy. The majority of the capital investment in high needs places will be targeted at the development of support bases in mainstream settings, despite currently having no support bases, we will be setting ourselves the challenging target of being in line with regional averages over the reforms period. We will agree our placement of these in our school organisation strategy. Despite starting from a position of having no support bases, we are setting a challenging target of reaching regional averages over the reforms period.

We need to invest in specialist bases for Early Years child and Post-16 young people, as these are current gaps in our offer. These settings will equip pupils to be supported at universal, targeted and targeted-plus levels within mainstream environments.

Students with the most complex needs have places in our special schools. Although we have a cohort waiting for special school places, these cases are being reviewed in light of the Reforms. We are establishing a setting for September 2026 within a mainstream school (Caterham) for a group of these students as they transition from Year 6 to Year 7. Capital funding is being used to adapt the school buildings so this group can remain for the full five years of secondary education.

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

System wide engagement and co-production is being built in and embedded into SEND Improvement and Reform structures and work programme, with dedicated resources. Meaningful co-design with our local children, young people and those who care for them, alongside the breadth of our partners and local economic infrastructure, is at the heart of Redbridge SEND Reform design.

Over 3,000 members of our local community have contributed to co-designing and refining the vision for the SEND Strategy in Redbridge. Particular care has been taken to understand the different experiences of children and families with intersectional identities who experience discrimination, exclusion or a lack of belonging in the local community. Embedding culturally humble and anti-discriminatory practice in all we do, in partnership, is essential.

Redbridge's Reform Plan has been co-designed with systems and sector leaders. Redbridge benefits from highly committed and effective Primary, Secondary and Special Headteachers who, following the appointment of a new Director of Education and SEND, are working in close partnership to write the SEN Reform strategic priorities and design a Unicef Child Friendly borough-wide focus on Inclusion and Belonging for every Redbridge child, to ensure our children with SEND can thrive (strengthening the Universal Offer). Co-design of new support and specialist support infrastructure (new bases for delivery) has already commenced and is directly linked to Redbridge's School Organisation Strategy and place planning. A strategic approach to school place planning is imperative to maximise available school estate space, align with Best Start in Life, and ensure falling rolls and school sustainability are coherently managed in parallel.

Redbridge's wider partnership operational managers have been convened in a co-design conversation to scope, across education, health and care, the advisory resources available to support schools and settings (Experts at Hand Model), provisionally referred to as Advisory Networks. Three options for modelling integrated therapies, Educational Psychology, SENDATs, Early Years SEND and emotional health advisory support have been co-created (including adaptations to roles, responsibilities and delivery arrangements) and will now go to Primary, Secondary and Special Headteachers and Early Years leaders for review, discussion and refinement.

The sufficiency of post-14 and post-16 educational provision for SEND children has been explored with Secondary and Special Headteachers and College leaders. Clear strategic intentions for expanding Level 1 and post-special school vocational pathways are being co-designed, informing the emerging integrated commissioning strategy (health, education and care), led by ICB and Local Authority Directors of Commissioning. Analysis of need and school leadership expertise indicates prioritisation of rapid expansion in: social, emotional and mental health need; communication needs (with a line of enquiry around complex trauma potentially being masked in this cohort); and provision for children arriving in the UK with no spoken English and commonly unmet developmental and SEND needs (EAL provision), reflecting the 3 Tier Model in SEND Reform.

Redbridge is managing concurrent SEND Improvement Planning and SEND Reform, with particular challenges around capacity, sufficiency of management experience and turnover in key roles. Nuanced, reflective improvement support, focused on impact on outcomes for children, is essential to Redbridge's ongoing vision, improvement and success. The Department for Education's support in this regard is explicitly requested.

10. Risks and Mitigations

Risk	Impact	Likelihood	RAG	Mitigation	Mitigation Owner	Residual RAG
The transformation of the NHS system locally continues to create instability and lack of capacity from the ICB and providers to prioritise implementation of the Reform plan, including not allocating sufficient budget for service enhancement to mainstream settings	Moderate	Likely	Red	- Strong governance via the HWBB and SIB - Proactive relationship building between the LA and new ICB with the Reforms as a priority area for joint monitoring - Robust programme management to keep the programme on track: issues escalated as they arise.	DCS DCS Programme/ Transformation Lead	Amber
There is an increase in the spend in the HNB due to for example: - Increases in the number of parental requests for EHCPs and requests for special school places - Requests for Early Years EHCPs due to Best Start in Life improving identification, but current legislation enable children to still get an EHCP	Critical	likely	Red	- Widespread proactive engagement and communication with families about the Reforms to give confidence that Redbridge Schools can meet needs without EHCPs - Co-production development of draft ISP documentation and processes with schools and families, with support from the LA. This is undertaken in locality areas to enable more families to participate. - High quality training to Best Start in life centres to understand the Reforms and how needs can be met in mainstream without an EHCP.	SEND and AP Network Manager/ Engagement Lead Workforce Development Manager	Amber
Capital funding is not sufficient to achieve the required infrastructure locally	Crisis	Possible	Amber	- DCS ensures that the SEND Reforms are accepted as a corporate priority with whole council support to be provided - S106 monies are directed to the SEND Reforms - Wider school capital grant money is allocated to the SEND reforms - Other ways of providing the needed capacity are identified e.g. opening new schools in line with the proposals of the Children's Wellbeing and Schools bill.	DCS S151 Officer S151 Officer Finance Council	Amber
Lack of programme management, data and financial capacity for the programme	Critical	unlikely	Amber	- Whole council and Education and SEND directorate transformation teams are training in the implications of the Reforms, with clear realignment of work to enable the reforms to be successful - Continued investment in the wider transformation programme in the Education and SEND directorate	Workforce Development DCS DCS	Green

				• Appointment of robust, proven programme management expertise • Strategic use of the transformation grant to place capacity in areas that are not sufficiently covered by corporate or existing Education and SEND transformation teams including in the data team and the finance team • Deployment of sufficient business support staff to maximise the use of time by programme staff.	DCS DCS	
Lack of capacity, or willingness, within schools locally including MATS to implement the Reforms in line with the Redbridge vision	Crisis	Unlikely	Amber	• LA provides support to settings to plan how to spend the Early Year and/ or mainstream inclusion funding individually or with other schools • High profile celebration of investment in schools for SEND via capital money and the Advisory networks with comments from families and children on the difference these are making to them • Capitalising on the local Special School MAT to champion the Reforms for all Redbridge children • Ongoing engagement and influence of MAT leaders • Ongoing relationship and influence of the Regional School Commissioner and their office • Seeking DfE support where there are unresolved concerns.	Redbridge Council DCS	Amber
Recruiting sufficient Educational Psychologists and Therapists to meet statutory requirements and local demand due to significant national shortages and competition from neighbouring boroughs.			Red	• Benchmarking of salary, grading and career progression pathways to ensure Redbridge remains competitive within the regional market. • Early recruitment cycles to secure candidates ahead of neighbouring boroughs. • Joint recruitment campaigns with neighbouring boroughs to reduce competition and stabilise the regional workforce. • Positioning the Experts at Hand model as a	DCS	Amber

				sector-leading professional environment, offering integrated practice, multi-disciplinary working and opportunities for innovation. • Clear articulation of Redbridge's inclusion vision as a recruitment incentive. • Promoting Redbridge's Child Friendly Borough commitments and inclusive culture.		
Heightened parent/carers concerns during Reform implementation; expected to produce a rise in EHCPs in the initial phases.			Red	• Ensure clear communication with families and engagement with parents on the Reform process and pathways for CYP in a local context to reduce concerns. To help manage an expected rise in EHCPs in the reform duration. • Ensure parents understand how Advisory Networks provide support <i>without</i> needing statutory assessment. • Early co-production sessions with parent/carers groups to address concerns before they escalate into EHCP requests.	DCS	Amber

11. Dependencies

NHS Reforms have led to a significant change in local leadership personnel in keeping with national experience. NELFT, Redbridge's primary community Provider, have introduced a children's strategic leadership structure to enhance focus, leadership and management of the children's agenda, which is directly supportive to the integration required in Reform. In partnership with ICB and NELFT leaders, shared commitment has been given to developing SEND Commissioning intentions (already in draft) and an integrated Commissioning Strategy, specific targeted focus on the provision of therapies, review of the emotional and mental health and neurodivergent pathways has been prioritised and commenced.

Redbridge is a unitary authority, meaning it is less affected by national local government reorganisation, but it is affected by internal restructuring, particularly in developing a clear leadership and management structure for Education and SEND within LBR, and more effective financial and commissioning infrastructure to support these functions. Recent permanent appointments to Director roles demonstrate progress, though further reorganisation will remain a feature of local government over the next nine months.

Redbridge is a Pathfinder authority for Families First and brings outstanding Children's Social Care leadership to the design and oversight of whole-system change. Education's partnership with MACPT arrangements has strengthened experienced education leadership in MACPAC (MACPT) and is informing a joint review of education safeguarding functions, which will support SEND Reform design proposals. Together, Education, Health and Children's Social Care have begun reviewing how to strengthen the Early Help system to support both Families First and SEND Reform in an integrated, child-centred way. Education and Social Care are also extending strategic thinking to jointly review children with complex circumstances and high needs (HNB) with health colleagues, informing new Integrated Commissioning strategic intentions and the emerging Strategy.

The Best Start in Life Strategy is being further developed to ensure early identification of SEN support children and effective, relational home-environment outreach that bridges the gap to families' homes and builds trust. This is being co-designed with local community groups, embedding the vision of SEND Reform into Best Start in Life and drawing on best practice nationally. The co-design of Redbridge's Best Start Family Hubs is being adapted to enable multi-professional advisors within the Advisory Networks (Experts at Hand) to reach not only schools and settings but also non-stigmatising community environments for children and families through Family Hubs. Dialogue is underway with ICB and NELFT colleagues to consider how these networks can best align with health network areas.

School Improvement, supported by Redbridge's specialist SEND curriculum advisors (SENDATs), is developing guidance, support, training and outreach to strengthen quality-first teaching, curriculum development and assessment. Additional dedicated support for schools to develop Inclusion Strategies, aligned with the borough's ambitious vision for Inclusion and Belonging for SEND children (UNICEF Child Friendly Redbridge), is underway. This work will be further supported by the development of Ordinarily Available and Graduated Support Guidance, which is also in progress.

Full-time DSCO role for Redbridge has been appointed.

Review of Quality Assurance and workforce development arrangements for CYPS has commenced.

Section 3 – Monitoring and Evaluation

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

Improving the quality and scrutiny of data is a priority action from the inspection that we have been actively addressing. There is a well-resourced data team within the council that supports the Education and SEND directorate. This resource is now being better tasked and utilised, and a number of dashboards have been developed or are in development. For example, a dashboard for the SEND and AP Improvement Board that tracks progress against the key indicators for the Priority Action Plan is already embedded in the work of the SEND Improvement Board.

Our outcomes framework reflects the CDC suggested framework, and we are investigating using the CDC partnership dashboard to track our progress towards our outcomes. A dedicated dashboard reflecting the DfE reforms quarterly reporting requirement is being scoped and can be in place by Q2.

The tracking, monitoring and evaluation of progress in year 1 will be achieved in part through workstream plans (4 building blocks) with underlying individual plans for each of the activities within the workstream. Our monitoring of these will track timeliness, strengths, weaknesses, opportunities and threats, which will allow rapid adjustment of plans to include additional actions to achieve the success of the actions within the Workstreams. These will be updated on an ongoing basis by the programme team, with monthly reporting to the SEND and AP Improvement Board (SIB) and close monitoring by the SEND and AP Operational Board (SOB).

To strengthen accountability, we are developing a clear escalation route where risks, delays or under-performance identified through dashboard reporting or workstream monitoring are escalated from activity leads to workstream leads, then to the SEND and AP Operational Board, and where required to the SEND and AP Improvement Board for decision-making and intervention. This ensures that issues are addressed promptly and that delivery remains on track.

However, monitoring alone will not indicate the impact the activities are having on progress towards greater mainstream inclusion. We will be using a range of quantitative and qualitative measures to evaluate whether we are having the intended impact. A dashboard with the key 1-year quantitative indicators will be created. It will include, for example:

- Number of schools expressing an interest in trialling a support base
- Number of schools trialling a support base.

The measures of school interest and involvement will enable us to track the engagement of schools to implement the reforms and will form part of our evaluation of readiness, capacity and early impact.

We will also embed qualitative measures and feedback loops in our programme planning so that these happen at each stage of the year 1 journey. For example, for the actions relating to the development of best practice guidance for support bases, we would survey the working party in Q2 regarding how far they feel the guidance is being co-produced; what is working well; what is not working well; and what needs to happen. In Q3 we would survey the pilot schools and ask similar questions but include a question about whether they have received the support they felt they needed. We will also make use of focus groups and 1:1 meetings. We are developing approaches to 'feedback at every contact' and will model the use of these for gaining feedback.

To ensure feedback informs delivery, we will establish a structured cycle of improvement. Findings from surveys, focus groups and engagement activities will be produced, considered by SOB, and used to adapt delivery plans, guidance and support offers. This creates a continuous feedback cycle that strengthens implementation.

We will use our emerging channels of communication with parents, including EPT and the SEND and AP Network and with schools to share 'you said, we did' on a quarterly basis, demonstrating how feedback has shaped our approach.

13. Reporting to DfE

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

This has been provided as an attachment within the final submission, titled '*Local SEND Reform Plan Data Template 20260618 MASTER*'.

Section 4 – Governance

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

Governance Mechanism	Purpose/ Responsibilities	Membership	Cadence	Decision Rights	Escalation Route
Redbridge's governance is via the SEND Improvement Board (SIB), which has a reporting Operational Board (SOB) and workstreams reporting to it. The design and development of the SIB and associated governance have been directly overseen by the Department for Education. The named SROs for the Local SEND Reform Plan are the Executive Director for Children's Services, Redbridge, Director of Neighbourhood Delivery (ICB). The SROs sit within the SEND Improvement Board governance structure and is accountable for ensuring delivery progress, risk management, escalation and	The SIB has statutory partnership oversight at CEO and Executive Leader level, in partnership with education providers and experts by experience, of the SEN Improvement Plan and SEND Reform development. The Terms of Reference for the SIB consistently set out the strategic system and partnership leadership functions the Board fulfils, including assurance and oversight of improvement and transformation. The Board also oversees integrated commissioning development; and provides transparent visibility of progress, constructive and robust challenge as well as celebrating what is working well and improving. The SEND Operational Board and each themed workstream report monthly to the SIB by exception, including progress against milestones, risks, mitigations, decisions required and evidence of impact. Issues outside delegated authority are	The governance comprises of: - Redbridge Council including Executive Director of Children's Services, Director of Education and SEND and Director of Children's Social Care - the lived experience of local SEND families - Chief Executives and Executive Leaders representing NEL ICB, NELFT (Health economy Provider Trust), Redbridge Borough Council (including Education and Children's Social Care) - nominated Secondary, Primary, Special Headteachers and Post-16 College Leaders - voluntary and community partners - Lead Member for Children's Services - DfE and NHSE are represented on the Board. The SEND Improvement Board is chaired by a DfE-endorsed independent SEND Improvement Lead. The Chair provides strategic oversight, challenge and assurance for	The SIB meets monthly and has the facility for exceptional meetings as required	Members of the Board are at the most senior leadership level across their respective organisations. Board members are required within the Terms of Reference to have: 'authority to agree the necessary actions that are needed at a partnership and system-wide level on priorities' - And further 'empowered with sufficient delegated authority to agree actions in principle on behalf of their organisation or partnership body in order make swift and decisive progress'.	The SIB contains the most senior systems leaders and representatives from the government departments i.e., DfE and NHSE who may be called upon for national support or assistance. The Terms of Reference for the SIB makes provision for onward escalation to: 'appropriate organisational governance arrangements (for example Executive key decisions by the Local Authority Cabinet Member, or NHS decisions through the Executive of the Integrated Care Board and The NHS Trust Board'; and crucially identifies lead individuals to progress these escalations when

reporting through the SIB.	escalated to the SIB for decision or onward escalation. There is a dedicated Plan that the Board work to and is reported monthly; this plan has had intensive DfE and NHSE scrutiny and review. There is an associated exception reporting system for matters of escalation; clear impact on outcomes reporting mechanism for identifying impact of change on improving outcomes for children and families; lived experience and co-production direct representation and co-production progress	the SEND Improvement and Reform Plans, while operational delivery remains with statutory partners and SROs.			they are required, 'Where necessary, the Board will escalate risks and issues directly to the Council's Chief Executive as the responsible Local Authority for SEND transformation and improvement and to the Senior Responsible Officer in the ICB'.
Redbridge SEND and AP Improvement Board	To set the strategic direction for SEND and AP transformation in Redbridge. To hold all partners to account for their part in the provision of high-quality services for children with SEND and their families and ensure rapid delivery of the improvements set out in the Priority Action Plan. To understand the changing needs of the community and lead the joint commissioning of appropriate services, including agreement of resources. To oversee the performance of the Redbridge SEND and AP system.	Chair: Paul Hewitt Membership: Lead Council Member, DfE SEND Adviser, NHSE Rep, LBR Chief Executive, Joint Director of Partnerships, Impact and Delivery (ICB), Integrated Care Director (NELFT), LBR Directors of Children's and Adults Services, Director of Public Health, ICB Chief Officer for Strategic Commissioning, NHS Directors children/ Adults, EPT Chairs, LBR Lead Transformation Officer and provider reps	Monthly	Strategic decision making; change control authority, risk responses, increase or decrease programme level tolerances, Approval of Strategies across the LAP.	1. DfE 2. Health & Well-being Board

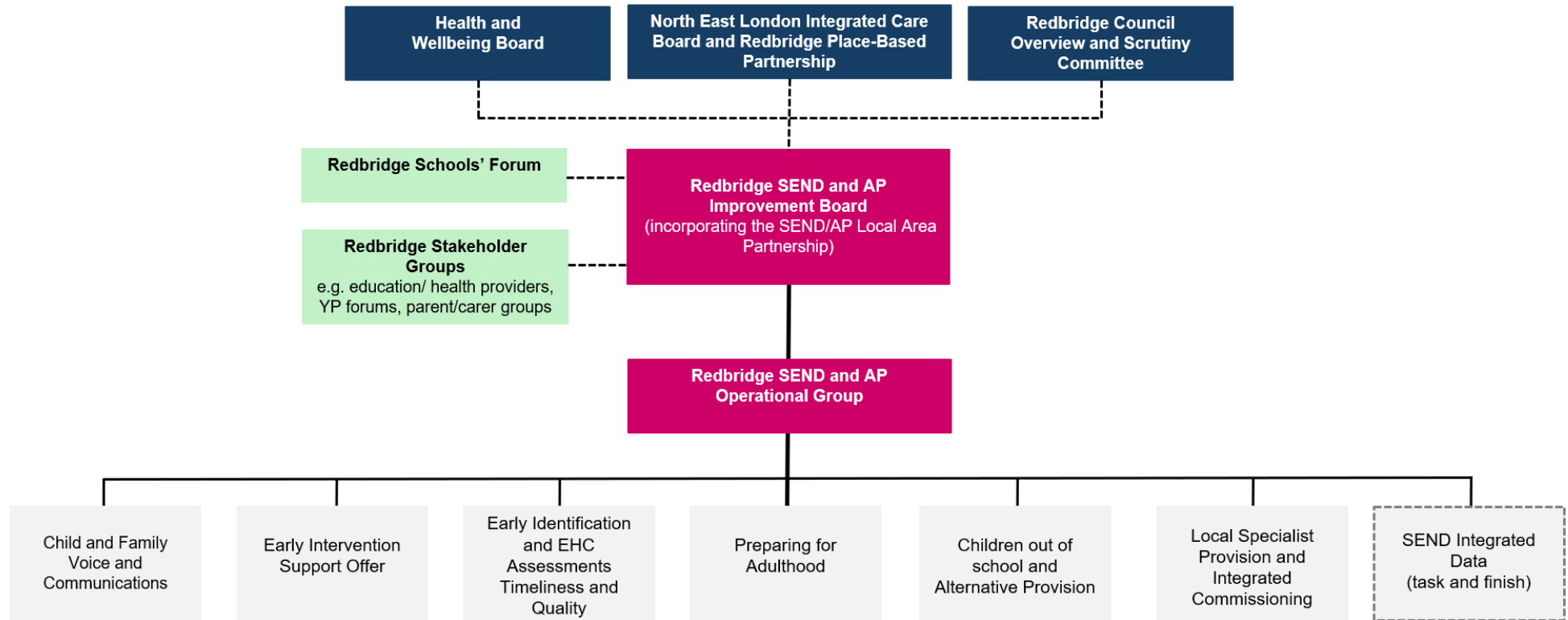
Redbridge SEND and AP Operational Group	Ensure actions of Priority Action Plan and Strategic Plan are implemented and impact measured, provides progress reports to Improvement Board, reviews planning and delivery of the programme across themes. Addresses concerns escalated by workstream leads, escalates issues to Improvement Board as necessary. Ensures delivery is on track. Oversees delivery of cross cutting elements of programme.	Co-Chairs: Director of Education and SEND (LBR) and Integrated Care Director, (NELFT) Membership: Joint LA/ICB leads for outcome themes, EPT Chair(s), other senior staff from LA and ICB with a role in supporting / enabling delivery of SEND AP transformation, such as DCO, DSCO and LBR Transformation reps.	Monthly	Change control and risk resolution within agreed tolerances (set by the SIB). Approval and sign-off of the completed milestones and overarching actions within the PAP for the review of the SIB	Redbridge SEND and AP Improvement Board
Child and Family Voice and Communication	Project group convened to oversee delivery of "Child and Family Voice and Communication" workstream. Key stakeholders include EPT, Communications Lead from LBR, Health Partners, SMEs. Responsible for the day-to-day delivery of workstream and escalating any slippage, risks or issues to the SEND Operational Group. Ensure actions of this area of the Priority Action Plan and Strategic Plan are implemented and impact measured, provides progress reports, highlights risk and impact to Operational Board.	Co-Chaired by an LBR rep and ICB/ NELFT rep. Membership will consist of professional reps across the Local Area Partnership, Empowering Parents Together (parent carer forum) Young People and reps from VCS	Monthly	Sign-off of supporting milestones within this area of the PAP.	Redbridge SEND and AP Operational Group
Early Intervention Support Offer	Responsible for the day-to-day delivery of workstream and escalating any slippage, risks or issues to the SEND Operational Group.	Co-Chaired by an LBR rep and ICB/ NELFT rep. Membership will consist of professional reps across the Local Area Partnership,	Monthly	Sign-off of supporting milestones within this area of the PAP.	Redbridge SEND and AP Operational Group

	Ensure actions of this area of the Priority Action Plan and Strategic Plan are implemented and impact measured, provides progress reports, highlights risk and impact to Operational Board.	Empowering Parents Together (parent carer forum) Young People and reps from VCS			
Early Identification and EHC Assessments Timeliness and Quality	Responsible for the day-to-day delivery of workstream and escalating any slippage, risks or issues to the SEND Operational Group. Ensure actions of this area of the Priority Action Plan and Strategic Plan are implemented and impact measured, provides progress reports, highlights risk and impact to Operational Board.	Co-Chaired by an LBR rep and ICB/ NELFT rep. Membership will consist of professional reps across the Local Area Partnership, Empowering Parents Together (parent carer forum) Young People and reps from VCS	Monthly	Sign-off of supporting milestones within this area of the PAP.	Redbridge SEND and AP Operational Group
Preparing for Adulthood	Responsible for the day-to-day delivery of workstream and escalating any slippage, risks or issues to the SEND Operational Group. Ensure actions of this area of the Priority Action Plan and Strategic Plan are implemented and impact measured, provides progress reports, highlights risk and impact to Operational Board.	Co-Chaired by an LBR rep and ICB/ NELFT rep. Membership will consist of professional reps across the Local Area Partnership, Empowering Parents Together (parent carer forum) Young People and reps from VCS	Monthly	Sign-off of supporting milestones within this area of the PAP.	Redbridge SEND and AP Operational Group
Children out of school and Alternative Provision	Responsible for the day-to-day delivery of workstream and escalating any slippage, risks or issues to the SEND Operational Group. Ensure actions of this area of the Priority Action Plan and Strategic Plan are implemented and impact	Co-Chaired by an LBR rep and ICB/ NELFT rep. Membership will consist of professional reps across the Local Area Partnership, Empowering Parents Together (parent carer forum) Young People and reps from VCS	Monthly	Sign-off of supporting milestones within this area of the PAP.	Redbridge SEND and AP Operational Group

	measured, provides progress reports, highlights risk and impact to Operational Board.				
Local Specialist Provision and Integrated Commissioning	Responsible for the day-to-day delivery of workstream and escalating any slippage, risks or issues to the SEND Operational Group. Ensure actions of this area of the Priority Action Plan and Strategic Plan are implemented and impact measured, provides progress reports, highlights risk and impact to Operational Board.	Co-Chaired by an LBR rep and ICB/ NELFT rep. Membership will consist of professional reps across the Local Area Partnership, Empowering Parents Together (parent carer forum) Young People and reps from VCS	Monthly	Sign-off of supporting milestones within this area of the PAP.	Redbridge SEND and AP Operational Group
SEND Integrated Data (task and finish)	Responsible for the day-to-day delivery of workstream and escalating any slippage, risks or issues to the SEND Operational Group. Ensure actions of this area of the Priority Action Plan and Strategic Plan are implemented and impact measured, provides progress reports, highlights risk and impact to Operational Board. Redbridge will strengthen its SEND & Inclusion performance scorecard, so it moves beyond tracking service activity (such as EHCP timeliness and complaints) to clearly demonstrating the impact of SEND Reform on outcomes, demand, and system sustainability. This will include adding outcome-	Co-Chaired by an LBR rep and ICB/ NELFT rep. Membership will consist of professional reps across the Local Area Partnership, Empowering Parents Together (parent carer forum) Young People and reps from VCS.	Monthly	Sign-off of supporting milestones within this area of the PAP.	Redbridge SEND and AP Operational Group

	focused measures for children, families, and preparation for adulthood. We will introduce measures that demonstrate the shift to earlier intervention and increased SEN Support e.g. reduced escalation to EHCPs, and will develop the scorecard further to monitor demand, waiting times and placement trends. The scorecard will also become the single, shared performance framework across the partnership linking data, finance and commissioning decisions to embed a strengthened governance framework to drive continuous improvement through monthly monitoring, quarterly evaluation, and feedback from families and schools.					
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Redbridge Local Area Partnership Governance



The Redbridge Local Area Partnership consists of joint Senior Responsible Officers (SROs) as follows:

- Executive Director of Children's Services, London Borough of Redbridge Council – Daniel Phelps
- Director of Neighbourhood Delivery (ONEL) - NHS North East London ICB – Luke Burton

This re-designed governance has been supported by both DfE and NHSE.

Section 5 – Central Government Support

15. How can we help you?

We currently anticipate that we will need help from the DfE in relation to:

- Increasing the FTE for SaLT, OT and Educational Psychologists. They are essential for the Advisory networks to increase mainstream inclusion, but national shortages which are compounded by the cost of living in or near London will make recruitment very challenging.
- We may need support to ensure that the current instability and changes in the ICB do not affect our ability to deliver the programme.
- We do not anticipate difficulties with the engagement of MATs or their schools in Redbridge, but if there are issues we cannot overcome we will escalate via DfE.
- If we see a continued rise in applications for EHCPs from parents, and requests for special school places whilst the current legislation is in place, we would appreciate support and guidance in order to keep control of the HNB budget
- We would very much welcome participating in regional collaboration. We are currently involved in peer learning with Barnet, but if gaps emerge we would also appreciate facilitation of further peer learning opportunities
- We have strong data capacity which we are further enhancing, but if the DfE has any preferred monitoring and evaluation approaches or tools we would be grateful if these could be shared as soon as possible

Annex B - Supporting Documents

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

Annex C – Risk Matrix

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



Appendix

- 1) Appendix 1 - Experts at Hand (Advisory Networks) Model June 2026
- 2) Appendix 2 - SEND Demand Analysis
- 3) Appendix 3 - Alternative Provision The 3 Tier Model
- 4) Appendix 4 - Early Years Sufficiency Assessment
- 5) Appendix 5 - SEND Reform Impact Measures

Glossary

ADCS	Association of Directors of Children's Services
AFI	Areas for Improvement
AP	Alternative Provision
APST	Alternative Provision Support Team
ASC	Adult Social Care
CAMHS	Child and Adolescent Mental Health Services
CCC	Children's Continuing Care
CDS	Child Development Services
CEO	Chief Executive Officer
CHC	Continuing Healthcare
CME	Children Missing Education
Comms	Communications
CQC	Care Quality Commission
CT	Complex Trauma
CYPS	Children and Young People's Services
DCO	Designated Clinical Officer
DCS	Director of Children's Services
DfE	Department for Education
DSCO	Designated Social Care Officer
DSG	Dedicated Schools Grant
EAH	Experts at Hand (Advisory Networks)
EET	Education, Employment and Training
EH	Early Help
EHC	Education, Health and Care (settings)
EHCNA	Education, Health and Care Needs Assessment
EHCP	Education, Health and Care Plan
EHE	Elective Home Education
EOTAS	Education Otherwise Than at School
EPT	Empowering Parents Together
EPS	Educational Psychology Service
EY	Early Years
FHCWD	Family Help Children with Disabilities

ICB	Integrated Care Board
INMSS / NMSS	Independent Non-Maintained Special School
Info	Information
IPAs	Individual Pupil Agreements
ISP	Individual Support Plan
JSNA	Joint Strategic Needs Assessment
KPI	Key Performance Indicator
LA	Local Authority
LAP	Local Area Partnership
LBR	London Borough of Redbridge
LO	Local Offer
MASH	Multi-Agency Safeguarding Hub
MAT	Multi-Academy Trust
MDT	Multi-Disciplinary Team
MHST	Mental Health Support Team
ND	Neurodiversity
NELFT	North East London NHS Foundation Trust
NHSE	NHS England
OT	Occupational Therapy
PA	Priority Action
PfA	Preparing for Adulthood
PRU	Pupil Referral Unit
PT	Physiotherapy
QA	Quality Assurance
REP	Redbridge Education Partnership
SaLT / SALT	Speech and Language Therapy
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDATs	SEND Advisory Teachers
SIB	SEND Improvement Board
SLA	Service Level Agreement



FSWs	Family Support Workers
GLD	Good Level of Development
GP	General Practitioner
HNB	High Needs Block
HoS	Head of Service
IAG	Information, Advice and Guidance
IB	Improvement Board

SLCN	Speech, Language and Communication Needs
SPI	Special Provision Innovation
SRO	Senior Responsible Officer
SUs	Service Users
SWs	Social Workers
VCS / VCSE	Voluntary, Community and Social Enterprise sector
YP	Young Person / Young People

London Borough of
Redbridge



Redbridge SEND Reform

Andrea King, Director of
Education and SEND

SEND Reform Plan *in Redbridge*

- In the context of the national Reforms, Redbridge has focused on co-designing a:
 - **more inclusive**
 - **more integrated**
 - **and more preventative system**
 - with support delivered **closer to home**, earlier,
 - and through a **coherent partnership** across Education, Health and Social Care.
- Redbridge's systems are being reshaped around a UNICEF Child-Friendly Borough vision and co-production with families.
- The plan has been co-produced throughout to ensure it is:
 - **Child-centred**
 - **Co-produced** with families
 - **Integrated pathways** across Education, Health and Social Care
 - **Delivered locally** through neighbourhood-based support
 - **Financially sustainable** through joint commissioning and strong controls
- Our SEND children defined the intended impact

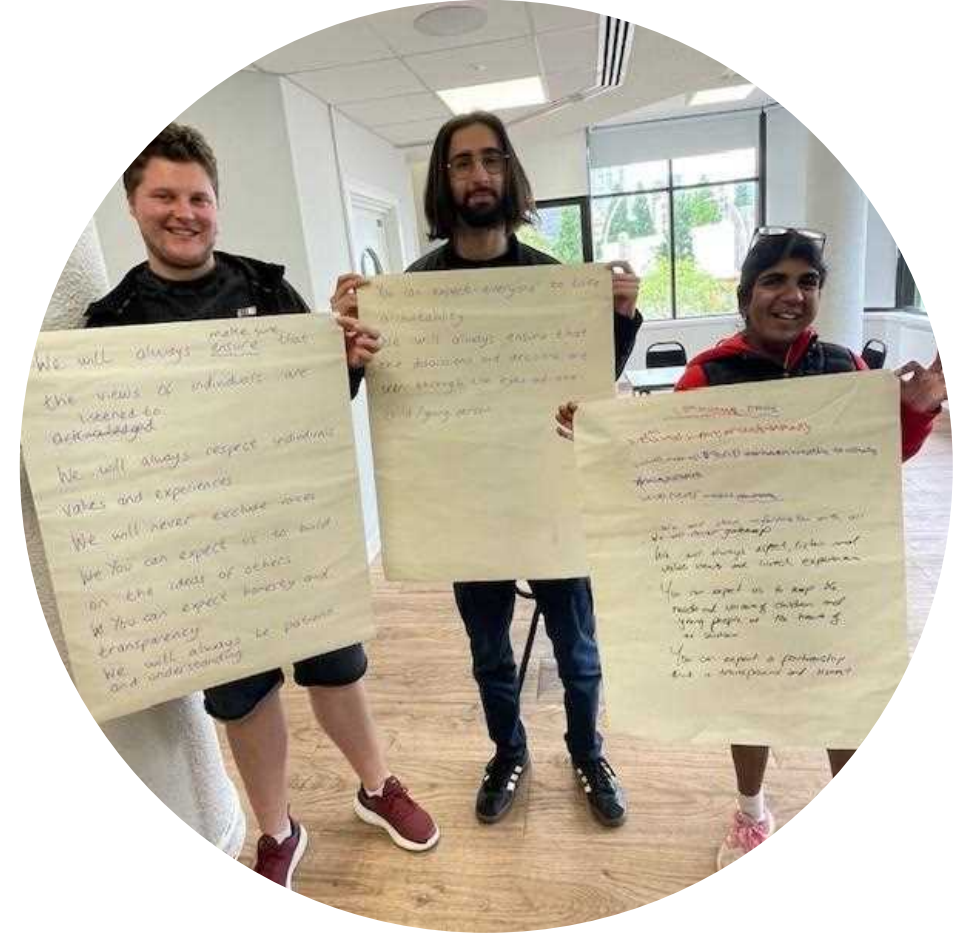


Redbridge's Vision

Our **vision** is to together build a Redbridge where the Inclusion and Belonging of all children is at the heart of every community as a UNICEF child-friendly borough.

We will transform our system to focus effectively on early identification, spotting emerging needs early to offer accessible advice and support from 0-25 (integrated within strong partnerships around Best Start in Life Family Hubs and Families First);

and to ensure for children who need more specialist care, integrated commissioning between Education, Health and Social Care, to invest in new specialist support in our local communities building on local expertise.



Our Goals

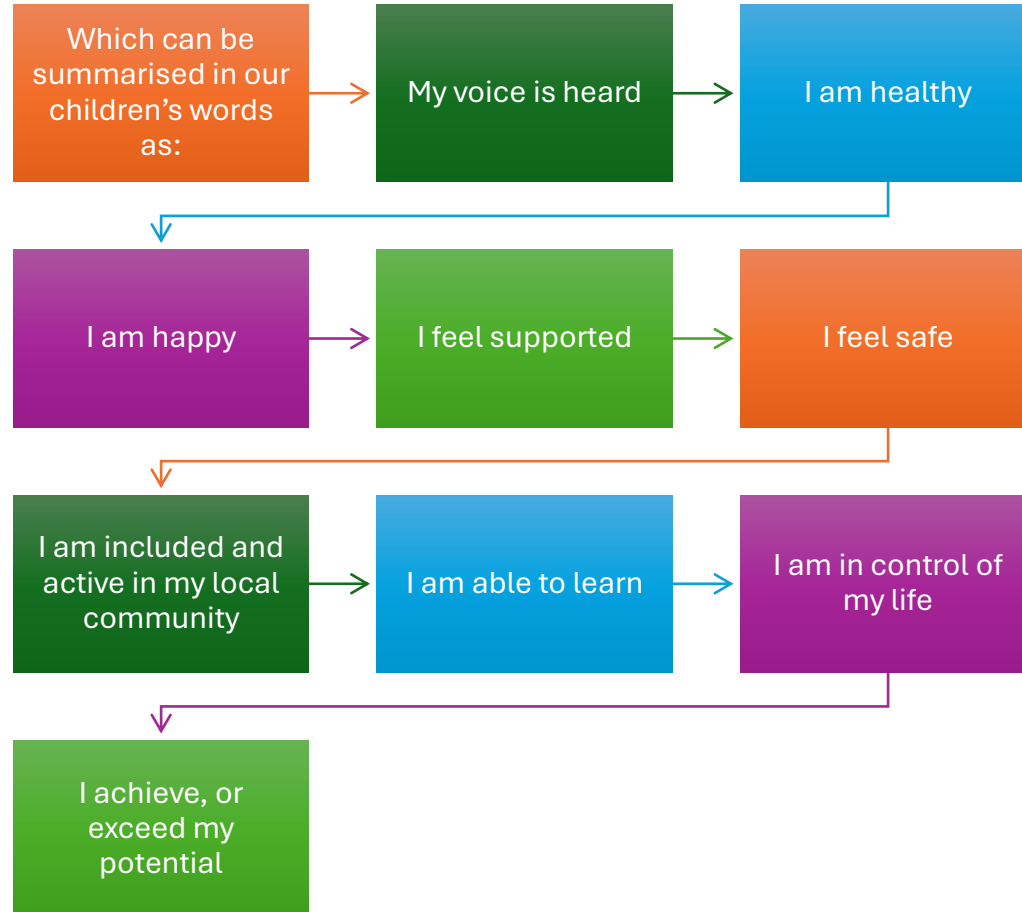
Co-design transformations to our system, and build trust and confidence with our children and families in an integrated partnership that prioritises the inclusion and belonging of every child in Redbridge, founded on relationships of trust

Significantly improve the capacity of the partnership to work together to provide early help and specialist support, which is close to school and close to home (in geographical clusters of Experts at Hand/Advisory Networks and a Local Integrated Support Offer, aligned with the Health Locality Networks) and ensure a significant investment in inclusion and specialist bases in each cluster

Ensuring that financial investment is effective and that there is strong value for money/financial controls, as we move to integrated commissioning between partners and Preparation for Adulthood.



Impact – A Clear Outcomes Framework



The 3-year Roadmap

2026 - 2027

Mobilise, Test, Assure

- Launch Inclusion & Belonging Strategy
- Develop OAG and Graduated Response
- Establish Advisory Networks
- Early Help redesign to include SEND early identification
- Begin negotiations for the development of specialist bases in schools and support bases based
- Start therapies redesign
- Launch new Local Offer
- Begin AP redesign
- Build data dashboards
- Launch sector-led toolkit



2027 - 2028

Scale, Embed, Commission

- Expand specialist bases
- Embed Advisory Networks
- Launch new therapies model
- Implement AP 3-tier model
- Redesign of the AP system locally implemented
- Embed co-production agreement
- Launch cohesive training offer
- Sector toolkit development with education settings
- Sector-led Toolkit embedded
- SEMH/ ND/ CT redesign is completed and recommissioning begins



2028 - 2029

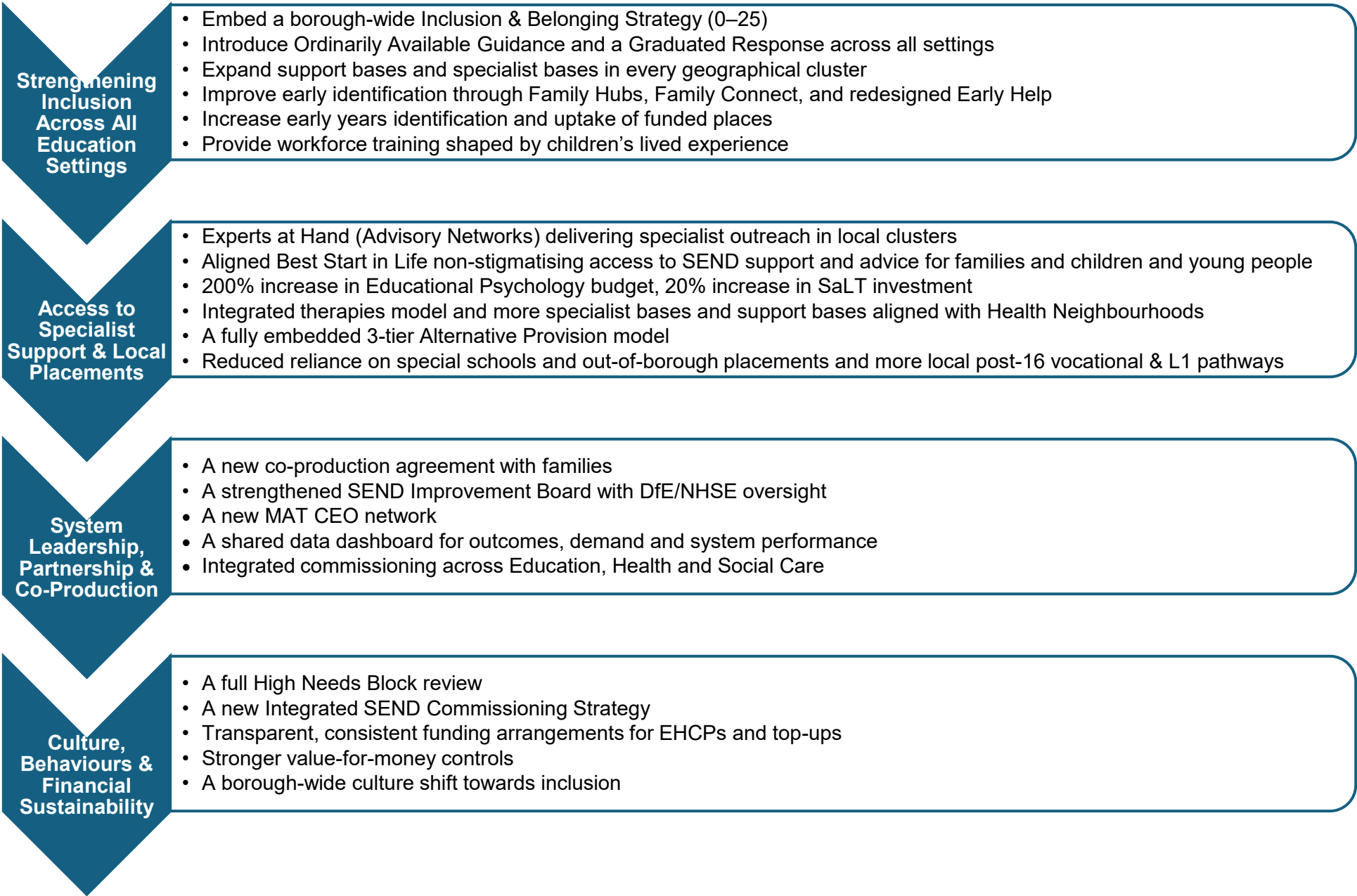
Evidence Impact, Sustain

- Demonstrate improved outcomes
- Reduce HNB overspend
- Increase mainstream inclusion
- Sustain integrated commissioning
- Mature governance and data-driven improvement
- 16-25 offer designed by young people
- reduced mediation because of early dispute resolution
- Tribunal rate will remain below national average



What will change?

The Big System Changes



Advisory Networks (Experts at Hand) – Proposal for integrated 0-25 support

Health Neighbourhoods

Redbridge Borough Map

Woodford and
Wanstead
Alliance

Fairlop Alliance

Seven Kings
Alliance

Cranbrook
Alliance

Loxford
Alliance

We are introducing Advisory Networks for Early Years Settings, Primary Schools and Secondary Schools. These will be aligned with the Health Network areas to ensure alignment with health advice at weekly/ monthly advisory drop-in sessions (on a locality basis).

The following services will be available at each locality:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychologists
- SENDATs
- Early Years

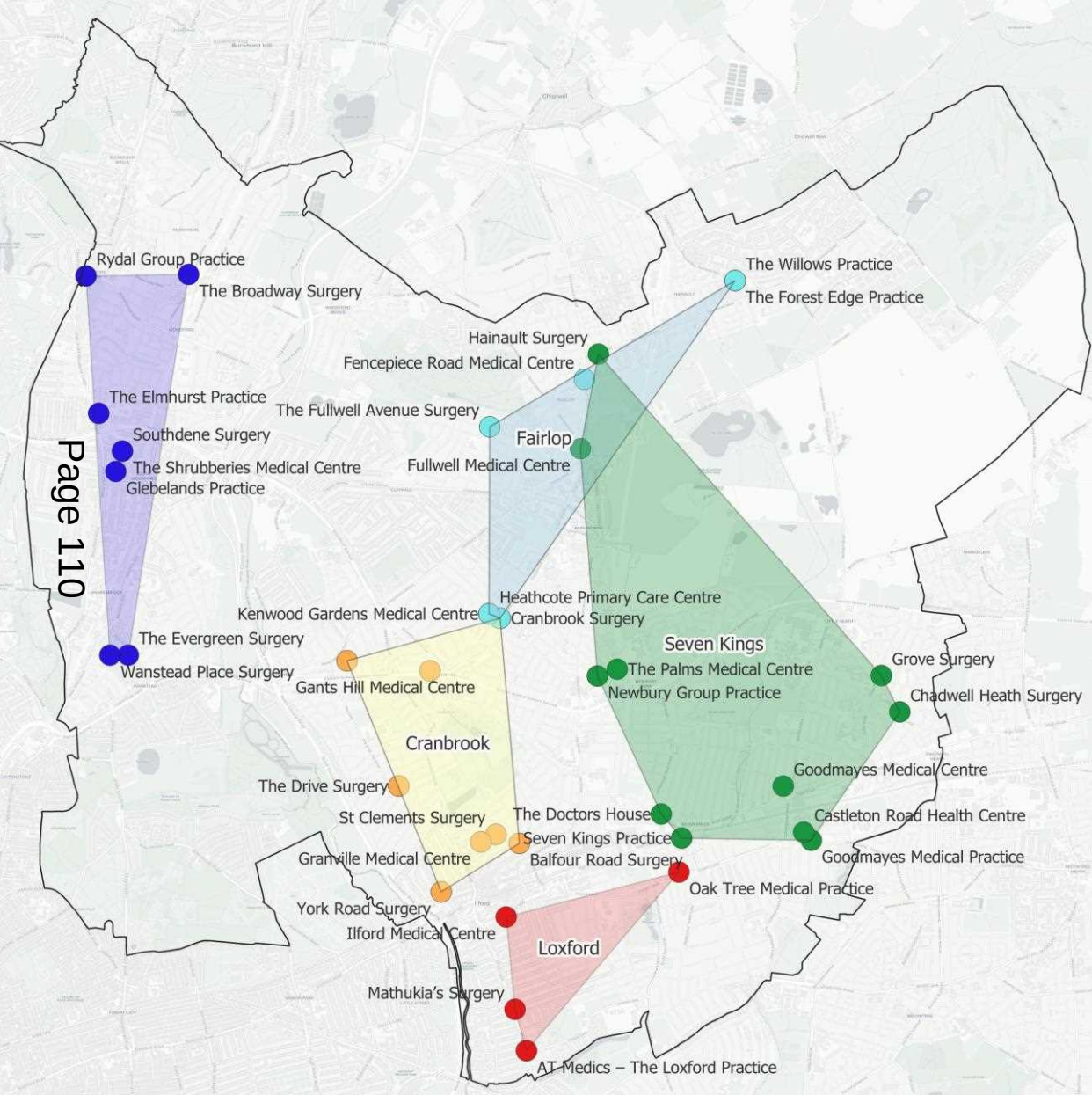
All 5 localities will offer:

- Best Start in Life
- Non-stigmatising Early Years advisory support and outreach
- Community Advisory Support

Families will tell us where they feel safe to access this advice.

Each locality will have regular sessions available weekly/ monthly for Early Years Settings, Primaries and Secondaries to ask for help and advice.

Health Neighbourhoods - Proposal



Woodford & Wanstead Alliance

1. Rydal Group Practice
2. The Broadway Surgery
3. Glebelands Practice
4. The Evergreen Surgery
5. Wanstead Place Surgery
6. The Elmhurst Practice
7. Southdene Surgery
8. The Shrubberies Medical Centre
9. Queen Mary practice

Seven Kings Alliance

1. The Palms Medical Centre
2. Chadwell Heath Surgery
3. Goodmayes Medical Practice
4. Goodmayes Medical Centre
5. Seven Kings Practice
6. Castleton Road Health Centre
7. The Doctors House
8. Grove Surgery
9. Fullwell Medical Centre
10. Newbury Group Practice
11. Hainault Surgery

Cranbrook Alliance

1. Gants Hill Medical Centre
2. Balfour Road Surgery
3. The Drive Surgery
4. York Road Surgery
5. Cranbrook Surgery
6. St Clements Surgery
7. The Redbridge Surgery
8. Granville Medical Centre

Fairlop Alliance

1. The Forest Edge Practice
2. The Willows Practice
3. Kenwood Gardens Medical Centre
4. The Easten Avenue Medical Centre
5. The Fullwell Avenue Surgery
6. Heathcote Primary Care Centre
7. Fencepiece Road Medical Centre

Loxford Alliance

1. Ilford Medical Centre
2. Oak Tree Medical Practice
3. Ilford Lane Surgery
4. Mathukia's Surgery
5. AT Medics – The Loxford Practice