Department for Education

NHS England

Blackpool Local SEND Reform Plan

June 2026



Annex A: Local SEND Reform Plan

Blackpool's Local SEND Reform Plan sets out how the local area partnership will lay the foundations for sustained reform over the next three years, building on the progress recognised in the 2024 reinspection and moving from recovery into a maturing, evidence-led and financially sustainable 0–25 SEND and AP system. The plan describes the local change story, the partnership's four goals, the maturity assessment, the three-year roadmap, the first-year delivery plan, and the capacity, governance, engagement and risk arrangements needed to deliver reform in Blackpool's local context.

The plan has been developed in line with the guidance by placing partnership ownership, co-production and measurable delivery at its centre. Education, health, social care, early years, schools, trusts, alternative provision, post-16 providers, the Parent Carer Forum, SENDIASS, children, young people and families have all informed the direction of travel through existing partnership boards, engagement events, education networks and developing co-production arrangements. Their insight has shaped the vision, goals, workstreams, roadmap, success measures and the commitment to regular experience reporting so that families and partners can see how feedback influences decisions and improvement activity.

The plan has been prepared under the leadership of the local authority and through the shared governance of the SEND and AP partnership. It aligns the Schools White Paper ambition with Blackpool's local priorities: earlier identification and support, stronger inclusion and local provision, confidence through co-production and shared accountability, and financial sustainability and value for money. It also follows the guidance by linking the maturity assessment, building blocks, workstreams, baselines, target metrics and first-year investment plan into one coherent line of sight from strategy to delivery.

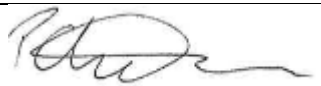
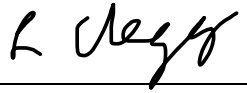
The plan will be reviewed through the relevant SEND governance arrangements and formally signed off by the required senior leaders, including the Local Authority Chief Executive, the Integrated Care Board Chief Executive, the Local Authority Director of Children's Services, the Integrated Care Board NHS Place Director and the Local Authority Chief Financial Officer/Section 151 Officer. Wider partners who have contributed to the plan, including education leaders, early years, school, college, trust and parent carer representatives, will also continue to be involved in review, delivery and assurance.

Name of Local Authority: Blackpool Council

Name of Integrated Care Board: Lancashire and South Cumbria

Local SEND Reform Plan SRO: Assistant Director for Education, Blackpool Council

Signatories

Role	Name	Signature	Email contact	Date
Chief Executive (and interim S151 officer), Blackpool Council	Neil Jack		Neil.jack@blackpool.gov.uk	24 June 2026
Chief Executive, Lancashire and South Cumbria ICB	Aaron Cummins		aaron.cummins1@nhs.net	24 June 2026
Director of Children's Services, Blackpool Council	Vicky Gent		Victoria.gent@blackpool.gov.uk	24 June 2026
Chief Nurse (Interim), Lancashire and South Cumbria ICB	Professor Jane Scattergood		Jane.scattergood@nhs.net	24 June 2026
Associate Director for SEND and Complexities (interim), Lancashire and South Cumbria ICB	Peter Chapman		Peter.chapman10@nhs.net	24 June 2026
Blackpool SEND Partnership Board Independent Chair	Linda Clegg		Lindaclegg0@gmail.com	24 June 2026

Local Authority, Senior Responsible Officer, Blackpool Council	Graeme Dow		Graeme.dow@blackpool.gov.uk	24 June 2026

Executive Summary

Blackpool's SEND system is on a determined and accelerating improvement journey. Following the significant weaknesses identified in the 2022 joint OFSTED/CQC inspection, the partnership made sufficient progress for the 2024 reinspection to bring the area out of formal intervention. This provides an important foundation for the next phase of reform: moving from recovery and compliance into system maturity, sustainability and measurable impact for children, young people and families. While demand continues to rise – with EHCPs projected to increase from 1,899 in 2025 to 2,911 by 2029 despite a declining child population – this is being met with renewed ambition, clarity of purpose and collective resolve. The partnership recognises that practice, outcomes and family experience are not yet consistently strong across all parts of the system, therefore the next phase is focused on embedding inclusive practice, improving consistency and demonstrating sustained impact.

Over the next three years, Blackpool will take a decisive step forward, transforming into a fully inclusive, integrated 0–25 system where children and young people receive the right support at the right time, in the right place – predominantly within their local mainstream communities. This transformation will be driven by the *Experts at Hand* model, placing multi-agency expertise directly into early years settings, schools and neighbourhoods to enable earlier identification, faster intervention and stronger support around families.

By 2029, Blackpool will have built a system that is preventative, locally responsive and relentlessly focused on outcomes. Reliance on EHCPs, high-cost placements and out-of-area provision will reduce as capacity and confidence in mainstream inclusion grows. Children, young people and families will experience a system that is consistent, joined up and built around their strengths and aspirations.

Inclusion is at the heart of this vision. Currently, 45% of children with EHCPs are educated in mainstream settings, reflecting variation in practice and continued dependence on specialist provision. Over the next three years, this will change significantly. A strengthened universal and targeted offer, alongside expanded inclusion bases, outreach support and reduced exclusions, will enable more children to remain and thrive in their local schools. Fewer children will require alternative provision or out-of-area placements and more will successfully progress into post-16 education, employment and training.

Early indications of this shift are already visible, with the number of children not in education projected to fall by 30% - a powerful signal of improving outcomes and engagement.

Workforce development is central to sustaining this transformation. While there has been progress, capacity and consistency remain challenges. Through a joint workforce strategy and the Experts at Hand model, Blackpool will equip practitioners with the skills, confidence and support they need to respond effectively to need at the earliest point. Over time, success will be reflected in reduced referrals to specialist services, more children supported without escalation, and a workforce that feels confident, capable and connected. Professionals across the system will be better enabled to make a meaningful difference — earlier, faster and with greater impact.

The voice of children, young people and families will be at the centre of this journey. Confidence has improved through the improvement journey recognised in the 2024 reinspection, but there is more to do to fully embed co-production and ensure that experience is consistently positive across the system. Over the next three years, co-production will become business as usual across governance, commissioning and delivery. Families and young people will not only be heard but will actively shape services. As a result, satisfaction will rise, complaints and tribunal activity will reduce, and trust in the system will continue to strengthen. Families will increasingly describe a system that listens, responds and works alongside them.

Financial sustainability remains a significant challenge, with High Needs Block expenditure forecast to rise from £35.3 million in 2024/25 to £56.4 million by 2027/28, alongside a growing in-year deficit. However, the reform programme sets out a clear and credible pathway to stability. By shifting investment upstream into early intervention, reducing reliance on high-cost placements, increasing local sufficiency and strengthening joint commissioning, Blackpool will use its resources more effectively. Over time, expenditure growth will slow, value for money will improve, and more children will be supported successfully within local provision.

Despite increasing demand — including EHCP requests rising by around 10–11% each year — there are already strong signs of progress. Reductions in suspensions, improvements in early help, stronger co-production structures and the projected fall in children not in education all demonstrate growing system resilience and impact. These green shoots provide a solid foundation for the next phase of reform.

The next three years will require continued focus, discipline and partnership. Key risks — including rising demand, workforce pressures, variability in inclusion and financial challenges — are well understood. Through strengthened governance, robust data and performance systems, and deeper joint commissioning, the partnership is well positioned to manage these risks proactively. Crucially, sustained engagement with families and partners will ensure that change is grounded in lived experience and delivers meaningful impact.

In summary, Blackpool's story is one of momentum and transformation. It is a journey from a reactive and fragmented system to one that is proactive, inclusive and sustainable. By 2029, success will be clear: more children supported in mainstream settings, earlier and more effective intervention, stronger outcomes and experiences for families, and a financially stable system delivering better value for money. This is not just improvement — it is a system being reshaped with purpose, ambition and confidence in a better future for children and young people.

Section 1 – Vision and Goals

Blackpool's SEND Partnership Strategy sets out an inclusive vision that aims for all children with SEND to live, learn, and thrive within a community that values belonging, inclusion, and opportunity through a strong, integrated partnership between education, health and social care. Our local partnership is committed to early help, strong inclusion, and preparation for adulthood, ensuring that every child and young person is supported to thrive from birth to age 25. Our vision mirrors the ambitions of the Schools White Paper to ensure every child achieves and thrives, with a system that shifts from narrow to broad educational experiences, strengthens inclusion, and ensures early, fair support across all settings. This will be delivered through a fully integrated approach in which all stakeholders operate as equal partners, sharing collective responsibility for outcomes, experience and value for money.

Our ambition is to deliver an inclusive, responsive and financially sustainable 0–25 SEND system where children and young people receive support earlier, achieve better outcomes, families have confidence in the help they receive, and resources are used effectively to secure long-term value for money. This aligns with the Schools White Paper ambition that every child should achieve and thrive through high standards, strong inclusion and earlier support. Delivery will be shared across education, health and care, with clear accountability for outcomes, experience and the sustainable use of resources.

The reform plan is organised around four goals: earlier identification and support; stronger inclusion and local provision; confidence, co-production and shared accountability; and financial sustainability and value for money. Each goal is deliberately focused, measurable over three years and aligned to the partnership's wider strategy, the maturity assessment and the headline metrics for SEND reform.

Goal 1: Earlier identification and support — Improve outcomes for children and young people with SEND by strengthening early identification, embedding a partnership-wide universal and targeted offer, and ensuring children receive the right support at the right time without unnecessary escalation to statutory or specialist pathways.

Success Measure: We will track the proportion of children and young people supported through universal and targeted pathways, referral rates into specialist services, requests for EHC needs assessment and escalation to specialist provision. Over the next three years, success will be shown through a year-on-year increase in needs being met earlier through universal and targeted support, alongside reduced escalation where this is appropriate and safe. Progress will be monitored through SEND service data, early help and inclusion pathway data, NHS specialist therapy referral data and annual review evidence.

Goal 2: Stronger inclusion and local provision — Increase the confidence and capacity of mainstream settings and local provision so that more children and young people with SEND can learn, belong and thrive in their local communities, with timely access to specialist input when required.

Success Measure: We will monitor mainstream placement rates, use of inclusion bases, exclusions, alternative provision, out-of-area placements and parental requests for independent provision. By 2029, we expect to see more children and young people supported successfully in local mainstream and inclusive provision, with reduced reliance on high-cost or out-of-area placements. Progress will be tracked through placement, exclusion, AP, sufficiency and school engagement data.

Goal 3: Confidence, co-production and shared accountability — Strengthen trust with families, children and young people by ensuring their voices shape decision-making, service design, delivery and evaluation, and by making partners collectively accountable for the quality of experience across the SEND system.

Success Measure: We will regularly capture, analyse and report how children, young people and families experience the SEND system, using a range of feedback routes including post-intervention feedback, co-production activity, engagement events, complaints, mediation, tribunal learning, SENDIASS insight, Parent Carer Forum feedback, youth voice activity and annual surveys. This intelligence will be reported through the partnership's governance arrangements and used to shape service design, commissioning, communication, practice improvement and quality assurance. Over the next three years, success will be shown through stronger evidence that children, young people and families feel listened to understand how their views have influenced decisions and can see improvements in the way the system responds to them.

Goal 4: Financial sustainability and value for money — Strengthen commissioning, joint commissioning, sufficiency planning, quality assurance and performance monitoring so that provision is matched more effectively to need, outcomes improve, and resources are used sustainably to deliver better value for money.

Success Measure: We will regularly review the cost, quality and pattern of placements across the 0–25 SEND system and aim to reduce reliance on high-cost and out-of-area provision while increasing the proportion of children and young people whose needs are met through local provision. Progress will be measured through placement, finance, transport, commissioning and quality assurance data, alongside evidence that joint commissioning decisions are improving outcomes and value for money.

Section 2 – Strategy

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

Blackpool's strategic approach is designed to create a preventative, inclusive and financially sustainable 0–25 SEND and AP system where children and young people are identified earlier, supported closer to home and enabled to thrive in their local communities. These goals will be delivered through an overarching plan and led through five strategic workstreams covering AP and inclusion, co-production and communication, 0–25 sufficiency and place planning, Experts at Hand and universal/targeted support, and performance, data and impact.

By 2029, children and young people with SEND in Blackpool should experience a system that feels different in practical and meaningful ways. More children will have their needs recognised and met earlier through universal and targeted support, Family Hubs, early years settings, schools and the Experts at Hand model. Mainstream schools and settings will be more confident, better supported and more inclusive, so more children can learn, belong and make progress locally. Alternative provision will operate as a purposeful three-tier pathway, supporting early intervention, time-limited support, reintegration and clear progression into post-16 education, employment or training.

Families should experience a more joined-up, responsive and transparent system, with clearer communication, stronger co-production and regular evidence that their feedback has shaped decisions. Children and young people should be able to see that their voices influence services and that support is built around their strengths, aspirations and preparation for adulthood. The partnership will also make better use of local provision, capital investment, transport planning, joint commissioning and performance data so that resources are directed toward earlier support, stronger outcomes and better value for money.

The test of success by 2029 will be clear: more children supported successfully in local mainstream and inclusive provision; fewer suspensions, exclusions, AP escalations, EOTAS packages and high-cost out-of-area placements; faster access to specialist advice; stronger confidence among schools, families and partners; improved post-16 pathways; and a system that can evidence improved outcomes, lived experience and financial sustainability through a shared performance framework.

The three tables below set out the strategic line of sight for Blackpool's SEND Reform Plan. The first table summarises the local change story, showing the journey from the 2022 inspection baseline, through the progress recognised in the 2024 reinspection, to the partnership's 2029 ambition. The second table uses the local maturity assessment to describe the current baseline and the level of system maturity the partnership expects to achieve by 2029. The third table translates this into the four building blocks, identifying the current baselines and target metrics that will be used to track whether the strategy is delivering the four goals set out in Section 1.

Table 1 – Blackpool's Change Story

Where we were	Where we are	Where we will be in the next 3 years: four-goal ambition and evidence of impact
In 2022, Blackpool's SEND system was judged to have significant weaknesses, with inspectors concluding that many children, young people and their families were being let down and that a formal Written Statement of Action was required. The local area had been too slow to implement the 2014 SEND reforms, and although leaders had only recently begun to prioritise SEND more effectively, there remained a lack of clear strategy, accountability and shared understanding about what improvement should look like in practice. Families' experiences were a major concern: parents and carers often reported poor communication, difficulty accessing services, and feeling that their views were	Following the 2024 reinspection, Blackpool was brought out of formal intervention, reflecting the sufficient progress made against the areas of significant weakness identified in 2022. This marked an important shift in the partnership's improvement journey: from urgent recovery and compliance towards embedding consistent, sustainable and evidence-led reform across the 0–25 SEND system. Blackpool's SEND system is now at a transitional stage, with most elements assessed as emerging to developing. Leaders have a stronger understanding of priorities and have put in place strategies that are beginning to have a positive impact. There is a strong shared commitment across education, health and care partners, supported by more established governance arrangements and initial joint commissioning, which is increasingly informed by a clearer understanding of need.	Over the next three years, Blackpool will deliver the four goals set out in Section 1 through a fully inclusive, joined-up 0–25 SEND system. Children and young people will receive support earlier through a stronger universal and targeted offer; more needs will be met confidently in local mainstream and inclusive provision; families will experience a system that listens, responds and shows how their feedback shapes change; and resources will be used more sustainably through joint commissioning, local sufficiency and stronger quality assurance. The primary mechanism for change will be Experts at Hand, beginning with the Best Start Plan and extending across family hubs, early years, mainstream schools, alternative provision and post-16 settings. Multi-agency expertise from education, health and care will be deployed closer to children, families and settings through clear access routes, triage, advice, intervention, workforce development

Where we were	Where we are	Where we will be in the next 3 years: four-goal ambition and evidence of impact
not listened to, which increased stress and frustration and made the system hard to navigate. There were also long waiting times for services and delays in EHC assessments and plan updates, meaning that needs frequently escalated before appropriate support was in place. The quality and consistency of provision were uneven, with weak or outdated EHC plans, inconsistent health input, and an over-reliance on special school placements, partly driven by a lack of confidence in mainstream provision. Co-production with children, young people and families was not embedded, and preparation for adulthood was particularly underdeveloped, with poor transition planning and limited pathways into independence and employment. However, inspectors also recognised some strengths, including committed frontline staff, effective early years identification, strong special schools, and some positive mental health and inclusion initiatives. Overall, Blackpool in 2022 was characterised as a system not yet delivering consistently for children and families, but one that had begun to acknowledge its weaknesses and	Building on the progress recognised in 2024, co-production has strengthened significantly, with an active Parent Carer Forum and youth participation structures now meaningfully influencing strategy and service design, and children, young people and families reporting that their voices are more often heard and acted upon. There are also signs of improving infrastructure and practice across the system. Early help and multi-agency working are more effective, with stronger early identification, more coordinated support for families, and better transition planning beginning earlier. Service models have become more responsive, including expanded mental health support, flexible delivery approaches such as drop-in clinics, and a more needs-led neurodevelopmental pathway that provides support prior to diagnosis. Alongside this, there has been progress in strengthening EHCP processes, financial oversight and the use of performance information, as well as growing workforce development through training, SENCO networks and multi-agency collaboration. However, these improvements are not yet fully embedded, and the quality and impact of practice remain variable across the system. Despite this progress, a number of systemic challenges remain. Inclusion is still inconsistent,	and shared decision-making. By embedding this expertise into universal and targeted pathways, the partnership expects to reduce unnecessary escalation to EHC needs assessment, improve access to specialist advice, reduce specialist referrals where need can be met earlier, strengthen SEN Support, improve attendance and inclusion, and support more children and young people to remain successfully in local settings. Over time, the Experts at Hand offer will move from an initial service to a fully embedded system approach across early years, mainstream, alternative provision and post-16, strengthening workforce capability and ensuring consistent practice across the partnership. In doing so, it will enable the local area to scale what is already working well, such as collaborative relationships, developing inclusive practice and co-production, while addressing weaker areas including inconsistent mainstream inclusion, gaps in early intervention and variable service access. Delivery of this vision will be supported by key system enablers, including investment in workforce development to build confidence and expertise across education, health and care; targeted capital investment to expand local provision and inclusion capacity; and strengthened data and digital systems to enable more robust, evidence-led decision making. Alongside this, clearer governance, joint

Where we were	Where we are	Where we will be in the next 3 years: four-goal ambition and evidence of impact
take initial steps towards improvement. This formed the baseline for the Written Statement of Action and the improvement journey that followed.	particularly in secondary settings, contributing to continued reliance on specialist provision and statutory processes, with too many needs only met through EHC plans. The system does not yet use data and impact evidence consistently to drive improvement, and commissioning and planning across the 0–25 pathway remain too fragmented. NHS Adult services are taking some positive steps to embed the SEND agenda within their practice, but this is not yet consistently embedded in practice. Workforce capacity pressures and variability in capability across services continue to affect consistency of delivery, and although co-production has improved, stakeholder voice is not yet fully representative, with some groups less well engaged. Overall, Blackpool is no longer a system in formal intervention, but it is not yet consistently mature. The next phase of reform must build on the progress confirmed in 2024 by embedding inclusive practice, strengthening local provision, improving family experience and demonstrating measurable impact for all children and young people with SEND.	commissioning and enhanced programme capacity will ensure that partners are aligned around shared outcomes and can drive sustained improvement at scale. By 2029, progress will be evidenced through a clear set of measures: increased mainstream EHCP placements toward 55%; reduced suspensions, exclusions, Tier 3 AP placements, EOTAS and high-cost or out-of-area placements; faster access to specialist advice; improved experience feedback from children, young people and families; stronger evidence that co-production influences decisions; and improved value for money through local provision, transport impact and joint commissioning data.

Table 2 – Blackpool's Maturity Assessment Summary

Summary of Blackpool's Plans and Priorities	Current Baseline Assessment	Maturity Aim by 2029
The improvement plan is centred on creating a SEND system that is early, fair, shared, effective and local in its approach and impact. There is a strong emphasis on acting early, by strengthening early intervention, embedding inclusion through a local Inclusion Offer, expanding models such as Experts at Hand, improving speech and language support, and aligning with Family Hubs to support earlier identification and access to help. This proactive approach is reinforced through better use of data, predictive modelling, and regular feedback to anticipate need and respond before issues escalate. The plan promotes a system that is fair, ensuring equitable access to support across all settings and groups. This includes strengthening representation on partnership boards, amplifying the voices of children, young people, and families, and ensuring consistency in data, decision-making, and service delivery. The development of inclusion principles, clear accountability, and transparent reporting further supports fairness across the system. A key priority is building a shared responsibility across education, health, and social care. This is reflected in joint commissioning ambitions, aligned outcomes, shared data and insight, and strengthened multi-agency governance. Co-production is central, with families and young people actively shaping services, strategies, and decision-making processes.	Pillar 1: Co-production with parent carers, children and young people is currently rated as **Emerging.** The area has an active, effective, and sustainable PCF. Local SEND and AP youth forums or user groups are engaged with throughout planning and delivery. The partnership is developing practice to co-produce with parents and children and young people. Some aspects of service planning and review cycles actively seek input, but participation is not yet universal or embedded.	By 2029 Pillar 1 will be rated as **Maturing.** The area has an active PCF which meets regularly with the system partners. Strong feedback mechanisms ensure that children, young people and families know how their views influence decisions. There is strong evidence that their views shape services and outcomes. Co-production is a core feature of planning, delivery and review. Parents, carers and children and young people are equal partners, with clear and regular opportunities to influence strategic priorities, service design and quality assurance. Schools have embedded practices to co-produce with parents and children and young people.
	Pillar 2: Effective system leadership and governance is currently rated as **Emerging** Partners are working with initial governance structures and developing clarity on where strategic decisions are made. Opportunities exist to further engage stakeholders in operational and strategic planning. Communication is identified as an area for improvement. Accountability is supported by existing processes and compliance measures. The partnership is focused on strengthening outcome measures and building shared understanding of system performance.	By 2029 Pillar 2 will be rated as **Maturing.** Well-defined and embedded governance ensures decisions are collectively made at appropriate levels. All partners have clarity on their roles and can easily influence both operational and strategic planning. Processes are continually reviewed for improvement. Commissioning is well understood and integrated across the partnership. Robust, transparent systems for measuring and reporting outcomes are fully embedded. Success is judged by the impact on children, young people and families, and services are continually improved in response to honest evaluations involving all partners. Decision-making is both aspirational and innovative.

Summary of Blackpool's Plans and Priorities	Current Baseline Assessment	Maturity Aim by 2029
The plan also focuses on making the system more effective, with clearer governance, defined targets, quality assurance frameworks, and performance monitoring. Workforce development, consistent training standards, and evidence-based planning underpin improvements in practice, while structured communication and feedback loops ensure that decisions are informed, coordinated, and impactful. Finally, the approach is rooted in being local, with services designed around the needs of Blackpool's children, young people, and families. This includes place-based planning, stronger links between local partners and communities, increased transparency, and the development of locally responsive services and pathways. By embedding SEND within neighbourhood working and strengthening local partnerships, the system aims to be more accessible, responsive, and relevant. Overall, the plan is about delivering a more joined-up and inclusive system where support is provided early, access is fair, responsibility is shared, services are effective, and provision is shaped by and for the local community.	Pillar 3: Accurate understanding of needs through effective use of data is currently rated as **Emerging** Data gathering methods are being established or updated and provide an initial understanding of needs and gaps. Planning is supported by available quantitative data, with opportunities to develop more comprehensive use of family and CYP perspectives. Commissioning is underway within each sector, with some early cross-agency conversations. Providers are engaged with current sufficiency, and there is scope for increasing dialogue and alignment to proactively meet future needs.	By 2029 Pillar 3 will be rated as **Maturing.** A robust and comprehensive evidence base underpins strategic planning. Rich quantitative and qualitative data is routinely collected, shared, and used to monitor trends and inform sufficiency planning. Joint commissioning across the partnership ensures that services are in place to meet the range of needs and achieve positive outcomes for CYP with SEND.
	Pillar 4: High-Quality Service Delivery at universal, targeted and specialist levels to promote inclusion is currently rated as **Emerging** There is some guidance and support in place to support schools in identifying needs, but provision is inconsistent and AP is not well integrated. Schools and settings are beginning to expand their offer for children and young people with SEND, but it remains largely focused on statutory responsibilities. Statutory decision-making is inconsistent and often delayed with limited evidence of effective quality assurance processes.	By 2029 Pillar 4 will be rated as **Maturing.** There are effective arrangements and services in place to support schools and settings to identify needs and put in place appropriate provision, including AP. Schools and settings are delivering a broad offer for all children and young people with SEND (beyond solely statutory responsibilities) that enables inclusive practice across the system, including AP. Decision-making and practice relating to statutory decisions is consistent and timely.
	Pillar 5: Effective Partnership working across education, health and social care is currently rated as **Developing** All settings, including AP, post-16, and early years settings, are represented and most take part in partnership work, with regular consultation on inclusion. Joint processes for planning and provision	By 2029 Pillar 5 will be rated as **Maturing.** All providers are fully represented and actively engage in strategic planning, sharing updates with their settings. Evidence shows collaborative work improves planning, transitions, and inclusion. Fair access protocols are trusted and effective. Strong

Summary of Blackpool's Plans and Priorities	Current Baseline Assessment	Maturity Aim by 2029
	are developing. Fair access protocols show improving outcomes and growing confidence. SENCO and leader networks are forming, and shared responsibility for inclusion is growing.	networks enable clusters of schools to commission, support, and respond to needs.
	Pillar 6: Skilled and organised workforce is currently rated as **Emerging** The LA workforce is beginning to access training and support as a means to building capacity and consistency into supervision, decision-making, casework and managing difficult conversations. Some education settings are beginning to build awareness and skills to support children with SEND, with early-stage training and resource development underway. There is initial recognition of the need for coordinated training across health, education, and social care. Early efforts are being made to identify best practices and include lived experiences.	By 2029 Pillar 6 will be rated as **Maturing.** The LA workforce is well-trained, regularly updated, and appropriately supported, managed and supervised. Wider workforce across education settings is skilled in meeting the needs of children with SEND. There is pro-active shaping of training and development of all practitioners in the local SEND system, including health and social care, to ensure there is a broad understanding of best practice, incorporating lived experiences into practitioners' professional development.
	Pillar 7: Targeted, judicious and sustainable use of resources including sufficiency, place planning and capital is **Emerging** Review and evaluation processes are being used periodically, and stakeholder input informs some service adjustments. Processes for regular monitoring and service improvement are taking shape. The Dedicated School Grant (DSG) management plan provides limited information on mitigating actions to improve the efficient use of resources and securing value for money.	By 2029 Pillar 7 will be rated as **Maturing.** Comprehensive, ongoing monitoring using multiple sources of data and qualitative insights drives continuous improvement. Deep dives into specific issues lead to strategic changes, and effective benchmarking ensures consistent progress toward the best outcomes. There is evidence of efficient use of resources and a focus on value for money.

Table 3 – The building blocks

The importance of the Building Blocks for Blackpool
The four building blocks provide the organising framework for SEND and AP reform across Blackpool and map directly to the four goals in Section 1. Building Block 1 supports earlier identification, mainstream inclusion and AP reform; Building Block 2 strengthens shared leadership, co-production and accountability; Building Block 3 improves access to specialist support and local sufficiency; and Building Block 4 acts as a cross-cutting enabler, embedding inclusive culture, workforce confidence and shared behaviours across all workstreams. System leadership and partnership collaboration will be strengthened through the Blackpool SEND and AP Partnership Board, underpinned by multi-agency strategic delivery groups and a shared performance framework that provides collective ownership and accountability across education, health and care partners. Access to specialist support and local placements will be improved through the development of the 'Experts at Hand' model, increased specialist outreach from local provisions, the continued development of the Educational Psychology (EP) service, and robust sufficiency planning to ensure that children and young people can be supported as close to home as possible. Inclusive culture and behaviours will be treated as a single cross-cutting enabler rather than a separate strand of activity. It will be embedded through clear partnership expectations, workforce development, co-production, transparent performance reporting, mutual challenge and consistent use of evidence. This will help ensure that the other building blocks are delivered as one coherent system change programme rather than separate initiatives.

Building Blocks	Current Baseline	Target Metrics
Building Blocks 1 - *Strengthening inclusion across education settings* Over the next three years, strengthening inclusion across education settings in Blackpool will shift the system from inconsistent, specialist-dependent support to one where most children and young people with SEND have their needs met early, locally and within mainstream settings. This will be driven by a shared understanding of inclusive practice across all	Suspensions and permanent exclusions In 2024 – 2025 the total % of pupils suspended was 4.97% In 2024 – 2025 the total % of pupils permanently excluded was 0.42% The work in Workstream 1 will support a continued year on year decrease in suspensions and exclusions.	Suspensions and exclusions rate reduction linked to early intervention By 2029 the total % of pupils suspended will be below 4% By 2029 the total % of pupils permanently excluded will be below 0.3% The work in Workstream 1 will support a continued year on year decrease in suspensions and exclusions.

Building Blocks	Current Baseline	Target Metrics
providers, supported by the Experts at Hand model, which brings specialist advice directly into schools to enable earlier identification and intervention. Mainstream settings will become more confident and capable, supported by expanded inclusion bases, stronger outreach and a consistent universal and targeted offer across all phases.	Tier three AP placements – current baseline 95 children at Tier three	Reduction in tier three placements: ≥15% over 3 years)
	Tier one and Tier two AP placements (currently not in place due to pressure from tier three)	Increase and sustain tier two provision
		By 2029 75% of schools will evidence interaction with the Universal Offer. By 2029 100% of schools accessing tier 2 and tier 3 will have received Tier 1 training from EaH
	Parent/carer experience of AP pathways will be baselined in 2026/27 through annual surveys, post-intervention feedback, reintegration reviews, mediation and complaint learning, and Parent Carer Forum feedback. (To be baselined in 2026-2027)	By 2029, regular AP experience reporting will show year-on-year improvement, with at least 85% positive feedback from families who provide feedback and clear evidence that feedback has shaped pathway design and practice. Target: ≥85% positive feedback
	Cost per pupil vs outcomes achieved Y11 placement costs £17,920 Y11 cohort outcomes for English and Maths GCSE captured and evaluated in September 2026	Cost per pupil vs outcomes achieved Y11 placement costs anticipated to be £20,157 Y11 cohort outcomes for English and Maths (target set September 2028)
	Current number of section 19 requests accepted requiring statutory intervention 67%	Reduction in number of section 19 requests requiring statutory intervention to below 25%
	Reintegration success rate across tier 3 - 6% in 2026	Increase reintegration success across AP tiers from the 2026 baseline, with an agreed 2026/27 trajectory and a 2029 ambition for sustained reintegration or progression into appropriate education, employment or training.
Building Blocks 2 - System leadership, local partnership collaboration and co-production Over the next three years, system leadership, partnership collaboration and co-production in	Audits of children and young people's voice in new and amended EHCPs Quality Standard 1: The views, interests and aspirations of the child or young person and their	Audits of children and young people's voice in new and amended EHCPs

Building Blocks	Current Baseline	Target Metrics
Blackpool will strengthen to create a more joined-up and accountable system, where education, health and care leaders work together with shared ownership of outcomes and resources. Clearer governance, joint commissioning and improved use of data will ensure services are better planned around local need and delivered in a coordinated way, reducing fragmentation and duplication. At the same time, co-production with children, young people and families will become embedded as standard practice, with their voices directly shaping decisions, service design and evaluation. By year three, this will result in a more transparent, responsive and collaborative system, where provision is aligned to need, families have greater confidence, and collective leadership drives more effective, efficient support for children and young people with SEND.	parents are clearly detailed in the plan. The child or young person's voice is evident, and the plan clearly demonstrates their involvement in decision making and informs the outcomes identified in Section E. Between 2025 and 2026 75% of EHCPS audited achieved Quality Standard 1	95% of EHCPS audited will consistently achieve Quality Standard 1
	Fewer parental requests for independent school settings. Between September 2025 and June 2026 there were 235 parental requests for independent schools.	Fewer parental requests for independent school settings. Between September 2028 and June 2029, we aim for less than 200 parental requests for an independent school placement. This will reflect increase confidence in local provisions.
	Current SEND Boards do not consistently capture voice of children, young people and families.	100% of SEND Board reports will include a completed "voice of children, young people and families" section.
	System experience and confidence will be baselined in 2026/27 using annual surveys, post-intervention feedback, SENDIASS insight, mediation and complaint learning, Parent Carer Forum feedback, youth voice activity and engagement events.	By 2029, regular experience reporting will demonstrate year-on-year improvement in children's, young people's and families' confidence, with clear evidence that feedback has shaped service design, commissioning, communication and practice improvement.
	Education setting confidence and capability will be baselined in 2026/27 through the SENCO survey, engagement with the universal offer, Experts at Hand usage, inclusion toolkit uptake and SEN Support quality audits.	By 2029, at least 85–90% of SENCOs and participating education settings will report increased confidence in meeting SEND needs locally, supported by improved SEN Support audit outcomes, reduced escalation for common needs and sustained engagement with Experts at Hand and the inclusion toolkit.
Building Blocks 3 – *Access to specialist support and local placements*	**Expert at Hand Offer**	95%+ of requests triaged within 5 working days
		90% of schools accessing EaH at least once per term

Building Blocks	Current Baseline	Target Metrics
Over the next three years, access to specialist support and local placements in Blackpool will be significantly strengthened through a more coordinated and collaborative system, underpinned by the Experts at Hand model. By bringing together expertise from education, health and care and deploying it directly into schools and settings, practitioners will be better supported to identify and meet needs earlier, reducing delays and preventing escalation. Improved collaboration between mainstream settings, specialist providers and outreach services will increase local capacity, enabling more children and young people to have their needs met within their own communities. As local specialist provision and inclusion bases expand, reliance on out-of-area placements will reduce, while consistent access to high-quality advice and intervention will build workforce confidence and improve outcomes. By the end of the three-year period, this approach will result in a more responsive and sustainable system where children receive timely, specialist-informed support locally, families experience greater continuity of care, and placements are better matched to need.	There are no current baselines as the offer is still proposed. Baseline metrics will be collected when the offer is in place.	Average time from request to first specialist input ≤ 10 working days
		Reduction in waiting times for specialist advice by ≥ 10% (from baseline)
		Multi-agency plans in place for all “Targeted Plus” / complex cases
	Baseline number of specialist level referrals into NHS service for SALT and OT (September 2026)	Reduction in the number of specialist level referrals into NHS service for SALT and OT
	Mainstream Provision As of June 2026 – 45% of children and young people with an EHCP attend a mainstream provision.	**Mainstream Provision** The target metric for children in mainstream settings will be 55%; however, this should not be perceived as a cap but an estimation of the outcome of the successful implementation of the Experts at Hand model and improved inclusion practices within schools.
	Specialist Bases 61 places at KS1 and KS2 level	**Specialist Bases** On our current trajectory without Experts at Hand and Capital Support an increase of 24% is expected by 2029 With full engagement from all sectors specialist bases in mainstream could increase by 76% to deliver up to 254 places locally. Without Experts at Hand, demand rises sharply, increasing pressure on special schools and driving greater reliance on costly independent placements.
	Special School Places As of June 2026, there are 617 children attending Special School places.	**Special School Places** Target metrics for special school places in 2029 show an 11% increase

Building Blocks	Current Baseline	Target Metrics
	Independent provision As of June 2026 – 7% (155) of children are attending an independent setting • In 2024/25 - 11% (127) pupils attended an independent school at a total cost of £6,278,839 • In 2023/2024 - 9.4% (103) pupils attended an independent school at a total cost of £5,078,230 • In 2022/2023 - 9.3% (91) pupils attended an independent school at a total cost of £3,790,422 • In 2021/2022 - 9.8% (89) pupils attended an independent school at a total cost £3,495,123 • In 2020/2021 - 11% (98) pupils attended an independent school at a total cost of £3,729,100	**Independent provision** The overall target before 2029 will be to stabilise independent school places below 8% The final target for beyond 2029 (when the new special school is open) will be 5% of children attending independent settings.
	Reduction in spend for EOTAS In June 2026 the EOTAS expenditure is £1.3 million	Reduction in spend for EOTAS In June 2029 the EOTAS expenditure will be reduced by 15% as the needs can be met by inclusive mainstreams and EaH
	Supported internships have Increased by 66% over the last 2 years in line with the Internships Work	Further increase the number of supported internships over the next 3 years by 30%
	80% of EHCP learners have transition plans in place by end of Year 11	100% of EHCP learners have transition plans in place by end of Year 11
	13% of Post 16 students did not complete their chosen study programme	Increase placement stability post-16 to 95%

Building Blocks	Current Baseline	Target Metrics
		Establish secondary offer of EET or voluntary work for the 5%
Building Block 4 - *Encouraging inclusive culture and behaviours* Embedding an inclusive culture and shared behaviours across Blackpool's SEND system is central to ensuring that investment in specialist support and local provision delivers sustainable, long-term impact. Over the next three years, funding will be used not just to expand services, but to drive a cultural shift where all partners—education, health and care—take collective responsibility for meeting need early and locally, rather than passing demand across the system. This approach will ensure that resources are aligned to prevention and inclusion, reducing cost pressures associated with late intervention, high-cost placements and fragmented pathways. Crucially, reform will be delivered in a balanced way that avoids unintended consequences or displacement of demand into other parts of the system, supported by strong governance, shared data and joint commissioning. By focusing on building workforce confidence, strengthening mainstream capacity and embedding consistent inclusive practice, Blackpool will move away from short-term, reactive solutions towards a stable, efficient system that delivers better outcomes for children and families while securing long-term value for money.	Inclusive culture and behaviours are currently emerging and are evidenced through measures across Building Blocks 1, 2 and 3: suspensions at 4.97%, permanent exclusions at 0.42%, 95 Tier 3 AP placements, 45% of children and young people with EHCPs in mainstream provision, 75% of audited EHCPs meeting Quality Standard 1 for voice, and current SEND Board reporting not yet consistently capturing children's, young people's and families' voice. Education setting confidence, system experience and Experts at Hand impact will be baselined in 2026/27 through the SENCO survey, experience reporting, inclusion toolkit uptake and service usage data.	By 2029, inclusive culture and behaviours will be demonstrated through improvement across the linked measures in Building Blocks 1, 2 and 3: total suspensions below 4%, permanent exclusions below 0.3%, Tier 3 AP placements reduced by at least 15%, mainstream EHCP placements increasing toward 55%, at least 85–90% of SENCOs and participating settings reporting increased confidence, 95% of audited EHCPs meeting Quality Standard 1 for voice, 100% of SEND Board reports including a completed voice section, and regular experience reporting showing year-on-year improvement in children's, young people's and families' confidence.
	Local provision and value for money measures are drawn from Building Blocks 1 and 3. Current baselines include 7% of children and young people attending independent provision in June 2026; 155 children in independent settings; EOTAS expenditure of £1.3m in June 2026; 61 specialist base places at KS1 and KS2; 617 children attending special schools; and 67% of accepted Section 19 requests requiring statutory intervention.	Stabilise independent provision below 8% by 2029, with a longer-term ambition of 5% once new local provision is open; reduce EOTAS expenditure by 15%; increase specialist bases in mainstream provision by up to 76% to deliver up to 254 local places where engagement and capital support allow; reduce Section 19 requests requiring statutory intervention to below 25%; and evidence improved value for money through placement, transport, commissioning and quality assurance data.
	Workforce and practice confidence measures are drawn from Building Blocks 2 and 3. Education setting confidence and capability will be baselined in 2026/27 through the SENCO survey, engagement with the universal offer, Experts at Hand usage, inclusion toolkit uptake and SEN Support quality audits. Current	By 2029, at least 85–90% of SENCOs and participating settings will report increased confidence in meeting SEND needs locally; 90% of schools will access Experts at Hand at least once per term; 95%+ of requests will be triaged within five working days; average time from request to first specialist input will

Building Blocks	Current Baseline	Target Metrics
	Experts at Hand baselines will be established once the offer is launched, including triage timeliness, school usage, time to first specialist input and impact on practice.	be no more than 10 working days; and SEN Support audits will show improved quality, with reduced escalation for common needs.
	Family confidence and lived experience measures are drawn from Building Block 2. Current SEND Board reports do not consistently capture the voice of children, young people and families. System experience and confidence will be baselined in 2026/27 through annual surveys, post-intervention feedback, SENDIASS insight, mediation and complaint learning, Parent Carer Forum feedback, youth voice activity and engagement events.	By 2029, 100% of SEND Board reports will include a completed voice of children, young people and families section; regular experience reporting will demonstrate year-on-year improvement in confidence; at least one annual co-production impact report will be published; and there will be clear evidence that feedback has shaped service design, commissioning, communication, practice improvement and quality assurance.

Metric discipline: Where a measure does not yet have a reliable baseline, the first-year delivery plan will establish the baseline, data source, reporting frequency and responsible workstream. By the end of 2026/27, each priority metric will have a confirmed baseline, a three-year trajectory and a named governance route for escalation where progress is off track.

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

Blackpool's reform strategy is to move the local SEND and AP system from a position of improvement and recovery into a maturing, evidence-led and sustainable partnership system. The theory of change is clear: if the partnership builds capacity and confidence in universal and targeted support, deploys specialist expertise earlier through Experts at Hand, strengthens local inclusive provision, and uses data and co-production to drive decisions, then more children and young people will have their needs identified and met earlier, closer to home and within mainstream or local provision wherever appropriate. This will reduce unnecessary escalation to statutory assessment, specialist placements and high-cost or out-of-area provision, while improving outcomes, family confidence and value for money.

The Local Partnership Maturity Assessment shows that Blackpool is no longer in formal intervention but is not yet consistently mature. Most elements of the system are currently assessed as emerging to developing, with stronger partnership commitment, governance and co-production now in place but variation remaining in inclusion, access to support, joint commissioning, use of data and consistency of lived experience. The strategy is therefore designed to move the partnership from emerging and developing arrangements to a maturing 0–25 system by 2029, with clearer accountability, stronger evidence of impact and a more consistent offer across education, health and care.

The strategy delivers the four goals in Section 1. Earlier identification and support will be delivered through the universal and targeted offer, Best Start, Family Hubs and Experts at Hand. Stronger inclusion and local provision will be delivered through mainstream inclusion, alternative provision reform, outreach, inclusion bases and sufficiency planning. Confidence, co-production and shared accountability will be delivered through regular experience reporting, stronger communication, Parent Carer Forum and youth voice activity, and governance that shows how feedback has shaped decisions. Financial sustainability and value for money will be delivered through joint commissioning, quality assurance, local provision, placement planning and stronger use of performance and finance data.

Delivery will be organised through five strategic workstreams, each mapped to the building blocks, Section 1 goals and the three-year roadmap:

- Workstream 1 – AP and Inclusion: developing a coherent three-tier AP model, reducing exclusions, strengthening reintegration and embedding inclusive practice across mainstream settings.
- Workstream 2 – Co-production and Communication: embedding children's, young people's and families' voice in governance, commissioning, service design and evaluation, supported by regular experience reporting and clear feedback loops.

- Workstream 3 – 0–25 Sufficiency and Place Planning: strengthening local provision, joint commissioning, placement planning and capital alignment so more children and young people can be supported locally.
- Workstream 4 – Experts at Hand and Universal/Targeted Support: deploying multi-agency expertise earlier through Family Hubs, early years, mainstream schools, AP and post-16 settings to build confidence and reduce escalation.
- Workstream 5 – Performance, Data and Impact: creating the shared performance framework, dashboard, baselines, trajectories and escalation routes needed to track delivery and drive improvement.

In 2026/27, the partnership will confirm baselines, strengthen governance, establish the workstreams, launch the interim Experts at Hand offer, develop the AP and inclusion model, improve feedback and communication routes, and put in place the data, workforce and commissioning capacity needed to manage delivery.

Year 2 will scale and test impact. The partnership will extend Experts at Hand, strengthen local provision and inclusion bases, embed regular experience reporting, use performance data to identify what is working, and adjust delivery where evidence shows progress is off track.

Year 3 will embed, sustain and evidence impact. By 2028/29, the partnership expects inclusive practice, co-production, joint commissioning and performance-led improvement to be embedded as business as usual, with the maturity assessment showing a clear shift toward a maturing system.

By the end of the three-year period, more children and young people will receive help through universal and targeted pathways; mainstream settings will be more confident and capable; suspensions, exclusions and AP escalation will reduce; more children with EHCPs will be supported in local mainstream and inclusive provision; reliance on high-cost, independent and out-of-area placements will reduce; children, young people and families will be able to see how their feedback has shaped change; and the system will demonstrate improved value for money through stronger sufficiency, commissioning, transport and placement data.

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

   Maturity Assessment attached

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

The roadmap below sets out how Blackpool will move from an emerging system in 2026/27 to a maturing SEND and AP partnership by 2028/29. It translates the strategy into staged delivery, showing what will be different for Blackpool, the key milestones, enabling conditions, leading indicators and success measures that will show whether delivery is on track.

Building Block 4 is shown alongside each of the other building blocks because inclusive culture and behaviours are the cross-cutting conditions for success. The roadmap therefore shows how inclusive practice, shared responsibility, workforce confidence, co-production, data use and value for money will be embedded within AP reform, partnership leadership, sufficiency planning and access to specialist support, rather than treated as a separate activity.

Trajectory summary: Year 1 will establish the conditions for reform, including governance, baselines, access routes, toolkits, delivery groups, commissioning arrangements and early pilots. Year 2 will scale and test impact, extending Experts at Hand, embedding co-production, strengthening local provision and using performance data to adjust delivery. Year 3 will sustain and evidence impact through reduced exclusions, stronger mainstream confidence, improved family experience, increased local provision, reduced reliance on high-cost or out-of-area placements, and better value for money.

Metric consistency: The target metrics in this roadmap use the Section 2 baseline and target metrics as the source of truth. Where Section 5 includes annual milestones or leading indicators, these should be read as interim trajectories that support the headline targets in Section 2. Any measure without a confirmed baseline will be baselined in 2026/27 and reported through the performance framework.

Local roadmap for the next 3 years	2026/27 - Emerging Year	2027/28 - Developing Year	2028/29 - Maturing Year
	The roadmap is sequenced to build the conditions for sustainable reform. Year 1 focuses on establishing governance, baselines, access routes, workforce capacity and early implementation.	Year 2 focuses on developing and evaluating the models that demonstrate impact, with adjustments made through the performance framework	Year 3 focuses on embedding practice across the whole 0–25 system, demonstrating sustained impact on inclusion, statutory demand, placement sufficiency, family confidence and value for money.

Building blocks 1 and 4 1. Strengthening inclusion across education settings 4. Encouraging inclusive culture and behaviours	2026/27 Emerging Year	2027/28 Developing Year	2028/29 Maturing Year
What does this mean for Blackpool? Strengthening inclusion across education settings in Blackpool means creating a consistent culture where all children and young people are welcomed, valued and supported to succeed within mainstream environments wherever possible. It is about embedding inclusive attitudes, shared responsibility and high expectations across all providers, so that meeting a wide range of needs becomes the norm rather than the exception. This involves building workforce confidence and capability, ensuring earlier and more effective support, and reducing reliance on specialist and statutory provision by enabling schools and settings to respond proactively and collaboratively to children's needs. Specifically strengthening inclusion through Alternative Provision in Blackpool means repositioning AP as an integral part of the education system rather than a separate or last-resort pathway. It focuses on creating a cohesive three-tier model of support that enables children and young people	Establish the AP Strategic delivery group to define a local 3-tier AP framework (Tier1 targeted support, Tier2 time limited placements and Tier3 transitional placements) is developed and embedded over the next three years. Implement the findings from the commissioning review, develop an AP quality assurance framework and begin the first-year QA cycle so that 70% of AP providers are quality assured by the end of 2026/27, with action plans for any providers requiring improvement. Co-produce and launch an online inclusion toolkit that provides practical guidance to upskill school staff to adopt inclusive approaches to meet the needs of children and young people with SEND Pilot the development of individual transition plans to support Yr 10 cohort progression into post-16 destinations.	Deliver and evaluate the local 3 tier AP framework for Alternative Provision which will include: Roll out of the Experts at Hand Service providing specialist support to education settings for children at risk of exclusion. Evaluate the experience and success of the Y10 progression pilot and embed for future Year 10/Year 11 children. Develop a Blackpool AP Specialist Taskforce (APST) which consists of a co-located team within our local AP provider. The APST will provide specially tailored support through the adoption of a whole child and family lived experience approach, targeted at children with the most acute needs.	Fully embedded 3 tier AP framework that provides: A) Expert support through the Experts at Hand Service to education settings to identify and meet needs early, enabling more children to remain in mainstream education. B) Effective pathways in and out of high quality, assured, specialist AP settings that provide time limited placements and planned transitions back into an educational setting. C) Longer-term AP placements for those who need more specialist support with clear progression pathways to post 16 education, employment and training opportunities.

Building blocks 1 and 4 1. Strengthening inclusion across education settings 4. Encouraging inclusive culture and behaviours	2026/27 Emerging Year	2027/28 Developing Year	2028/29 Maturing Year
to access the right level of intervention at the right time, while maintaining strong links to mainstream education. This approach promotes earlier intervention, prevents escalation of need, and supports reintegration wherever possible, ensuring that AP is used purposefully to complement inclusive practice rather than replace it.			
Enablers are the key system conditions and resources that make sustainable reform and improved outcomes possible at scale. **Capital** refers to targeted investment in buildings, facilities and local provision that increases capacity, supports inclusive environments and reduces reliance on out-of-area placements. **Workforce** relates to the skills, capacity and confidence of staff across education, health and care to deliver inclusive practice, early intervention and consistent support. **Data** refers to the quality, consistency and use of information to drive evidence-based decision making, performance management and	**Capital** - Requires targeted investment to develop the three-tier AP model, fund inclusive tools, and address gaps in provision identified through the commissioning review. **Workforce** - Relies on a skilled, confident workforce, including strong multi-agency leadership, trained school staff, and capacity for quality assurance and transition planning. **Data** - Needs robust data systems to track pupil journeys, monitor outcomes, and support quality assurance and continuous improvement. **Commissioning** - Depends on strategic commissioning to reshape provision, ensure quality across all AP tiers, and align services with inclusion	**Capital** - Investment supports the delivery of the three-tier AP framework, including resourcing the Experts at Hand service and co-locating the AP Specialist Taskforce within local provision, alongside funding to sustain and scale successful transition initiatives. **Workforce** - A skilled, multi-agency workforce is required to deliver specialist support through Experts at Hand, operate the AP Specialist Taskforce with a whole family approach, and embed learning from the Year 10 progression pilot into ongoing practice. **Data** - Robust data is needed to evaluate the effectiveness of the three-tier AP model, track outcomes such as exclusions and reintegration, and	**Capital** - Sustained investment is required to embed the three-tier AP framework, including funding for the Experts at Hand service, high-quality specialist AP placements, and provision that supports both short-term intervention and longer-term pathways. **Workforce** - Delivery depends on a confident, skilled workforce able to provide early expert support, deliver high-quality AP placements, and support reintegration or progression through a whole-system approach focused on inclusion and outcomes. **Data** - Strong data systems are needed to track early intervention impact, monitor movement in and out of AP, measure reintegration success, and demonstrate positive progression into

Building blocks 1 and 4 1. Strengthening inclusion across education settings 4. Encouraging inclusive culture and behaviours	2026/27 Emerging Year	2027/28 Developing Year	2028/29 Maturing Year
continuous improvement across the partnership. **Commissioning** refers to the way services are planned, funded and delivered jointly across partners to ensure provision is aligned to need, delivers value for money and supports a coherent, integrated system.	priorities while delivering value for money.	assess the impact of the Year 10 pilot and targeted interventions for children with the most complex needs. **Commissioning** - Strategic commissioning will ensure the right balance of AP across all tiers, embed the Experts at Hand model, sustain the AP Specialist Taskforce, and align provision with evidence from evaluation to improve outcomes and reduce demand for higher-cost interventions.	post-16 education, employment, or training. **Commissioning** - Effective commissioning will ensure a balanced AP system with clear pathways, high-quality assured provision, and a focus on early support to reduce demand for higher-tier placements while securing strong long-term outcomes for children and young people.
Leading indicators are measurable early signals that show whether the right activities, processes, or behaviours are in place to achieve desired outcomes, helping predict future success and track progress before final results are known.	By year end, a strong AP system will be established with clear strategic governance, most providers quality assured, growing school engagement in inclusive practice, and all Year 10 pilot pupils supported by structured transition plans. School engagement in inclusion is growing, with increasing staff capability and early evidence of improved pupil engagement, participation, and supported experiences.	By year two, exclusions are reducing and pathways clearer, all AP providers are quality assured with most rated good or better, school engagement in inclusive practice is strong, and many Year 10 pupils are progressing into sustained post-16 destinations. Stronger school engagement is driving more consistent inclusive practice, alongside improving pupil attendance, engagement, and overall experience of support.	By year three, exclusions and new AP placements are significantly reduced, AP provision is consistently high quality with fewer breakdowns, inclusive practice is embedded across most schools, and most young people progress into sustained post-16 education, employment, or training. High levels of school engagement underpin fully embedded inclusive practice, with consistently positive pupil engagement, attendance, and experience across the system.
Summary of success measures Success over the next three years would be seen in a more inclusive and sustainable system where more	• AP Strategic Delivery Group in place with agreed 3-tier framework	• 10–15% reduction in exclusions and improved tiered pathways	• Total suspensions below 4% • Total permanent exclusions below 0.3%

Building blocks 1 and 4 **1. Strengthening inclusion across education settings** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
children and young people with SEND are supported effectively in mainstream settings, with less reliance on statutory processes and high-cost, out-of-area provision. Needs are identified and met earlier, reflected in fewer EHCPs, quicker assessments, and faster access to support and services.	• 70% of AP providers quality assured, with action plans for any providers requiring improvement • Inclusion toolkit/universal offer launched, with 50–60% of schools accessing it by year end • 100% of Year 10 pilot cohort with transition plans	• 100% of AP providers quality assured; 80% rated good or better • 75–80% of schools actively using the inclusion toolkit • 85–90% of Year 10 cohort progressing into sustained post-16 destinations	• 90%+ of AP providers rated good or better with fewer placement breakdowns • 80–90% of schools consistently embedding inclusive practice • 90%+ of young people progressing into sustained post-16 education, employment, or training

Building blocks 2 and 4 **2. System leadership, local partnership collaboration and co-production** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
What does this mean for Blackpool? For Blackpool, this means creating a system where leaders across education, health, and care work together with a shared vision and clear accountability for improving outcomes for children and young people. It requires strong partnership working between the local authority, NHS, schools, and the voluntary sector so that services are joined up, decisions are coordinated, and resources are	Co-produce a year 1 engagement plan, with agreed review periods that sets out planned engagement activity and adopts a minimum co-production benchmark, identifying improvement actions where needed. Develop and implement feedback mechanisms to the Multiagency parents meeting, SEND board and BEPB to ensure that children, young people and families know how their views influence decisions.	Evaluate the success of the yr 1 engagement plan and identify priorities for year 2 engagement plan. Build on existing co-production mechanisms to shape services and decision-making measuring success by the impact on CYP and families. Develop a youth charter with young people which enables them to influence and contribute to Board decisions and commissioning priorities.	Fully embed co-production expectations into all commissioning, service reviews, and decision-making frameworks Introduce a co-production quality standard or framework used consistently across all partners. Ensure all Board reports include a “voice of CYP and families” impact section

Building blocks 2 and 4 **2. System leadership, local partnership collaboration and co-production** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
used effectively. Co-production must be a core principle, with children, young people, and families actively involved in shaping services, policies, and priorities rather than being consulted retrospectively. Encouraging an inclusive culture means fostering behaviours where all partners listen, value lived experience, and challenge each other constructively, ensuring that voices from diverse and underrepresented groups in Blackpool are heard. This also involves building trust with families, being transparent about decisions, and creating an environment where collaboration, openness, and shared responsibility are the norm across the local area partnership.	Introduce routine expectations for partners to gather feedback from parents, children and young people of their experiences at specific times e.g. post intervention to inform future decision making. **Mediation** Current quarterly monitoring indicates efficient processing times, a high success rate in resolving disputes, reduced escalation to tribunal in many cases, and strong early resolution all demonstrate consistently positive service performance. Monitoring does not currently capture the voice of the families regarding their experiences. **SENDIASS –** Re-tender SENDIASS contract in coproduction with the Parent Carer Forum, demonstrating how SENDIASS incorporate the voices of parents and children and young people. The service is currently assessed quarterly with demand rising sharply while the service continues to maintain throughput, with work increasingly focused at an early stage and lower complexity, alongside emerging pressures in exclusions and EHCP demand, strong access and reach	Re-tender mediation contract in coproduction with the Parent Carer Forum, demonstrating how they incorporate the voices of parents and children and young people alongside the current metrics. Extend the pilot Experts at Hand Service Offer to children and young people considering a request to assess as an alternative route to support before 20 weeks.	Demonstrate measurable impact on outcomes. Use 2–3 years of feedback data to show how co-production has improved outcomes, e.g.: • reduced complaints/appeals • improved satisfaction • better timeliness or access Publish an annual co-production impact report for transparency. External validation and benchmarking Undertake peer review or external audit of co-production maturity. Benchmark against other local areas and share best practice regionally.

Building blocks 2 and 4 **2. System leadership, local partnership collaboration and co-production** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
	across the borough, and consistently high user satisfaction demonstrating positive service impact.		
Enablers **Enablers are the key system conditions and resources that make sustainable reform and improved outcomes possible at scale.** Capital refers to targeted investment in buildings, facilities and local provision that increases capacity, supports inclusive environments and reduces reliance on out-of-area placements. Workforce relates to the skills, capacity and confidence of staff across education, health and care to deliver inclusive practice, early intervention and consistent support. Data refers to the quality, consistency and use of information to drive evidence-based decision making, performance management and continuous improvement across the partnership. Commissioning refers to the way services are planned, funded and	**Capital -** There are no explicit capital enablers identified within these actions, as the work does not reference physical infrastructure, estates, or investment in buildings or equipment. The focus is primarily on system design, engagement, and service delivery rather than tangible assets. **Workforce -** The workforce is a key enabler in embedding a culture of co-production and consistent engagement. This includes establishing clear expectations for partners to routinely gather feedback from parents, children, and young people at defined points, such as following interventions, and ensuring staff understand their role in capturing lived experience. It also involves strengthening accountability across the partnership so that co-production becomes a standard way of working, supported by skills, behaviours, and leadership. Additionally, workforce responsiveness is critical in reviewing	**Capital -** There are no direct capital enablers identified within these actions, as the focus remains on service development, engagement approaches, and system improvement rather than investment in physical infrastructure or assets. Any resource implications are related to service delivery models rather than estate or equipment. **Workforce-** The workforce is central to successfully evaluating and evolving engagement and co-production approaches. This includes developing the capability and confidence of staff and partners to assess the effectiveness of the Year 1 engagement plan and translate learning into Year 2 priorities. Strengthening co-production practice requires the workforce to actively embed participation in service design and decision-making, ensuring that feedback from children, young people, and families directly shapes outcomes. Supporting the development	**Capital -** There are no direct capital enablers identified within these actions, as the focus is on strengthening systems, governance, and quality assurance rather than investment in buildings, infrastructure, or physical resources. Any resource requirements relate to system capacity and delivery rather than capital programmes. **Workforce -** The workforce is fundamental to embedding co-production as business as usual across all levels of the system. This includes ensuring that staff, leaders, and partners consistently apply co-production expectations within commissioning, service reviews, and decision-making processes. Developing and implementing a co-production quality standard or framework will require workforce understanding, capability, and ownership to ensure it is applied consistently. There is also a need to strengthen practitioner and leadership

Building blocks 2 and 4 **2. System leadership, local partnership collaboration and co-production** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
delivered jointly across partners to ensure provision is aligned to need, delivers value for money and supports a coherent, integrated system.	mediation feedback and taking corrective action to address identified challenges and improve service quality. **Data -** Data underpins the ability to understand and respond to the experiences of children, young people, and families. Effective feedback mechanisms must be developed and implemented to capture insights and demonstrate how they influence decision-making across governance structures such as the Multiagency Parents Meeting, SEND Board, and BEPB. Establishing consistent feedback points, including post-intervention feedback, will ensure that services are informed by real experiences. Regular evaluation of quarterly mediation data is required to identify patterns, issues, and areas for improvement. Transparent reporting, including clear "you said, we did" communication, is essential to building trust and evidencing impact. **Commissioning -** Commissioning plays a central role in embedding co-production and continuous improvement. This includes	of a youth charter will require practitioners and leaders to work collaboratively with young people, enabling their meaningful involvement in governance and commissioning. In addition, extending the Experts at Hand service offer will depend on a skilled workforce able to deliver early support and engage effectively with families at the point of considering assessment. **Data -** Robust data and insight are key enablers for evaluating impact and informing future priorities. This includes assessing the success of the Year 1 engagement plan using qualitative and quantitative evidence, particularly the lived experiences of children, young people, and families. Measuring the effectiveness of co-production mechanisms requires clear metrics that demonstrate how engagement has influenced services and improved outcomes. The development of a youth charter will also rely on capturing and evidencing how young people's contributions shape board decisions and commissioning priorities. Furthermore, evaluating the impact of the Experts at Hand pilot and its	confidence in capturing and articulating the "voice of children, young people, and families" within board reporting, ensuring that this becomes a routine and meaningful component of decision-making. Participation in peer review and external audit processes will further support workforce learning, reflection, and continuous improvement, alongside opportunities to share and adopt best practice through regional benchmarking. **Data -** Data is a critical enabler in demonstrating impact, transparency, and continuous improvement. This includes embedding consistent requirements for all board reports to evidence the voice and influence of children, young people, and families, supported by measurable outcomes. The use of longitudinal data over a two-to-three-year period is essential to demonstrate how co-production has led to tangible improvements, such as reductions in complaints and appeals, increased satisfaction, and improved timeliness and access to services. The development and publication of an annual co-production impact report will

Building blocks 2 and 4 **2. System leadership, local partnership collaboration and co-production** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
	co-producing a Year 1 engagement plan that sets out planned activity, review periods, and a defined minimum standard for co-production, alongside identifying and addressing areas for improvement where these standards are not met. Commissioning responsibilities also extend to the re-tendering of the SENDIASS contract in partnership with the Parent Carer Forum, ensuring that service specifications require clear evidence of how the voices of parents, children, and young people are captured and acted upon. This approach ensures that commissioned services are aligned with participation principles and deliver meaningful engagement outcomes.	extension as an alternative to assessment will require consistent data collection to understand its effectiveness in improving access to support and reducing demand on statutory processes. **Commissioning -** Commissioning is a critical enabler in embedding co-production and ensuring services are responsive to need. This includes using the evaluation of the Year 1 engagement plan to inform commissioning intentions and priorities for Year 2, ensuring that future activity is aligned with identified needs and impact evidence. The re-tendering of the mediation contract in co-production with the Parent Carer Forum reflects a commitment to designing services that are shaped by the voices of families and young people, with clear expectations set within service specifications. Commissioning also plays a key role in scaling and sustaining innovative approaches such as the Experts at Hand service, ensuring that alternative pathways to support are embedded within the	provide a structured mechanism for analysing and communicating this data. In addition, participation in external validation and benchmarking exercises will require robust, comparable datasets to assess co-production maturity and performance against other local areas. **Commissioning -** Commissioning is a key lever for embedding and sustaining co-production across the system. This includes fully integrating co-production expectations into all commissioning cycles, service specifications, and review processes, ensuring that services are designed, delivered, and evaluated in partnership with children, young people, and families. The introduction of a co-production quality standard provides a clear framework for commissioning compliance and accountability. Commissioning also plays a role in driving transparency and improvement through requirements such as the annual co-production impact report and the inclusion of lived experience within performance and governance reporting. Furthermore, commissioning arrangements should

Building blocks 2 and 4 **2. System leadership, local partnership collaboration and co-production** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
		system and deliver improved outcomes.	support external validation, peer review, and benchmarking activity, enabling the system to measure its maturity, learn from others, and continuously improve outcomes.
Leading Indicators Leading indicators are measurable early signals that show whether the right activities, processes, or behaviours are in place to achieve desired outcomes, helping predict future success and track progress before results are known.	Progress through the year will show, at least 80% of planned engagement activity will be delivered as scheduled, with a minimum of 70% of parents, children, and young people reporting that they understand how their views have influenced decisions. Through anecdotal feedback this will feel like children, young people and families begin to feel listened to, see small but visible changes happening, and gain confidence that their voices matter.	As the year develops, at least 75% of refreshed plan priorities will demonstrably reflect co-production feedback from Year 1, alongside the co-production and adoption of a youth charter and evidence that at least three Board or commissioning decisions annually are influenced by children and young people. Contact through engagements and feedback will suggest that children, young people and families experience genuine partnership, recognise their ideas shaping services, and feel respected as active contributors to decisions that affect their lives.	During the year progress will develop showing continued progress, all Board reports will include a “voice of children, young people and families” section, with at least four priorities evidencing clear impact from feedback and one external peer review confirming improved co-production maturity. This will feel like children, young people and families feel empowered and confident that their voices consistently drive change, with clear, meaningful improvements in services and outcomes they experience day to day.
Success Measures Success in co-production can be measured through a combination of participation, influence, and impact. This includes evidence that children, young people, and families are	80% of engagement activity within the Year 1 plan is delivered as scheduled. A minimum of 70% of parents, children, and young people who provide feedback report that they understand	By the end of Year 2, at least 75% of identified priorities in the refreshed engagement plan are directly evidenced as being informed by co-production feedback from Year 1,	100% of Board reports will include a “voice of children, young people and families” section. The new SEND Strategy will demonstrate a clear, evidenced link between feedback and a resulting

Building blocks 2 and 4 **2. System leadership, local partnership collaboration and co-production** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
consistently engaged in meaningful ways, with increasing levels of participation over time. It also requires clear demonstration that their voices are shaping decisions, services, and commissioning priorities, often evidenced through "you said, we did" approaches and changes to practice or provision. Most importantly, success should be reflected in improved outcomes, such as higher satisfaction, better access to services, reduced complaints or disputes, and more timely support. Over time, strong co-production is also indicated by it becoming embedded as standard practice across the system, alongside external validation, transparency through published reporting, and positive feedback from families about feeling heard, valued, and influential.	how their views have influenced decisions.	with clear impact on service or decision changes. A youth charter is co-produced, formally adopted, with at least 3 Board or commissioning decisions annually demonstrably influenced by contributions from children and young people.	decision, service change, or improvement in outcomes. At least one external peer review confirming improved co-production maturity.

Building blocks 3 and 4 **3. Access to specialist support and local placements** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
What does this mean for Blackpool? In Blackpool, this means ensuring that children and young people with complex needs can access the right specialist support as close to home as possible, reducing the need for costly and disruptive out-of-area placements by strengthening local provision and multi-agency services. At the same time, it requires a strong focus on developing an inclusive culture across services—particularly in schools, social care, and partner agencies—where professionals work collaboratively and take shared responsibility for supporting children, rather than excluding those with additional needs or challenging behaviours. Overall, the aim is to build local capacity, intervene earlier, and create a system that adapts to meet children's needs while keeping them connected to their families, communities, and support networks.	Strengthen SENCO confidence and capability across mainstream settings to deliver an accessible offer that will support mainstream settings to meet the most commonly occurring and growing areas of need Re-design, launch and embed the Combined Schools Directory as the Experts at Hand Service Offer, providing accessible specialist support to schools meaning that group level specialist support will reduce escalation into out of area placements Design EP development strategy that means children will receive timely access to education professionals Grow local specialist mainstream provision through Blackpool special school support, commissioning outreach from high-quality specialist providers, where appropriate Increase current enhanced mainstream inclusion support bases in local areas of high need reducing escalation into out of area placements with significant travel assistance requirements Create new specialist bases within mainstream secondary schools	Extend the Experts at Hand Service Offer to children and young people considering a request to assess as an alternative route to support before 20 weeks. Expand and strengthen pathways for Blackpool children and young people with SEND into further education, supported internships and employment, ensuring the right preparation, support and partnerships are in place to help them achieve their aspirations. Strengthen flexibility of inclusive pathways by increasing the number of specialist bases within mainstream secondary schools. Develop enhanced mainstream inclusion enabled by environmental adaptations and support bases across post 16 and early years. Launch EP development strategy	Embed practice guidance and training for schools and partners to ensure consistent use. Strengthen inclusive pathways by developing specialist bases within post-16 settings; clarifying opportunities that are informed by consistent information flow and timely, effective specialist support. Further strengthen links with: Local employers FE colleges and training providers Supported internship providers Focus on embedding what's been launched Scaling inclusion system-wide Ensuring financial and operational sustainability

Building blocks 3 and 4 **3. Access to specialist support and local placements** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
Enablers **Enablers are the key system conditions and resources that make sustainable reform and improved outcomes possible at scale.** Capital refers to targeted investment in buildings, facilities and local provision that increases capacity, supports inclusive environments and reduces reliance on out-of-area placements. Workforce relates to the skills, capacity and confidence of staff across education, health and care to deliver inclusive practice, early intervention and consistent support. Data refers to the quality, consistency and use of information to drive evidence-based decision making, performance management and continuous improvement across the partnership. Commissioning refers to the way services are planned, funded and delivered jointly across partners to ensure provision is aligned to need, delivers value for money and supports a coherent, integrated system.	**Capital -** Targeted capital investment should expand enhanced mainstream provision and specialist bases in high-demand areas, improve accessibility through adaptable and therapeutic spaces, use special school estates for outreach, and strengthen digital infrastructure to enable timely support and inclusive environments. **Workforce -** Build capacity through SENCO development, expand and stabilise Educational Psychology provision, and increase outreach from specialists. Embed multidisciplinary working locally and develop networks of practitioners to improve consistency, capability and inclusion across schools. **Commissioning -** Align services with inclusion goals through a clear framework, including the Experts at Hand offer for early support. Commission outreach and specialist provision based on outcomes, incentivise mainstream inclusion, integrate health services, and link decisions to sufficiency planning to reduce escalation and external placements.	**Capital -** Investment is needed to expand specialist bases in mainstream secondary schools and develop enhanced inclusive environments across early years and post-16 settings, including adaptable spaces and support bases that enable flexible pathways. **Workforce -** Delivery depends on strengthening workforce capacity through the Educational Psychology (EP) development strategy, alongside building staff capability in mainstream settings to deliver inclusion, provide early support through Experts at Hand, and prepare young people for education, internships and employment. **Commissioning -** Commissioning must support the extension of the Experts at Hand offer as an early intervention pathway, expand post-16 and employment pathways through strong partnerships, and ensure specialist bases and inclusive provision are sustainably planned and aligned to need. **Data -** Robust data is required to identify demand, track take-up and	**Capital -** Investment is required to develop specialist bases within post-16 settings and ensure environments support inclusive pathways, alongside embedding infrastructure that enables consistent information flow and effective specialist support. **Workforce -** Delivery relies on embedding practice guidance and training across schools and partners, strengthening links with employers, FE and training providers, and building staff capability to sustain and scale inclusive practice system-wide. **Commissioning -** Commissioning should reinforce partnerships with employers, FE colleges and supported internship providers, while focusing on embedding existing initiatives, scaling inclusion, and ensuring services are financially and operationally sustainable. **Data -** Strong data is needed to ensure consistent information sharing, monitor the effectiveness of pathways and partnerships, track outcomes into post-16 education and employment, and support sustainable scaling of inclusive practice.

Building blocks 3 and 4 **3. Access to specialist support and local placements** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
	Data - Use robust data to forecast demand, guide investment and track SEND outcomes. Monitor impact of outreach and support services, workforce capacity, and financial efficiency, while capturing feedback from schools and families to drive continuous improvement	impact of Experts at Hand, monitor outcomes in post-16 transitions and employment, and evaluate the effectiveness of inclusive pathways, workforce development and provision expansion.	
Leading indicators Leading indicators are measurable early signals that show whether the right activities, processes, or behaviours are in place to achieve desired outcomes, helping predict future success and track progress before final results are known.	Year 1 focuses on establishing baselines, building engagement and improving system responsiveness. Success is indicated by 50% of schools engaging with Experts at Hand in the first term and 70–80% by year end, improved response times, and 80% SENCO survey completion to establish the confidence baseline. Early shifts in confidence and practice begin to emerge, alongside greater use of inclusion audits and outreach support. Foundations are laid for expanded provision, while initial improvements in EP timeliness, early intervention and transport processes begin to embed.	Year 2 reflects embedding and behavioural change across the system. Over 80% of schools will engage with Experts at Hand at least termly, 75–80% of SENCOs will report increased confidence, and the quality of SEN Support will improve through audits and reduced escalation for common needs. The first wave of new or enhanced local provision will become operational, supporting mainstream inclusion, reducing exclusions and placement instability, and contributing to a reduction in out-of-area placements from the 2026/27 baseline.	By Year 3, 90% of schools will access Experts at Hand at least once per term, 85–90% of SENCOs and participating settings will report increased confidence, and SEN Support audit outcomes will show sustained improvement. Local provision capacity will be progressing toward the Section 2 ambition of up to 254 specialist base places, subject to engagement, capital and provider readiness. Inclusion will be embedded in mainstream settings, with reduced exclusions, improved retention, fewer placement breakdowns and reduced reliance on high-cost or out-of-area provision.
Success measures Overall, success would be demonstrated by a stronger, more confident mainstream system that can meet a wider range of SEND needs	Baseline summary using 2025-2026 data from SEND Support team with targets set for 2026-2027 Baseline summary using June 2026 data from the Blackpool SENCO	Strengthening SENCO confidence and capability By 2027/28, 75–80% of SENCOs and participating settings will report increased confidence; by 2028/29 this	Achievement reviewed in July 2028 and target set for new academic year. Growth of local specialist provision and outreach

Building blocks 3 and 4 **3. Access to specialist support and local placements** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
locally, evidenced by high levels of school engagement with support offers, faster and more consistent access to specialist advice, and improved satisfaction from schools, families, and partners. This would translate into fewer requests for statutory assessment, fewer exclusions and placement breakdowns, and a sustained reduction in reliance on out-of-area and high-cost provision. At the same time, there would be clear improvements in outcomes for children and young people, including better attendance, attainment, and progression into further education, employment, and adulthood. Importantly, these improvements would be delivered consistently across the system, with reduced variation between settings and greater financial sustainability through reinvestment in early intervention and local provision. Travel impact will be fully embedded within placement and capital decision-making, with systematic consideration of journey distances, costs and suitability shaping outcomes. This will support a sustained reduction	Survey- specific targets set for the new academic year relating to the ambition of the SEND Reform Plan. Baseline summary of number of children receiving support from current Advisory Service in July 2026. Target set for 2026-2027 Experts at Hand Service Offer 50% of schools engage in the first term, increasing to 70–80% by the end of 2026/27; 95%+ of requests triaged within five working days; average time from request to first specialist input no more than 10 working days. Local specialist provision capacity Confirm the 2026/27 baseline, pipeline and priority schemes, and begin delivery of agreed additional places. The three-year trajectory will progress toward the Section 2 ambition of up to 254 local specialist base places, subject to engagement, capital and provider readiness. % of EHCP placement decisions that include a documented travel impact assessment (beginning with 90% of Year 6-7 phased transfers)	will increase to 85–90%. Progress will be supported by improved SEN Support audit outcomes and reduced escalation for common needs. EP development strategy and access EP advice available within 6 weeks in 90% of cases; increase workforce capacity by 20–30%; school satisfaction above 85%; increase in early intervention EP involvement by 25%. New specialist bases in mainstream secondary schools At least 1–2 new bases established per year (as needed); increase retention of SEND pupils in mainstream by 15% Flexible inclusive pathways (secondary and post-16) Reduction in placement breakdowns by 15%; improved attendance (increase by 5–10%) for SEND cohorts; positive progression outcomes for 90% of learners. Reduction in single-occupancy transport routes (target: 10–15% decrease from baseline)	Progress toward the Section 2 ambition of up to 254 local specialist base places, subject to engagement, capital and provider readiness; reduce out-of-area placements by 10% from the 2026/27 baseline, with a particular focus on SEMH; maintain the headline independent provision target below 8% by 2029. SEND pathways into FE, internships and employment Use Section 2 as the headline target: increase the number of supported internships by 30% over three years, with supporting measures on FE participation, employment outcomes and sustained post-16 progression reported through the performance framework. Post-16 pathways and transitions 100% of EHCP learners will have transition plans in place by the end of Year 11, and post-16 placement stability will increase to 95%. Supporting measures will include sustained post-16 education, employment or training outcomes and any reduction in the SEND NEET cohort from the agreed baseline.

Building blocks 3 and 4 **3. Access to specialist support and local placements** **4. Encouraging inclusive culture and behaviours**	**2026/27** **Emerging Year**	**2027/28** **Developing Year**	**2028/29** **Maturing Year**
in reliance on out-of-area provision, particularly for SEMH pupils, alongside a more efficient transport system characterised by fewer single-occupancy journeys and increased shared travel. Independence pathways will be strengthened through expanded travel training and alternative transport options, increasing autonomy for children and young people. Overall, this will deliver a stronger alignment between SEND sufficiency planning and transport costs, ensuring a more sustainable system in line with national expectations.		Reduction in average journey distance/time for SEND pupils (target: measurable year-on-year decrease, particularly for previously high-travel cohorts) Increase in proportion of pupils accessing independent or supported travel (ITT, PTGs, public transport) (target: ≥20% of specific cohort)	Reduction in average transport cost per pupil, reflecting improved sufficiency and efficiency (target: 10–15% reduction from baseline trend) Supporting measure: reduce out-of-area placements by 10% from the 2026/27 baseline, with a particular focus on SEMH, while maintaining the Section 2 headline target of stabilising independent provision below 8% by 2029 and reducing EOTAS expenditure by 15%.

5. What will the local area partnership deliver in the first year?

The 2026/27 delivery plan is the first-year implementation layer of the three-year roadmap in Section 5. It focuses on establishing the conditions for reform: confirming baselines, mobilising the five strategic workstreams, launching the interim Experts at Hand offer, developing AP and inclusion pathways, strengthening co-production and communication, building sufficiency and commissioning capacity, and creating the data and performance infrastructure needed to track progress. The milestones and trajectories below therefore support the Section 1 goals, the Section 2 baseline and target metrics, and the Year 1 "emerging" trajectory set out in Section 5.

2026-27 Local delivery plan		**Q2** **July – September 2026**		**Q3** **October – December 2026**		**Q4** **January – March 2027**	
Workstream outline – mapped to building block **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?
Workstream 1 – AP and Inclusion Strategic Delivery Group (Links to Building Blocks 1 and 4)							
Workstream outline Build on our existing AP provision to align with the 3-tier model. In year 1 our focus will be on developing targeted support to mainstream settings to enable earlier	Head of School Standards, Safeguarding and Inclusion	**By 30 Sept 26**, the AP Strategic Delivery Group will be established with agreed membership (LA, schools/MATs, AP providers,	70% of APs to sit on the AP SDG with a primary and secondary school representative. Primary and Secondary	**By 30 Nov 26**, the AP SDG will develop an implementation plan based on the recommendations from Blackpool's	Reduction of suspensions by 10% of those pupils who accessed the Tier 2 Link Provision. 5 pupils heard at FAP to return	**By Mar 27**, the AP SDG will develop a model for time-limited AP placements and reintegration into mainstream settings (tier 2).	70% of AP providers quality assured by March 2027, with action plans for any providers requiring improvement.

2026-27 Local delivery plan		Q2 July – September 2026		Q3 October – December 2026		Q4 January – March 2027	
identification of needs and timely intervention support to reduce risk of suspension and exclusion as well as increasing engagement with learning through attendance. **Outcome** In the first year, the focus will achieve a more proactive and preventative approach within mainstream settings, with clearer processes in place to identify needs earlier and respond quickly. Schools will begin to embed targeted support at Tier 1, leading to improved early intervention and a reduction in escalation towards exclusion. At the same time, more coordinated and structured KS4 transition pathways will be established, ensuring that a greater proportion of young people are successfully engaged in		ICB/health, PCF, Young people's voice). Terms of reference signed off, and a monthly meeting scheduled to March 2027. **By 30 Sept 26**, share the AP commissioning review at the SEND & AP Partnership Board **By 30 Sept 26**, develop a job description and advertise for an AP Quality Monitoring Officer post **By 30 Sept 26,** develop risk of Pex indicators that enables access to early support for children at risk of exclusion	schools accessing the Tier 2 'Link' provision support run by Blackpool PRU. A minimum of 8 pupils accessing the Autumn Link and 8 pupils signed up to the Spring Term Link. Suspensions in KS3/4 to stabilise KS1/2 suspensions to reduce by 5%.	commissioning review of AP and national best practice to develop the full 3 tier model. Plan to be presented to SEND & AP Partnership Board in **Dec 26**. **By 31 Dec 26,** co-produce an online inclusion toolkit that provides practical guidance to upskill school staff to adopt inclusive approaches to meet the needs of children and young people with SEND **By Dec 26,** develop a referral mechanism for schools to refer children to the Team Around the	from a PEx placement back to mainstream school.	**By 31 Jan 27**, an AP quality assurance framework will be approved **By 31 March 27**, QA cycle begins **By 31 Jan 27**, launch the Inclusion Toolkit with all partners	50–60% of schools accessing the Inclusion Toolkit/universal offer by year end. Reduction in PEx by 10% in both primary, secondary and special school settings.

2026-27 Local delivery plan		Q2 July – September 2026		Q3 October – December 2026		Q4 January – March 2027	
education, employment or training destinations. Overall, there will be stronger alignment to the 3-tier model, with more consistent and purposeful use of Alternative Provision.		**By 31 July 26**, develop job description and advertise for an AP placement and reintegration officer **By 30 Sept 26,** expand the team around the school approach to include one other secondary school		School panel to access early intervention support from the Experts at Hand service **By 31 Oct 26**, recruit to post **By 31 Dec 26**, pilot the development of individual transition plans to support the Yr 10 cohort progression into post-16 destinations **By 31 Oct 26**, recruit to post **By 31 Dec 26**, pilot the development of individual transition plans to support the Yr 10 cohort progression into post-16 destination			

2026-27 Local delivery plan		Q2 July – September 2026		Q3 October – December 2026		Q4 January – March 2027	
Workstream 1 Success measures AP Strategic Delivery Group in place with agreed 3-tier framework 70% of AP providers quality assured Inclusion Toolkit/universal offer launched, with 50–60% of schools accessing it by March 2027 100% of Year 10 pilot cohort with transition plans							
Workstream 2 – Coproduction and Communication Strategic Delivery Group (Links to Building Block 2)							
Workstream outline - Develop and deliver a co-produced Year 1 engagement plan with clear standards, review points, and improvement actions, alongside consistent mechanisms to gather and report feedback so families can see how their views influence decisions. Strengthen routine feedback collection across partners, use mediation insights to drive improvement, and re-procure SENDIASS in partnership with the Parent Carer Forum to ensure services reflect the voices of children,	Head of SEND	Co-produce and agree the Year 1 engagement plan with children, young people, families, and partners, including defined review periods and a minimum co-production benchmark. Begin development of feedback mechanisms to the Multiagency Parents Meeting, SEND Board, and BEPB. Set clear expectations with partners for	By Q2, systems, structures and expectations for co-production, feedback and SENDIASS delivery will be in place and functioning, with growing activity and early positive user feedback, while recognising ongoing challenges in consistency, representativeness and evidencing impact at scale. By end of Year 1: 1-3 formal co-production	Implement the engagement plan and embed feedback mechanisms across governance structures, ensuring regular reporting on “you said, we did.” Roll out routine feedback expectations across all partners and begin collecting consistent experience data. Undertake the first quarterly review of mediation	By Q3, engagement and feedback processes should be increasingly embedded across the system, with more regular “you said, we did” reporting, more consistent experience data and early evidence that feedback is informing practical improvements. Engagement and feedback processes are embedded	Review progress against the engagement plan and co-production benchmarks, identifying areas for improvement and implementing corrective actions. Refine feedback mechanisms based on learning to strengthen visibility of impact. Continue quarterly mediation review and monitor the	80% of engagement activity within the Year 1 plan is delivered as scheduled. A minimum of 70% of parents, children, and young people who provide feedback report that they understand how their views have influenced decisions. Progress against the engagement plan shows stronger consistency and clearer alignment

2026-27 Local delivery plan		Q2 July – September 2026		Q3 October – December 2026		Q4 January – March 2027	
young people, and families. **Outcome -** The outcome is a more consistent and transparent co-production approach where children, young people, and families are routinely involved, can clearly see how their views influence decisions, and experience improved services as a result, supported by stronger feedback, accountability, and continuously improving SEND provision.		routine feedback collection at key points such as post-intervention. Begin co-production activity with the Parent Carer Forum to inform the SENDIASS re-tender process. The SENDIASS retender will require compliance with the minimum SENDIASS service standards, including independent governance, impartial advice, accessibility, timeliness and quality assurance. Contract monitoring will include response times, user	cycles completed. Attendance stabilising but not yet fully representative of the local SEND population. Evidence of repeat engagement rather than broad reach Feedback tends to skew toward: More engaged / confident families More extreme experiences (very positive or very negative)	feedback, identifying issues and agreeing initial improvement actions.	across the system, with regular “you said, we did” reporting improving transparency and trust. Most partners are routinely collecting feedback, with more consistent and comparable experience data emerging across services. Early system-wide insights highlight strengths in practitioner support but ongoing challenges in communication, timeliness, and navigation. Initial mediation feedback is informing practical	effectiveness of agreed mitigations.	with co-production benchmarks, with targeted improvements made where gaps were identified. Feedback mechanisms are more refined and streamlined, with improved ability to demonstrate impact and link feedback directly to service changes. Quarterly mediation reviews show increasing stability, with agreed improvements embedded and early evidence of better user experience. The system is moving from

2026-27 Local delivery plan		Q2 July – September 2026		Q3 October – December 2026		Q4 January – March 2027	
		satisfaction, representation of under-heard groups and outcomes from case audits. To protect perceived independence, SENDIASS will not act as a decision-maker in mediation; its role will be limited to independent information, advice and support for families before, during and after mediation Develop a structured communication plan to gather and share information with internal and external partners and ensure that messages are delivered clearly,		improvements, particularly around preparation, clarity of process, and family experience.		embedding practice to demonstrating measurable impact, though ongoing focus is needed to sustain consistency and equity of voice.

2026-27 Local delivery plan		Q2 July – September 2026		Q3 October – December 2026		Q4 January – March 2027	
		consistently and effectively.					
Workstream 2 Success Measures: 80% of engagement activity within the Year 1 plan is delivered as scheduled. A minimum of 70% of parents, children, and young people who provide feedback report that they understand how their views have influenced decisions.							
Workstream 3 - 0-25 Sufficiency and Place Planning Strategic Delivery Group (Links to Building Blocks 3 and 4)							
Workstream outline. Workstream 3 focuses on developing and delivering a strategic, partnership-led approach to 0–25 sufficiency and place planning in Blackpool, ensuring that all children and young people can access the right provision at the right time within their local community. This will be achieved by expanding mainstream and specialist capacity, strengthening inclusion through resource bases and outreach, and embedding joint commissioning across education, health and care. The workstream will improve placement	**SRO**	**By 31 Aug 26**, the Sufficiency and Place Planning Strategic Delivery Group will be established with agreed membership (LA, schools/MATs, AP providers, ICB/health, PCF, Young people's voice). Terms of reference signed off, and a termly meeting scheduled up until March 2029. Appoint to roles in the commissioning team	Year 1 will establish baselines and trajectories for placement timeliness, school/provider survey response, uplift requests and spot-purchase placements, with reporting routes agreed through the sufficiency and commissioning framework. Market intelligence: 80–100% school/provider survey response	Developing market for framework approach – service specification, tender and procurement process begins. Analysis of AP report and beginning quality monitoring of local providers. Start the process for a joint commissioning strategy (subject to the plan being agreed)	Local sufficiency: confirm 2026/27 baseline, pipeline and priority schemes, and agree the annual trajectory toward the Section 2 ambition of up to 254 local specialist base places, subject to engagement, capital and provider readiness. Provider quality: agree provider mapping and a risk-based quality assurance approach, with AP provider QA aligned to	Mediation re-tendering starts Agree the wider education provider quality assurance scope, baseline and risk-based cycle through the sufficiency and commissioning framework, ensuring alignment with the AP QA trajectory in Workstream 1. Each capital proposal will include a travel impact assessment showing current	Provider mapping completed and risk-based QA cycle agreed, with AP provider QA aligned to the 70% March 2027 target in Workstream 1. Clear reduction trajectory in: Out-of-area placements (quality assured) EOTAS / high-cost packages (quality aasured)

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matching and timeliness, reduce reliance on high-cost and out-of-area provision, and align capital investment, commissioning and transport planning to demand. Overall, it will create a more sustainable, locally responsive system that improves outcomes, reduces costs, and supports children and young people to achieve positive pathways into adulthood. **Outcome -** To ensure that all children in Blackpool aged 0-25 have timely access to the resources and provisions necessary to meet their educational needs		Work begins on the joint commissioning strategy. Complete AP review Review the commissioned transport report and internal audit. Ensuring travel costs are considered alongside capital and revenue planning, with investment in local provision expected to reduce long-distance travel and reliance on out-of-area placements over time. **By 31 July 26**, have issued an electronic survey to all mainstream schools, asking	to identify sufficiency gaps Cost control: Uplift requests held at ≤2% (or by exception)	Tendering for tribunal service completed. Review of EOTAS and providers By 30 Sept 26, have reviewed survey responses and chased non-responders to get as complete and accurate a picture of current/ future provision, and possibilities **By 30 Sept 26**, have reviewed The Secondary School RP Expressions of Interest **By 31 Oct 26**, have mapped all survey responses against projected need, and identified/ prioritised sufficiency gaps	Workstream 1 and wider education provider QA scope to be defined through the sufficiency and commissioning framework. Commissioning: Reduction in spot purchase placements (from baseline 73) Identified priority capital schemes across all phases	average journey distances and times, projected reductions from local provision, expected transport cost avoidance, impact on out-of-area placements and any mitigations where new provision may increase travel demand. Embed monthly reporting and escalation Deliver first annual sufficiency report	Pipeline of new local provision agreed

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		for an expression of interest to use 26-27 HNCPA funding to build further specialist bases. SENDIASS retendering to be completed. Tendering process for SALT communication assessment and support (mediations and tribunals) July-September 26. Agree joint commissioning plan with ICB and agree Job Descriptions, host provider and recruit SALT Advanced Practitioner (Clinical Strategic lead) across the Lancashire footprint.		**By 31 Oct 26**, have engaged with chosen Secondary Schools to expand RP's and commence project works **By 31 Dec 26**, have engaged with selected Early Years providers in Blackpool to review shortfalls in provision and limitations of existing premises **By 31 Dec 26**, have engaged with selected School Age providers in Blackpool to review shortfalls in provision and limitations of existing premises **By 31 Dec 26**, have engaged with selected		

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				post-16 providers in Blackpool to review shortfalls in provision and limitations of existing premises			
Workstream 3 Success Measures By the end of Year 1, success will be evidenced by a fully functioning, joined-up sufficiency and place planning system with clear visibility of current and future 0–25 need, supported by strong governance and joint commissioning. There will be a well-defined pipeline of new local provision in development, alongside improved quality assurance across providers and more efficient placement processes. Early impact will be seen through reduced reliance on out-of-area placements and spot purchasing, better alignment of capital investment to need, and growing confidence from schools, partners and families. Overall, the system will have moved from fragmented planning to a coordinated, data-driven approach that lays a strong foundation for sustained transformation in Years 2 and 3.							
Workstream 4 - Experts at Hand Strategic Delivery Group (Links to Building Blocks 3 and 4)							
Workstream Outline - This workstream will co-develop and implement a partnership-wide universal inclusion offer across Family Hubs, schools, early years, and post-16 settings. It will be informed by needs analysis and co-produced with the local authority, ICB, education partners, and families,	**Head of SEND**	By September 26, establish a multi-agency Experts at Hand Strategic Delivery Group with agreed membership, terms of reference and monthly meetings scheduled to March 2027.	Attendance is prioritised and represents: 80% of Trusts engaged with the Strategic Delivery Group 80% engagement with the survey Baseline summary using June 2026 data	Launch Interim Experts at Hand Service Offer at The September Inclusion Conference. Advisory team to promote the Experts at Hand Service Offer Parent Carer promotion of	Representatives from all trusts to attend the conference. Baseline hits on the Local Offer Experts at Hand Service Offer page By December the Experts at Hand Directory will	Embed Interim Experts at Hand Service Offer Draft plan to extend to post 16 and Early years settings Pilot a select group of Children and young people declined for an EHCNA to	By March 80% of settings provide feedback on the quality of the service received from EaH and the impact on practice Baseline number of mediations and tribunals lodged for RTA

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aligning with national standards. **Outcome -** The outcome is a more inclusive, confident, and locally sustainable SEND system, where mainstream schools are better equipped to meet diverse needs. Children and young people benefit from earlier, more responsive support, enabling more of them to successfully remain in their local schools.		Parent Carer review of PINS Booklet Begin co-production of Blackpool agreed Universal offer SENCO Survey completed Re-design the Combined Schools Service as the Interim Experts at Hand Service Offer, providing accessible specialist support to schools Grow local specialist mainstream provision through Blackpool special school support, commissioning outreach from high-quality specialist	from the Blackpool SENCO Survey Baseline summary of number of children receiving support from current Advisory Service in July 2026. Target set for 2026-2027 Baseline Educational Psychology (EP) assessment waiting times 2025-2026	updated PINS Booklet Create 2 additional Assistant Educational Psychologist (AEP) to be based in cluster schools. Investigate opportunities with regional universities offering EP doctorates Increase and stabilise the Educational Psychology workforce by developing a local, sustainable training strategy over three years. Establish a workforce plan and demand forecast	have initial feedback from 60% mainstream settings (SENCO) Increased proportion of early intervention advice delivered through specialist support	receive an Expert at Hand Offer to enable needs to be met in a mainstream setting and reduce escalation to EHCNA Create and commission new specialist bases within mainstream secondary schools. Increase number of mainstream inclusion support bases in local areas of high need reducing escalation into out of area placements and transport pressures. Prepare to launch a “Future EP” programme (mentoring, application	Increased proportion of early intervention advice delivered pre-EHC Set targets to reduce Educational Psychology (EP) assessment waiting times

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		providers, where appropriate Implement Best Start Inclusion Practitioner (BSIP)		Continued co-production of Blackpool Universal Offer. Review Family Hub web page to ensure families have information about BSIP		support, placements) Draft co-production of Blackpool agreed Universal offer out for consultation. Promotion of Family Hub drop ins	

Workstream 4 Success Measures

Quarter 2

Group established with 100% agreed membership and Terms of Reference signed off by 26 September

80% SENCO survey completion rate across Blackpool schools, with findings analysed and used to establish the confidence baseline

Quarter 3

90% of schools represented at the Inclusion Conference

80% positive feedback from attendees

At least 50% of schools access or engage with the offer within first term

Quarter 4

2 new specialist bases in development in mainstream secondary schools

Pilot for children declined EHCNA demonstrates:

At least 60% supported in the pilot without escalation to EHCNA

6 documented case studies evidencing improved outcomes in mainstream settings

Positive impact feedback from schools (≥75% satisfaction) on accessibility and usefulness

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Education, health and LA partners will share accountability for EAH through agreed KPIs covering access, response times, intervention volume, impact on practice and escalation to statutory pathways. Exceptions will be escalated from the EAH Strategic Delivery Group to the SEND Reform Programme Board.							
Workstream 5 - Performance, Data and Impact Strategic Delivery Group (supports all four goals and all building blocks)							
Workstream Outline The workstream will strengthen system-wide performance oversight by enhancing analytical capacity and ensuring all relevant partners are represented within a refreshed Performance Group, building on existing SEND arrangements. It will establish a clear performance management framework with measurable targets aligned to strategic priorities, supported by consistent data quality and reporting standards across agencies. A robust, evidence-based understanding of local need will be developed to inform service delivery and commissioning decisions. This will be underpinned by the	SRO	Refresh and relaunch Performance & Data SDG Confirm full multi-agency membership (LA, Health, Schools, AP, BI) Agree Terms of Reference and reporting lines Recruit/confirm SEND Data Analyst capacity Audit current dataset, reporting and gaps across partners Agree Minimum Viable Dataset (MVD) for SEND & AP Define performance	≥70–80% completeness of core datasets 100% of priority KPIs have at least a baseline AP baseline established (placements, reintegration, duration) What this looks like in practice Leaders can see the problem clearly for the first time Data is descriptive (what is happening), not yet predictive	Finalise Performance Framework (KPIs + targets) aligned to: Inclusion and outcomes Demand (EHCP, referrals) AP usage and outcomes Workforce capacity Finance and sufficiency Implement data quality standards and reporting protocols Launch Dashboard v2 (user-tested and accessible) Produce first full multi-agency	≥90% data completeness across core indicators ≥75–85% partner compliance with reporting timelines All KPIs: Have targets Have RAG status At least 2–3 clear trend risks identified and escalated What this looks like in practice Leaders can compare performance across services and over time Data becomes diagnostic (why it's happening)	Embed monthly performance review cycle Identify risks, variance, and corrective actions Deliver thematic deep dives (minimum 2 areas) e.g. AP placements, exclusions, EHCP timeliness Refine dashboard into decision-support tool Forecasting / trajectory tracking Integrate: Qualitative data (family voice, surveys)	≥95% completeness for core dashboard indicators ≥80% of Board decisions reference data insight ≥3 deep dives completed with measurable actions Evidence of: Early intervention triggered by data Performance improvement in at least 1–2 areas **What this looks like in practice** Leaders move from: "What is happening?" →

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creation of a clear, accessible dashboard—building on Reform Plan data—to support regular review and decision-making, including the introduction of Alternative Provision performance indicators with agreed baselines as part of the wider SEND and AP reporting framework. **Outcome** - to assess effectiveness through a fully developed partnership performance framework, including joint dashboards and annual review of partnership maturity matrix.		priorities aligned to strategic goals Design performance framework structure (KPIs, targets, RAG thresholds) Develop initial dashboard prototype (Reform Plan data baseline) Develop AP performance indicators and establish baselines		performance report introduce: Monthly operational reporting Quarterly strategic dashboard to Partnership Board Begin trend analysis and forecasting (demand, need, cost) Develop deep-dive methodology (e.g. exclusions, AP, EHCP timeliness)		Outcome measures (attendance, reintegration, progression) Introduce performance escalation process Produce year-end performance and impact report Conduct annual review against SEND maturity matrix	"What should we do?" Data is predictive and action-oriented

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Workstream 5 Success Measures

Monitoring tools and processes - The partnership will establish a SEND and AP performance framework supported by a live operational dashboard, a minimum viable dataset and agreed reporting standards across education, health and care.

The dashboard will be used by operational teams to review trends, identify emerging demand and inform conversations with schools, settings, providers and partners.

A monthly KPI view will be reviewed through the Performance, Data and Impact Strategic Delivery Group, with quarterly reporting to the SEND Reform Programme Board and SEND and AP Partnership Board to support prioritisation, resourcing and corrective action.

Data used to track demand, delivery, quality and outputs - The framework will track demand through EHCP requests, requests for assessment, referrals, mediation and tribunal activity, AP usage, Section 19 requests and parental requests for independent provision.

Service delivery will be monitored through Experts at Hand deployment, triage timeliness, time to first specialist input, SALT and OT specialist referrals, Educational Psychology capacity and timeliness, places created, inclusion base development, outreach activity and commissioning activity.

Service quality will be monitored through EHCP audit outcomes, provider quality assurance, AP QA, SENDIASS and mediation feedback, school and SENCO confidence, family satisfaction and regular experience reporting.

Outputs and outcomes will include attendance, suspensions, permanent exclusions, reintegration, placement stability, mainstream EHCP placements, post-16 transitions, supported internships, transport impact, out-of-area placements, EOTAS expenditure and value-for-money indicators.

Feedback and adaptation mechanisms – Quantitative performance data will be combined with feedback from children, young people, families, schools, settings, the Parent Carer Forum, SENDIASS, mediation, complaints, tribunal learning, post-intervention feedback, youth voice activity and engagement events.

This intelligence will be reviewed through the relevant Strategic Delivery Groups and used to adjust delivery where progress is off track. Where data shows rising demand, delays, quality concerns or poor experience, the responsible workstream will agree corrective action, update trajectories and escalate risks through the SEND Reform Programme Board and SEND and AP Partnership Board. This will create a continuous feedback loop so that the partnership can learn, adapt and demonstrate how evidence and lived experience are shaping reform.

A shared performance framework is in place, with clear KPIs, targets, and accountability across all partners

A live SEND & AP dashboard is established and used regularly to inform decisions at all governance levels

High-quality, consistent data reporting is embedded across education, health, and care partners

Analytical capacity is strengthened, with routine insight and trend analysis driving system understanding

Evidence of data informing action, with performance risks identified early and decisions clearly shaped by insight

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The investment allocation is mapped to the workstreams above. Transformation funding will support Workstreams 3 and 5, including programme capacity, data and analytics, commissioning and quality monitoring. Experts at Hand administration funding will support Workstreams 1, 2, 3 and 4 through project management, communications, co-production and commissioning support. Experts at Hand workforce funding will support Workstream 4 directly and will also enable delivery of earlier support, AP reform and local sufficiency across Workstreams 1 and 3.						
Projected Investment Spend per quarter *Please specify funding source for each category* *Example categories*: Programme oversight/additional leadership capacity. Workforce Recruitment Workforce training and development	**Transformation Funding:** This will be used to recruit additional SEND Strategic capacity, Data Improvement resource, and Commissioning/ Quality monitoring resource.	**£30,071**	**Transformation Funding:** Full Quarter impact of Q2 appointments.	**£47,701**	**Transformation Funding:** Full Quarter impact of Q2 appointments.	**£47,701**

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Data/Digital **Total Spend: £581,850**	**EaH Administration Funding:** This will be used to recruit additional administration capacity in Commissioning and SEND teams, as well as a Project Manager, Communications Officer, and Workforce and Coproduction Officer.	**£9,049**	**EaH Administration Funding:** Full Quarter impact of Q2 appointment, plus 4 additional recruits, 3 of which are scheduled to start in Oct-26, 1 from Nov-26	**£46,820**	**EaH Administration Funding:** Full Quarter impact of Q3 appointments	**£49,465**
	EaH Workforce: Separate Document to detail plans for Experts at Hand rollout	**£3,210**	**EaH Workforce:** Separate Document to detail plans for Experts at Hand rollout	**£163,528**	**EaH Workforce:** Separate Document to detail plans for Experts at Hand rollout	**£183,605**

6. How will the local area partnership deliver the first-year plan?

Blackpool's Local Partnership Maturity Assessment identifies the need to strengthen collective capacity across education, health and care so that the reform plan can be delivered with pace, discipline and shared accountability. The partnership will therefore put in place five core capacity roles: a Service Manager to develop and support system wide change and build capacity and confidence across the partnership, a SEND Reform Project Officer to manage programme delivery and workstream tracking; a SEND Data Analyst to develop the dashboard, baselines, trajectories and performance insight; a Commissioning Quality Monitoring Officer to strengthen provider quality assurance, sufficiency evidence and value for money; and Workforce, Co-production and Programme Support Capacity to support workforce development, engagement, communications, co-production and coordination.

The SEND Data Analyst will expand business intelligence capacity and support completion of data returns, development of a SEND and AP dashboard, establishment of baselines and trajectories, and routine reporting against the Section 2 target metrics. This will enable local leaders to identify off-track measures earlier, understand variation and use evidence to inform corrective action through the relevant strategic delivery group, SEND Reform Programme Board and SEND and AP Partnership Board.

The SEND Reform Project Officer will provide programme management and change delivery support to the SRO. The role will coordinate the five strategic workstreams, maintain the integrated delivery plan, monitor risks and milestones, prepare quarterly progress reports and ensure that issues requiring corrective action are escalated promptly. This will strengthen delivery grip and provide a single route for tracking progress from workstream plans through to programme and partnership governance.

The Commissioning Quality Monitoring Officer will strengthen oversight of commissioned SEND and AP provision, support the risk-based quality assurance cycle, inform sufficiency planning and provide evidence on cost, quality and outcomes. This role will support Workstreams 1 and 3 by helping the partnership understand provider quality, placement value for money and where improvement action is required.

Workforce, Co-production and Programme Support Capacity will support the development of the system-wide workforce approach, strengthen engagement and communication activity, coordinate co-production arrangements and provide administrative support to the programme and strategic delivery groups. This will help ensure that inclusive culture, workforce confidence and lived experience are embedded across delivery rather than treated as separate activities.

Escalation will follow a clear route: workstream lead to SEND Service Manager and SRO, then to the SEND Reform Programme Board, SEND and AP Partnership Board and wider Council or ICB governance where required. Exceptions to delivery milestones, finance, quality or performance trajectories will be escalated within five working days so that corrective action can be agreed and monitored.

Other funding Local Authorities.

Block Transfers: If you have made a block transfer (Schools Block to High Needs Block) for 26-27, please set out how your plans for this funding align with the activities outlined above.

The 0.5% Schools Block transfer for 2026/27, supported by Schools Forum in January 2026, will support the High Needs Block position while the reform plan reduces demand pressures through earlier support, improved transitions, stronger reintegration and increased local provision. This funding sits alongside the reform investment and helps maintain stability while preventative and inclusive activity begins to reduce reliance on higher-cost provision.

If future years create financial flexibility, the partnership will prioritise reinvestment in preventative activity that supports the four goals of the plan, including primary-to-secondary transition, pastoral support, reintegration from AP or specialist provision, and local inclusive pathways that reduce escalation and improve outcomes for children and young people.

Capital: We have announced at least £3 billion in high needs capital between 2026-27 and 2029-30 to support children and young people (CYP) with SEND, or those requiring alternative provision (AP). This funding is intended to support place delivery across the full 0-25 age range, including early years and post-16. We expect funding to support the following outcomes:

a. Inclusion at the core of high needs sufficiency strategy, resulting in more children and young people with SEND accessing suitable places in mainstream settings, across all phases of education

b. Every child or young person who needs a place in an inclusion base can access one

c. Fewer children and young people with SEND needing to travel a long way to access a suitable placement

d. Improved suitability of the mainstream estate to support children and young people with SEND, with adaptations to improve inclusivity and accessibility of the physical environment

We also welcome innovative uses of high needs capital to drive inclusion, for example, investment in assistive technology for use in mainstream settings.

Please outline your strategy for how this funding will meet the outcomes above, with reference to the core minimum requirements and other workstreams in this reform plan where appropriate. We would like to see detail around your plans to increase capacity for inclusion bases (formerly known as SEN units, resourced provision and pupil support units – SU/RP/PSUs), such as schools, colleges or early years providers identified, engagement with relevant settings and trusts, and target cohort of needs.

If your plans include increases to places in special schools or specialist post-16 institutions, please include a clear rationale, showing the need that is being met, and why it cannot be met through other types of provision, such as inclusion bases.

If you are receiving additional capital funding to replace one or more planned special or AP free schools, please set out how this funding will meet need in your area, and plans for engaging relevant trusts in your sufficiency planning.

Early years provision is a key part of Blackpool's capital strategy. A sufficiency gap has been identified for children who currently extend their Portage arrangements rather than moving into an early years setting. Blackpool's first early years resource provision will open at Gateway Academy from September 2026, following capital investment of approximately £60,000. When fully operational, it will provide 16 places. The partnership intends to use this model to bridge similar provision gaps at comparable cost per setting. Forecast data indicates that Blackpool will need around 25% more early years provision than is currently planned by 2029, and work with schools will continue to develop this capacity.

Mainstream support bases are also central to increasing local SEND capacity and addressing historic barriers to inclusion. Small project funding is being used to support schools to adapt provision and increase capacity. At the time of writing, 45 applications are being discussed: 19 have already been approved or are pending further information from the school, 24 are awaiting decisions, and 4 have been rejected because they are not aligned with the strategy. Sustained investment is expected to create a flexible network of provision able to meet a wide range of needs locally. Forecasts

suggest that Blackpool will need to double the number of support bases over the next three years to meet demand. A fundamental part of this work will be understanding the impact on transport costs. Early indications show that local resource bases enable some parents to take their children to school without relying on local authority transport. Low inclusion rates in secondary schools remain the largest barrier to extending this model beyond primary, but Workstream 3 will continue to work directly with schools and trusts to develop solutions.

Mainstream resource provision is progressing strongly at primary level, with an additional 98 places to be formalised with the Department for Education from September 2026. Blackpool's first secondary resource provision will open this year, and the partnership hopes this will encourage other secondary schools to adopt the model. £2.4 million of capital funding has been set aside to support this key part of the strategy, with expressions of interest expected imminently. Forecasts suggest that overall resource provision numbers are on track, but there remains an imbalance between primary and secondary provision. The first-year plan for post-16 resource provision is to approach providers and investigate opportunities within each setting.

All capital project decisions will consider travel costs alongside capital and revenue planning, recognising that investment in local provision is expected to reduce long-distance travel and reliance on out-of-area placements over time.

Special school provision will continue to form part of the sufficiency strategy. Blackpool has a high proportion of special school places, reflecting concentrated levels of need linked to local socio-demographic challenges. Forecast demand can be met through the places currently planned, but concerns remain about timescales for delivering secondary resource provision and the projected growth in independent specialist settings. This means that Blackpool will need the agreed free schools, plus an estimated 10% of additional places, to prevent further displacement into independent specialist settings. Falling school rolls also present an opportunity that the partnership is exploring, as refurbishment may be more efficient than new building. Proposed extensions to post-16 facilities at two special schools are also at a very early stage.

The two planned free schools remain an important part of Blackpool's longer-term sufficiency strategy. Need was identified before the pandemic and has increased since. The partnership has reviewed the data and engaged providers on whether the need remains relevant, and the response has been unanimously affirmative. Over the planning period to 2029, total EHCP numbers are projected to increase from approximately 1,899 in 2025 to 2,911 by 2029, representing a substantial increase in demand. Within this, SEMH primary need is expected to rise from around 350 pupils to 533 pupils over the same period. This is not a short-term or cyclical trend; it reflects a sustained shift in demand that is already placing pressure

on local provision. High-need SEMH demand is projected to rise from 113 pupils in 2025 to 172 pupils by 2029, further intensifying pressure on specialist placements. Current specialist capacity, including both local authority provision and independent placements, is insufficient to meet this trajectory. The borough moves from a relatively balanced position in 2025 to a measurable shortfall of 12 places by 2026, widening significantly to 59 places by 2029. Without intervention, this gap will continue to grow, placing additional pressure on the High Needs Block and undermining placement stability for some of the most vulnerable pupils.

The transport data reinforces the case for increasing local SEMH provision. Around 12% of overall transport activity is linked to out-of-borough provision, rising to a disproportionately high 39% for SEMH pupils, who account for half of all out-of-area travel. This demonstrates a significant gap in local SEMH provision and strengthens the case for a new SEMH school to reduce reliance on distant placements and associated transport pressures.

A similar position is evident within alternative provision. Current demand is approximately 80–90 placements each year and, even with planned provision in place, forecast modelling identifies a shortfall of 61 places in 2028 and 32 places by 2029. This demonstrates that demand is both high and structurally embedded within the system. Alongside this growth in volume, complexity of need is also increasing. Schools and services report rising levels of anxiety-based school avoidance, increasing elective home education and higher rates of placement instability. These pressures reinforce the need for high-quality, flexible and locally accessible specialist provision. £2.3 million of Safety Valve funding has been committed to providing a new site for alternative provision in Blackpool, planned to open in September 2027. This will create 50 additional places and address the limitations of the existing AP site.

By 2029, capital investment should contribute to more children and young people with SEND being supported in local mainstream and inclusive provision, increased availability of specialist base places, fewer children travelling long distances or requiring out-of-area placements, stronger reintegration and post-16 pathways, and clearer evidence that investment is improving both outcomes and value for money.

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

Engagement and co-production are central to Blackpool's SEND Reform Plan and to the partnership's ambition to move from improvement and recovery into a maturing, evidence-led system. The partnership recognises that co-production must go beyond consultation: children, young people, families and system partners must be able to see how their views shape priorities, decisions, delivery and evaluation.

This is why Goal 3, Building Block 2 and Workstream 2 focus on confidence, co-production, communication and shared accountability. In 2026/27, the partnership will formalise and strengthen existing mechanisms through a Communication and Engagement Strategy and a co-produced Year 1 engagement plan. These will set out how partners will engage, how feedback will be captured and reported, how under-represented voices will be strengthened, and how the partnership will demonstrate that feedback has influenced service design, commissioning, practice improvement and governance.

Blackpool already has a strong partnership infrastructure on which to build. This includes the town-wide Education Partnership Board, the SEND and AP Partnership Board and the Young People's Employment and Skills Partnership. These are underpinned by education networks including the SENCO Network, Primary Heads Group, Secondary Heads Group, CEO Group and Special Heads Group. Through the Strategic Delivery Groups described in the governance structure, the experience, expertise and views of these partners will influence delivery models, priorities, performance monitoring and corrective action.

The partnership recognises that engagement is not yet as broad or representative as it needs to be. Mechanisms will therefore be developed to strengthen communication and engagement with early years settings, alternative providers, FE and post-16 providers located within and beyond Blackpool's boundaries, voluntary and community organisations, and families who are less likely to engage through formal meetings. Further face-to-face and online events will be used to ensure system partners are fully informed of local and national policy changes, the Schools White Paper context and progress against the SEND Reform Plan.

Blackpool has already undertaken a series of engagement events to share information, consider changing roles and responsibilities in the context of the Schools White Paper and inform the development of this plan. Future engagement will move beyond information-sharing by creating clearer

feedback loops, including regular “you said, we did” reporting, routine post-intervention feedback, annual surveys, engagement events, SENDIASS insight, mediation and complaint learning, tribunal learning, Parent Carer Forum feedback and youth voice activity. This will support the regular experience reporting described in Sections 1, 2, 5 and 6.

The Parent Carer Forum is a strategic partner and a key member of the SEND and AP Partnership Board, representing the voice of parents and carers across Blackpool. The Forum has already influenced service design and commissioning decisions. During the first year of the plan, the partnership will work with the Forum to strengthen its capacity, broaden its reach and gather a greater diversity of parent and carer experiences, including families whose voices are less often heard, families using AP pathways, families at key transition points and families experiencing disagreement, mediation or tribunal processes.

The partnership also recognises that the voice of children and young people with SEND is not yet sufficiently represented within strategic governance. There are two active SEND youth forums, Victoria’s Voice and the Youth Empowerment Forum, and these have been important routes for engaging with children and young people with SEND. However, they are not fully representative of Blackpool’s children and young people. The partnership will therefore broaden youth voice through a range of inclusive and targeted mechanisms, including Blackpool Schools Symposiums, Blackpool Youth Council, third sector organisations working within the Blackpool Youth Provision Partnership such as Sam’s Place, Boathouse Youth and Blackpool Football Club, and targeted opportunities including Rise Up and Youth Advisors.

Young people with SEND have told us that they want their voices heard by decision-makers not only as young people with SEND, but as young people. Blackpool will therefore use inclusive spaces where young people can meet, discuss and campaign on issues that affect their lives, rather than creating a separate or narrow SEND-only route. The partnership will work through Blackpool Youth Service and the Blackpool Youth Participation Partnership to create a clear voice pathway so that young people can influence priorities, Board discussions, commissioning decisions and service improvement.

Progress will be monitored through Workstream 2 and reported to the SEND Reform Programme Board and the SEND and AP Partnership Board. By 2029, the partnership expects co-production to be embedded as business as usual, with all Board reports including a voice of children, young people and families section, regular experience reporting demonstrating year-on-year improvement in confidence, and clear evidence that feedback has shaped service design, commissioning, communication, practice improvement and quality assurance.

8. Risks and Mitigations

The Lancashire and South Cumbria Integrated Care Board (ICB), working in partnership with Local Authority partners, has identified a set of shared, system-wide risks that may impact the delivery of the Local SEND Reform Plans.

These represent the most material system-wide risks to delivery of SEND Reform across Lancashire and South Cumbria, particularly in relation to workforce capacity, data and performance infrastructure, joint commissioning, mainstream inclusion, governance, and the transition towards a more balanced system. A key objective of the partnership is to support the development of a balanced system in which needs are met earlier through inclusive and integrated support, reducing reliance on statutory processes and specialist provision.

The partnership has established a programme-based approach to delivery, with work already underway to mitigate these risks. Year 1 activity is focused on establishing core delivery enablers, including workforce, data, commissioning and governance infrastructure, to support a phased and deliverable implementation trajectory.

Risks will be actively monitored through established SEND Reform governance arrangements, with routine reporting and escalation through Local Authority and ICB executive routes. Progress against mitigations will be tracked through agreed system metrics aligned to the maturity assessment framework, including workforce capacity, activity, access, demand, and indicators of progress towards a more balanced system

Overall, the identified risks and mitigations demonstrate a clear understanding of the challenges associated with delivering SEND Reform at scale, alongside a credible, structured and actively managed approach to mitigation. This supports a deliverable trajectory towards a more balanced, inclusive and sustainable SEND system for Blackpool.

Risk	Impact	Likelihood	RAG	Mitigation	Residual RAG
ICB reforms and LGR impacting on system capacity Variation in current commissioning arrangements and approaches, alongside a lack of fully aligned joint commissioning between the ICB and Local Authorities, creates a fragmented commissioning and delivery model. This fragmentation risks	Critical	Very Likely		**Strengthen Programme Governance, Leadership and Delivery Grip** The partnership has established a clearly defined SEND Reform programme structure, with senior leadership ownership, robust governance arrangements, and agreed escalation routes across health and local authority partners. Executive	

inconsistent pathways and service provision across places, leading to delays in accessing specialist support, inefficiencies in delivery, reduced value for money, and limiting the system's ability to operate as a cohesive and balanced model across education, health and care. At the same time, insufficient capacity across health and local authority partners—including programme management, commissioning, business intelligence, finance, and the clinical workforce (including AHPs and community services)—combined with complex governance arrangements, wider ICB and local government reform, and varying local delivery contexts, may reduce clarity of accountability, slow decision-making, and constrain the system's ability to maintain aligned delivery at pace. In addition, the NHS is not currently configured to consistently support multi-agency SEND workforce development at scale, with SEND not yet fully embedded within the Core Skills Training Framework. Provider organisations are operating at varying levels of readiness, with differences in awareness, governance, confidence, capacity, and capability to embed inclusive practice and deliver early intervention consistently across mainstream and community-based services. Collectively, these factors may result in slippage against key milestones, delays to programme rollout, overlap or duplication in service delivery during transition, and slower, less effective decision-making. This increases the risk of inconsistent delivery across local areas, continued				oversight, supported by routine reporting, is in place to enable proactive risk management, maintain delivery grip, and support timely, informed decision-making during a period of significant ICB and local government reform. **Phased Delivery Approach Focused on Critical Enablers** A structured, phased Year 1 delivery plan is being implemented, prioritising the most critical enablers required for system transformation. This approach supports manageable change, reduces implementation risk, and enables the system to maintain pace while navigating wider structural reforms, helping to minimise disruption, duplication, and slippage against key milestones. **System Mapping, Transition Planning and Targeted Capacity Support** Detailed mapping of current commissioned services against the future model is underway to identify gaps, overlaps, and transition requirements, supporting more coherent and aligned delivery. Where capacity constraints exist, time-limited external support is being deployed to accelerate progress and build sustainable internal capability, ensuring the system is better equipped to deliver reform consistently and at scale.	

reliance on statutory processes such as EHCPs, rising demand for specialist support and placements, and slower progress towards a more balanced system where needs are met earlier through inclusive mainstream provision. Ultimately, this may reduce confidence in the overall deliverability of the Reform Programme and its ability to achieve sustainable system transformation.					
Finance Our continued reliance on high-cost placements in Independent and Non-Maintained Specialist Settings (INMSS) represents a significant and sustained financial pressure within the High Needs Block. Demand for specialist placements, particularly for children and young people with Social, Emotional and Mental Health (SEMH) needs and complex profiles, continues to outstrip local maintained provision capacity. As a result, the local authority is required to commission expensive external placements, often at short notice and with limited market leverage, driving up unit costs. Until the new specialist SEMH school becomes operational, this dependency is expected to persist. During this period, risks include: Escalating placement costs driven by market inflation, increasing provider fees, and growing complexity of need. Volume risk, with rising Education, Health and Care Plan (EHCP) numbers and increased demand for specialist provision leading to further placement pressures.	Critical	Very Likely		**Maximise value through regional commissioning** Continue to utilise the Northwest Placements Commissioning agreement to secure best value for money, improve price transparency, and strengthen negotiating leverage with independent providers. **Deliver new local SEMH provision at pace** Work closely with the Academy Trust to drive the capital build programme and ensure the new SEMH school opens on time (2027/28), increasing local sufficiency and reducing reliance on costly external placements. **Strengthen early intervention and inclusion** Invest in graduated response, outreach, and inclusion support in mainstream settings to prevent escalation of need and reduce demand for specialist placements over time. **Develop interim local capacity** Expand short-term or flexible local provision (e.g. resource bases, alternative provision, outreach hubs) to manage demand ahead of the new school opening and reduce use of high-cost out-of-area placements. **Enhance placement governance and cost control** Implement tighter placement panel oversight, robust challenge on new placements, and regular review of	

Limited cost control, as spot-purchasing external provision reduces the authority's ability to negotiate or contain pricing. Transport costs are increasing as many placements are outside the local area, while rising EHCP numbers and increasingly complex needs (including ASD, SEMH and SLC) are shifting travel patterns toward more bespoke provision, individual transport and longer journeys, particularly where local specialist capacity is constrained, compounding financial pressures. Placement sufficiency challenges, potentially leading to the use of more expensive or less optimal placements when local or lower-cost options are unavailable. Delay risk, where any slippage in the delivery or opening of the new SEMH provision prolongs exposure to these high costs.				existing high-cost placements to identify opportunities for step-down to lower-cost or local provision where appropriate. **Optimise SEND transport arrangements and costs** Strengthen oversight and efficiency of SEND transport through route optimisation, increased use of shared transport where appropriate, and review of eligibility and travel assistance policies. Promote independent travel training for suitable young people and prioritise placements closer to home where possible, reducing reliance on high-cost out-of-area transport and associated expenditure. **Increase confidence in local provision** Proactively build parental and child confidence in local mainstream and specialist provision through improved communication, co-production, and transparency around quality and outcomes. This includes showcasing successful local pathways, strengthening SEND information, advice and support services (SENDIASS), and working with schools to ensure consistent, high-quality inclusive practice. Increasing trust in local provision will support a shift away from parental preference for independent specialist placements, reducing demand for high-cost out-of-area placements.	
Education Engagement There is a significant risk to delivering both the local SEND Reform Plan and national DfE SEND reforms due to limited engagement from schools—particularly secondary academies—in expanding inclusive provision. A key component of the reforms is the expansion of mainstream	Critical	Likely		**Targeted investment and financial certainty** Provide capital funding alongside clear, sustainable revenue models (including top-up/banding clarity) to give schools confidence to establish and maintain Inclusion Bases. **System leadership and accountability alignment**	

inclusion, including the development of Inclusion Bases; however, schools are often reluctant to progress this due to funding uncertainty, workforce capacity pressures, and estate constraints. This is compounded by concerns that greater inclusion may negatively affect attainment outcomes and Ofsted judgements, creating a disincentive to adopt reform expectations. If unmitigated, this could lead to inconsistent implementation, insufficient mainstream capacity, and continued reliance on specialist placements—undermining the goals of a more inclusive, sustainable SEND system.				Engage Trust CEOs, governors, and Ofsted links to align SEND inclusion with accountability expectations, reinforcing that inclusive practice supports positive inspection outcomes. **Capacity building and workforce development** Expand peer-to-peer support, SEND specialist outreach, and structured workforce development (including recruitment and training pathways) to address skills and capacity gaps. **Phased delivery and flexible models** Introduce staged approaches (e.g. shared bases, satellite provision, outreach models) to reduce risk and enable schools to build inclusion capacity incrementally. **Strategic planning, engagement and oversight** Use data-led demand forecasting, co-production with families, and robust SEND governance to monitor delivery, build confidence in mainstream provision, and address non-engagement where required. **External Support** Working with our Ofsted links we will clarify expectations, sharing evidence and case studies that demonstrate positive outcomes in schools with specialist bases.	
Workforce capacity, recruitment and retention Workforce recruitment and retention challenges—particularly for Educational Psychologists and specialist clinical roles (SaLT, OT, Physio)—risk limiting Blackpool's ability to deliver the Experts at Hand (EAH) offer at the required pace and scale	Critical	Likely		**Targeted Secondments and Backfill Arrangements** Implement time-limited secondments from schools, LA services, and health partners into EAH roles, with clear backfill planning to maintain stability in originating services. Prioritise equitable selection to avoid disproportionately impacting the most inclusive	

across schools and the Local Authority. Difficulties in recruiting to key posts, alongside potential workforce destabilisation where existing clinical staff are redeployed into EAH delivery, may reduce capacity, continuity, and leadership for SEND Reform. This could weaken multidisciplinary working and limit the effective contribution of partner services in planning and delivery. There is an additional risk that recruitment draws disproportionately from the most inclusive and high-performing local services, reducing stability within those teams and negatively impacting children and young people currently receiving specialist support. As a result, there is a risk of delayed mobilisation, inconsistent implementation across schools, gaps in clinical and programme leadership, and reduced ability to embed a sustainable, high-quality multidisciplinary model at the scale required.				or high-performing services. **Grow-Your-Own Workforce and Role Diversification** Use EAH flexibilities to recruit and develop assistants and early-career staff, alongside structured progression pathways across schools and LA services. Link this to opportunities from Local Government Reorganisation to retain staff through career development rather than external recruitment. **Partnership Capacity via SLAs and VCS Engagement** Establish service level agreements with specialist settings, neighbouring areas, and voluntary/community sector organisations to provide additional clinical and advisory capacity. This reduces pressure on core teams and supports continuity of provision for children and young people currently receiving specialist support. From an ICB perspective, workforce risk is being mitigated through strengthened oversight of capacity, vacancies and delivery dependencies across relevant services, with SEND Reform priorities reflected through commissioning, planning and governance routes. The ICB is working with providers and Local Authority partners to maintain continuity in key roles, prioritise critical clinical and transformation capacity, and ensure the contribution of SaLT, OT and Physio is appropriately reflected in service design and delivery. Where reorganisation creates additional uncertainty, risks are being escalated through executive oversight to support continuity of leadership, decision-making and programme delivery.	

Data Fragmentation across education, health, and care data systems in Blackpool, combined with limited business intelligence capacity, presents a significant risk to effective system oversight and decision-making. Data is often incomplete, inconsistent, or not aligned across partners, preventing a reliable, shared understanding of demand, activity, outcomes, and financial baselines. Increasing national requirements, including new Department for Education reporting expectations, place additional pressure on local services and NHS providers to develop new reporting processes without sufficient infrastructure. This weakens accountability and results in slower, less confident decision-making, limiting the system's ability to monitor performance, evidence impact, and manage demand proactively. Confidence in statutory returns, maturity assessments, and inspection readiness is reduced, while reliance on reactive statutory processes increases. Overall, this constrains delivery of the SEND reform plan, reduces the ability to demonstrate progress and value for money, and risks poorer outcomes for children and young people.	Critical	Likely		Recruit additional specialist SEND data analysis capacity to strengthen business intelligence, enabling the development of a multi-agency dashboard that integrates education, health, and care data with clear key performance measures. Establish strong governance through the Performance and Data Strategic Delivery Group to oversee development of the dashboard and implement routine monthly data reviews, ensuring consistent system-wide oversight and accountability. Define and implement a system-wide minimum viable dataset for health and SEND across all five local authorities, supported by improved BI capacity and clear data standards to increase consistency and reliability. Introduce agreed proxy measures where full datasets are not yet available, ensuring continuity of reporting and the ability to monitor trends and performance while data quality improves. Embed data and reporting requirements into commissioning and contracting arrangements, alongside routine system-level reporting processes, to drive transparency, improve data quality, and support ongoing assurance and performance management.	

9. **Dependencies**

External reform dependency	Likely Impact	Mitigation	Ownership
NHS reforms; Local Government re-organisation. **Timing: Year 2/3.**	Structural changes in the future geographical area of Blackpool because of LGR and ICB changes may disrupt joint pathways and governance needed to deliver an integrated 0–25 SEND system.	Continue to work closely with Lancashire County Council and Lancashire and South Cumbria ICB to agree joint commissioning and outcome arrangements and refresh 0–25 governance annually to maintain shared decision-making structures. If Local Government Reorganisation or NHS reform changes delay agreement on future arrangements, existing joint governance and commissioning routes will remain in place on an interim basis to avoid disruption to delivery.	Pan Lancashire LAs/ICB Therapies Board. Escalation routes to Blackpool SEND Partnership Board and NHS South Cumbria and Lancashire ICB Board.
NHS reforms; Local Government re-organisation. **Timing: Year 2/3.**	System changes could disrupt shared data standards, digital systems and performance reporting.	Agree shared data specification with Lancashire County Council and Lancashire and South Cumbria ICB; develop joint dashboards with core indicators. If wider system or digital changes delay full integration, an interim reporting arrangement will be used so that core SEND performance data can still be reported consistently and reviewed through existing partnership governance.	SEND/AP Performance Strategic Delivery Group. Escalation routes to SRO/SEND Project Reform Board and SEND Partnership Board.
NHS reforms; Local Government re-organisation; Curriculum & Assessment Review. **Timing: Year 1 onwards.**	Workforce shortages or new curriculum demands could impact on SENCO capability, EP capacity and AP workforce development.	Develop joint workforce plan; explore mixed EP delivery models; embed curriculum changes into CPD early; use Experts at Hand to cascade training. If workforce recruitment or reform-related changes delay full staffing capacity, phased	Experts at Hand Strategic Delivery Group. Escalation routes to SRO/SEND Project Reform Board and SEND Partnership Board.

External reform dependency	Likely Impact	Mitigation	Ownership
		implementation will prioritise the settings and cohorts with the greatest need while additional capacity is secured.	
Children's Social Care reforms; Local Government re-organisation; Best Start in Life. **Timing: Year 1 onwards.**	New participation frameworks may create duplication or confusion for families, weakening co-production and mediation pathways.	Create a joint participation framework for the area; align SENDIASS and mediation specifications with new expectations; maintain consistent "you said, we did" reporting.	Co-production and Engagement Strategic Delivery Group. Escalation routes to SRO/SEND Project Reform Board and SEND Partnership Board.
Curriculum & Assessment Review; Children's Social Care reforms. **Timing Year 1 onwards.**	Qualification and care pathway changes affect transition planning, supported internships and post-16 progression.	Establish a Transitions Group; review qualification changes annually; strengthen FE, employer and DWP partnerships through the Employment and Skills Board.	Transitions Strategic Delivery Group. Escalation routes to SR0/SEND Reforms Project Board and SEND Partnership Board
Local Government re-organisation; Best Start in Life / Family Hubs. **Timing: Year 1 onwards.**	Estate changes may conflict with planned inclusion bases and specialist settings, delaying capital delivery.	Integrate SEND capital planning into wider estate and Family Hub strategies; protect SEND capital schemes in corporate asset plans.	0-25 Sufficiency and Place Panning Strategic Delivery Group. Escalation routes to SRO/Project Reform Board and SEND Partnership Board.
NHS reforms; Local Government re-organisation; Children's Social Care reforms. **Timing: Year 1 onwards**	Funding shifts could threaten sufficiency planning, AP sustainability and cost-reduction targets.	Develop joint commissioning strategy; scenario-plan for reforms; review placement mix annually; align budgets where possible.	0-25 Sufficiency and Place Panning Strategic Delivery Group. Escalation routes to SRO/Project Reform Board and SEND Partnership Board

Section 3 – Monitoring and Evaluation

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

Our intention is to build on Blackpool's existing multi-agency SEND Partnership Performance Framework by developing a structured, multi-agency approach to monitoring, evaluation and learning. This will strengthen governance and accountability, provide consistent oversight of service performance, quality and outcomes, and ensure that risks, barriers and unintended consequences are identified, escalated and addressed promptly. Monitoring and evaluation will operate at two connected levels: strategic assurance through the SEND and AP Partnership Board, and operational delivery oversight through the SEND Reform Project Board and Strategic Delivery Groups.

At a strategic level, the SEND and AP Partnership Board will oversee whether the local SEND system is developing, delivering and improving consistently and sustainably against the reform plan, with clear evidence of impact on outcomes and lived experience for children and young people with SEND and their families. The Board will use a core assurance framework made up of:

1. a 0–25 SEND and AP quarterly multi-agency strategic outcomes dashboard, aligned to the local SEND reform roadmap and delivery plan;
2. a 0–25 SEND and AP quarterly finance report prepared and presented by the Senior Accountant, setting out the current and projected financial position;
3. a 0–25 SEND and AP narrative delivery report, presented by the SRO and Strategic Delivery Group leads, setting out progress against the delivery plans;
4. a 0–25 SEND and AP joint risk register;
5. a 0–25 SEND and AP joint action log.

The quarterly dashboard will triangulate data from education, health and local authority systems. It will track demand, including EHCP requests, requests for assessment, referrals, AP usage, Section 19 requests, mediation, tribunal activity and parental requests for independent provision. It will track service delivery, including Experts at Hand activity, triage timeliness, specialist deployment, SALT and OT referral patterns, Educational Psychology capacity and timeliness, places created, inclusion base development, outreach activity and commissioning activity. It will track service quality through EHCP audit outcomes, provider quality assurance, AP quality assurance, SENDIASS and mediation feedback, complaints, family satisfaction, school and SENCO

confidence, and regular experience reporting. It will also track outputs and outcomes, including attendance, suspensions, permanent exclusions, reintegration, placement stability, mainstream EHCP placements, post-16 transitions, supported internships, transport impact, out-of-area placements, EOTAS expenditure and value-for-money indicators.

The recruitment of a dedicated SEND Data Analyst will be instrumental in developing and embedding the dashboard across the partnership. The continual development of the dashboard will be overseen by the existing SEND Performance Group, chaired by health partners from Blackpool Teaching Hospitals NHS Trust. The SEND and AP Partnership Board will use the dashboard, finance report, risk register and narrative delivery report together to assess progress against milestones, challenge underperformance, oversee risk mitigation, agree reprioritisation where required and take timely decisions to keep reform delivery on track.

At an operational level, the SEND Reform Project Board will be accountable for effective programme management and delivery of the SEND Reform Plan. The Board will be led by the SRO, supported by the SEND Reform Project Officer. Delivery plans, developed from the existing SEND Improvement Plan and the SEND Reform Plan, will be owned by each Strategic Delivery Group. Each workstream will be monitored against agreed baselines, milestones, annual trajectories and end-point outcome measures. Exceptions, slippage or underperformance will trigger escalation through the Project Board to the SEND and AP Partnership Board, with corrective actions recorded and tracked through the joint action log.

Operational monitoring tools and processes will include:

1. real-time monitoring of the performance indicators detailed in the delivery plan;
2. monthly progress reports to the SEND Reform Project Board;
3. highlight reports to the SRO where progress is off track or barriers require swift action;
4. thematic deep dives each term to evaluate the impact of key reform mechanisms.

The thematic deep dives will focus on areas such as the Experts at Hand offer, workforce development, alternative provision assurance, inclusion bases, co-production and mediation. They will use both quantitative indicators and qualitative feedback to understand whether reforms are improving access, quality, outcomes, experience and value for money.

Feedback and adaptation mechanisms will be built into the monitoring cycle. The partnership will use feedback from families, children and young people, schools, settings, the Parent Carer Forum, SENDIASS, mediation, complaints, tribunal learning, youth voice activity and system partners to understand how reforms are being experienced in practice. This feedback will be reviewed alongside performance data each quarter to identify emerging themes, test whether reforms are improving lived experience, and inform decisions on service refinement, escalation, reprioritisation and resource allocation. Actions arising from this review will be tracked through the joint action log and reflected in subsequent reporting, including “you said, we did” updates where appropriate.

This approach will create a continuous learning loop across the partnership, ensuring that performance data and lived experience are used together to monitor progress, adapt delivery and demonstrate whether the reform plan is improving outcomes, confidence and value for money.

11. **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.

Data template attached

Section 4 – Governance

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

Governance Mechanism *This may be a governance group, or an individual (e.g. SRO).*	**Purpose/ Responsibilities** *What is the function of this governance mechanism? What are they accountable for overseeing? What information is reported to this governance mechanism?*	**Membership** *Who does this governance mechanism comprise of? [should include health and PCF representation] What stakeholders are represented at this governance mechanism? Please indicate who chairs this. (Include n/a if an individual).*	**Cadence** *How regularly does this governance mechanism meet?*	**Decision Rights** *What decisions can this governance mechanism make?*	**Escalation Route** *Where can this governance mechanism escalate issues or decision to?*
Senior Responsible Officer (SRO)	The SRO provides strategic leadership across system partners with responsibility for overseeing SEND improvement and reform across Blackpool. The SRO is the Chair of the SEND Reform Programme Board and is responsible for ensuring that the SEND Reform Plan outcomes and measures are	Assistant Director of Children's Services, Education and SEND	**N/A**	Agree remedial actions where Reform Plan progress is off-track, authorise budget expenditure.	SEND and AP Partnership Board

	delivered within budget and timescales.				
SEND & AP Partnership Board	This is the strategic body that is responsible for overseeing the local area's approach to delivering its statutory duties and transformation of SEND/AP services detailed in the SEND reform plan. It holds partners to account for the effective coordination commissioning and delivery of provision for children and young people with SEND and AP providing support and challenge through scrutiny of the quarterly SEND progress report, performance data, budget management and risk management.	Independent Chair Local authority (DCS, ADs, Heads of Service) SRO ICB (Interim AD for SEND and complexities, DCO) Health providers (Blackpool teaching Hospital - BTH) Cabinet member for Young People and Aspiration. Special Schools rep MAT CEO Primary Headteachers rep FE provider AP provider Parent Carer Forum Chair SENDIASS Chair of Schools Forum	**Quarterly**	Approving the local policy and strategy for SEND and AP across Blackpool. Evaluating the progress of: Sufficiency and place plans, Joint commissioning arrangements, impacts for children, young people and families. Oversight of financial and resource planning,	- Health and Wellbeing Board - Children and Young People's Scrutiny Committee - ICB Board - Children and Families Partnership Board
SEND Reform Programme Board	Accountable for effective programme management and delivery of the SEND Reform Plan. Monitoring and oversight of the	SRO (Chair) ICB (Interim AD for SEND and complexities, DCO) LA Lead Commissioner for Children and Adults DCS Head of Service for SEND Head of Service for School	**Monthly**	Financial oversight, delegation and decision making of transformation fund, Experts at Hand fund, capital fund. Recruitment and workforce development.	SEND & AP Partnership Board DCS

	progress of workstreams. Managing and mitigating risks. Ensuring effective communication across the partnership. Managing interdependencies and alignment with other plans designed to support children and young people eg Families First, Best Start in Life, Children's Social Care, National Youth Strategy and Curriculum and Assessment review.	Standards, Safeguarding and Inclusion Head of Finance Head of Performance and Business Intelligence		Propose changes to SEND reform plan to ensure delivery remains on track/deviations are rectified together with risk management and escalation.	
Workstream 1 AP Strategic Delivery Group	To develop and delivery of the AP elements of the SEND Reform Plan. Monitor performance and quality assure. Provide assurance to the SEND Reform Programme Board of effective delivery of AP To identify barriers/areas of risk and mitigate to address.	Head of School Standards, Safeguarding and Inclusion (Chair) AP providers Head of SEND LA Lead Commissioner for Head of Children's and Adults Secondary School representation	**Monthly**	Product design and scheduling. Agree changes and take remedial action when programme delivery is off track. Authorise budget spend within the agreed limits set by the SEND Reform Programme Board.	SEND Reform Programme Board SRO

Workstream 2 Co-production and Communications Strategic Delivery Group	Co-produce the development of a SEND and AP communications and engagement strategy for Blackpool. Develop a consistent approach to all co-production, engagement and communication activity with parents/carers, children, young people, early years settings, schools, post 16 settings, health and social care partners.	PCF (Chair) SENDIASS Youth Forums Blackpool Schools Symposium LA Education reps Health and social care reps. Early Years, Schools and Post 16 representation.	**Monthly**	Product design and scheduling. Agree changes and take remedial action when programme delivery is off track.	SEND Reform Programme Board SRO
Workstream 3 0-25 Sufficiency and Place Planning Strategic Delivery Group	To develop and deliver the Sufficiency and Place Planning Strategy Provide assurance to the SEND Reform Programme Board that there are sufficient, quality places to meet need in local settings. To identify barriers/areas of risk and mitigate to address.	Assistant Director for Education (Chair) LA Lead Commissioner for Children and Adults Head of Finance Head of SEND Head of School Standards, Safeguarding and Inclusion Early Years Service Manager ICB SEND Commissioning Manager LA Place Planning Manager EY Place Planning and Sufficiency Manager	**Monthly**	Product design and scheduling. Agree changes and take remedial action when programme delivery is off track. Authorise budget spend within the agreed limits set by the SEND Reform Programme Board.	SEND Reform Programme Board SRO

Workstream 4 Experts at Hand Strategic Delivery Group	To implement the development and delivery of the Experts at Hand service and approach, ensuring equity and access for all settings. To monitor performance, ensuring outcomes and success measures are delivered in accordance with the SEND reform plan. To identify barriers/areas of risk and mitigate to address.	Head of SEND (Chair) Head of School Standards, Safeguarding and Inclusion SEN Support Lead PCF rep ICB (DCO) BTH Head of Children's Community Services BTH Children's Service Improvement & SEND Lead Head of Early Help Education system partners (EY, schools, primary, secondary, special, post-16) Youth Service Manager Business Analyst	**Monthly**	Product design and scheduling. Agree changes and take remedial action when programme delivery is off track. Authorise budget spend within the agreed limits set by the SEND Reform Programme Board.	SEND Reform Programme Board SRO
Workstream 5 Performance and Data Strategic Delivery Group	To develop a multi-agency SEND and AP Performance dashboard that includes all KPIs and success measures required to monitor progress against our SEND reform plan, Blackpool's SEND and PFA strategies, statutory duties and key national indicators. Ensure performance reporting across the SEND and AP Partnership is	Head of Performance and Business Intelligence (Chair) BTH Children's Service Improvement & SEND Lead BTH Head of Children's Community Services Head of SEND BTH Divisional Performance Analyst LA Business Intelligence Officer	**Monthly**	Product design and scheduling. Authorise budget spend within the agreed limits set by the SEND Reform Programme Board Escalation of risks to SRO, SEND Reform Board and SEND and AP Partnership Board.	SEND and AP Partnership Board SEND Reform Board SRO

	consistent, accurate, and aligned with national DfE and Ofsted frameworks. Ensure the accurate and timely collation of data to interpret and analyse performance data effectively and drive evidence-based decision making across the SEND and AP partnership. Identify trends, risks, and emerging pressures using quantitative and qualitative data. Provide accurate and timely management reports to the SRO, SEND Reform Board and SEND and AP Partnership Board.				
Additional workstreams will be established as required					

Section 5 – Central Government Support

13. **How can we help you?**

Please outline any practical support you need from central government to implement your plan effectively.

This may include:

- Access to specialist expertise or advisory support
- Help with workforce development or recruitment challenges
- Tools or templates to support data collection, reporting, or evaluation
- Facilitation of peer learning or regional collaboration
- Support with system-level coordination across education, health, and care
- Guidance on navigating regulatory or policy barriers

DfE Adviser Support

- Ongoing guidance from Regional Adviser to ensure delivery pace and alignment with Government priorities
- Valuable insight into the local political landscape and strong relationships with strategic partners

Collaboration & Workforce Capacity

- Support to develop a regional workforce plan addressing gaps (e.g. therapies, educational psychology, SEND expertise)
- Opportunities to work with universities and professional bodies on innovative workforce solutions (e.g. apprenticeships)

Access to Expertise & Best Practice

- National expertise to support implementation of key models (Experts at Hand, AP framework)
- Promotion of best practice in early intervention, inclusive provision, and joint commissioning
- National/regional events to share learning and support SEND reform rollout

Alignment & System Coherence

- Support to align national reforms and clarify joint commissioning and accountability frameworks
- Enables more coordinated delivery across education, NHS, and local government

Accountability

- Help to build shared understanding of roles and responsibilities across all partners

- Clearer accountability arrangements and routes for redress

Data & Performance

- Standardised tools, dashboards, and templates for multi-agency data collection and evaluation
- Training to improve analytical capacity and enable integrated reporting
- Strengthens evidence-based decision-making

LGR (Local Government Reorganisation) Support

- Targeted support to understand and manage the implications of LGR on SEND delivery, governance and partnerships
- Guidance on maintaining service continuity, workforce stability, and safeguarding during transition
- Clarity on future accountabilities, funding flows, and commissioning arrangements within new structures

Annex B - Supporting Documents

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

Annex C – Risk Matrix

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