Department for Education

NO RESTRICTIONS

NHS England

The Local SEND Reform Plan

March 2026



Name of Local Authority: North East Lincolnshire

Name of Integrated Care Board: Humber and North Yorkshire

Local SEND Reform Plan SRO: Rachel Revell

Signatories

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Executive Summary

A brief summary of your local system ‘change story’ – your local context, where you are now, where you want to get to in the next 3 years, how you know you are succeeding and how you will know you have achieved your vision for the next 3 years. Please include a brief qualitative summary. This summary should also include your assessment of current and forecast performance against the headline metrics.

Please structure your ‘change story’ using the following aims:

- *Build a 0-25 system where children and young people receive support to achieve and thrive through (a) more inclusive settings and (b) stronger local partnerships*
- *Improve capacity and capability of the mainstream and specialist workforce to identify and meet need*
- *Improve confidence of children, families, and stakeholders in reform and readiness of the system*
- *Stabilise finances and improve value for money*

North East Lincolnshire’s SEND system is under significant pressure from rising complexity of need, increasing statutory demand and growing expenditure on independent placements, unregistered alternative provision and transport. The school system is fragmented with almost an entirely academised structure with local, national and regional MATs all serving the area. The baseline shows 2,828 children and young people with an EHCP in 2026, rising to 4,548 by 2029, despite a falling 0-25 population. EHC needs assessment requests remain high at 480 in 2026, reducing only gradually to 449 by 2029 on the current trajectory. Reform

must therefore reduce avoidable escalation through earlier identification, stronger ordinarily available provision and more confident mainstream inclusion, supported by the Experts at Hand model, and targeted sufficiency investment.

1. A system where children and young people thrive through inclusive settings and stronger partnerships

Our strategy is to increase the proportion of need met locally through inclusive mainstream practice and a stronger continuum of provision. EHCPs in mainstream schools or academies are forecast to rise from 1,193 in 2026 to 2,183 by 2029, while specialist base placements rise from 83 to 146 and maintained special school placements from 364 to 504. Independent and non-maintained specialist placements remain a key pressure point at 374 in 2026. In response, capital and sufficiency planning will expand support base capacity from 156 places in 2025 to 400 by 2029, and specialist base school capacity from 83 in 2026 to 224 by 2029, helping more children remain in local provision.

Over the next three years, we will strengthen inclusion through locality based collaboration, shared expectations, consistent ordinarily available provision, and improved transitions. We will know we are succeeding when more children have needs met locally, fewer require escalation, and families report improved confidence in the local offer. Our aim is to reduce EHC needs assessment requests to below the forecast trajectory by 2029, demonstrating improved capacity within mainstream settings and greater confidence in earlier support.

2. Improving the capacity and capability of the mainstream and specialist workforce

The Experts at Hand (EAH) Offer is a core building block of our reform programme. Currently there is limited and/or inconsistent access to specialist expertise across the borough especially for early intervention. This means that needs are not always accurately identified or responded to early, contributing to escalation and the use of diagnostic or statutory assessment pathways. The Experts at Hand will work within a locality cluster based model, providing multidisciplinary, group based support to early years settings, schools and post 16 providers, strengthening their capability to meet commonly occurring needs and reducing reliance on

individual referrals and supporting the strategic cooperation between settings in a community. This approach directly addresses weaknesses in Pillar 3 by supporting settings to develop a more consistent, evidence informed understanding of need. It also strengthens Pillar 5 by embedding shared practice, joint problem solving and consistent expectations across all providers. Health partners will play a central role in ensuring timely access to assessment and intervention, engagement within the multidisciplinary practice approach, and in meeting statutory responsibilities for health provision within EHCPs. Together they will support the implementation and ongoing coproduction of ordinarily available inclusive mainstream practice across all age phases.

3. Improving the confidence of children, families and stakeholders

Families want a system that is clear, consistent and trustworthy. Co production is a strength, particularly with health partners, with an active Parent Carer Forum and strong youth voice structures, but inconsistent practice across education settings and variable access to early support undermine confidence. We will embed co-production at every level, strengthen communication, and ensure that children and young people's voices shape decisions. We will ensure families can directly access advice and guidance through clearly identified aspects of the delivery model of the Experts at Hand offer. We will know we are succeeding when families report improved trust, EHCP applications decrease, disputes reduce, and settings demonstrate consistent inclusive practice through our agreed ordinarily available provision.

4. Stabilising finances and improving value for money

Financial sustainability is a key driver for reform. High Needs Block expenditure is forecast to rise from £41.5m in 2025-26 to £49.0m in 2026-27 and £56.3m in 2027-28, with the in-year deficit increasing from £15.3m to £20.8m and then £28.2m. Spend on independent and non-maintained specialist placements rises from £19.4m to £24.9m across the same period. Our reform plan is designed to slow this trajectory through earlier intervention, local capacity growth and better value from specialist resource.

Key metrics which will evidence the impact of reform:

- EHC needs assessment requests reduce below the forecast trajectory of 480 in 2026, 470 in 2027, 460 in 2028 and 449 in 2029.

- Independent and non-maintained specialist placements are held below the detailed provision forecast, supported by increased local inclusion and specialist capacity.

- Support base capacity increases from 156 places in 2025 to 400 by 2029, and specialist base school capacity from 83 in 2026 to 224 by 2029.

- High Needs Block expenditure and the in-year deficit are monitored quarterly against the forecast trajectory, with reform expected to slow growth in spend on independent placements, unregistered alternative provision and transport costs.

Section 1 – Vision and Goals

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

   Please set out your goals for your local system. These should be clear, aligned to the vision set out in the Schools White Paper, small in number and measurable. These goals should include clear reference to:

   - Outcomes for children
   - Confidence of parents, carers and young people in the system
   - Management of finances to secure value for money

North East Lincolnshire's vision is to create an inclusive, financially sustainable and trusted 0-25 SEND system in which more children and young people have their needs met locally and earlier, without unnecessary escalation to statutory processes. The 2026 baseline shows 2,828 children and young people with an EHCP, 480 EHC needs assessment requests, continued pressure on specialist placements, and High Needs Block expenditure rising to £49.0m in 2026-27. Reform will be used to change this trajectory through stronger inclusion, earlier support and more effective local commissioning.

Goal 1: Reduce EHCP demand through prevention, early identification and stronger mainstream inclusion

The starting point is 480 EHC needs assessment requests, 244 assessments and 230 plans issued in 2026. Success will mean outperforming the forecast trajectory through earlier support, stronger ordinarily available provision and an effective Experts at Hand model, so that statutory processes are used only where needed.

Goal 2: Reduce reliance on specialist and independent placements by increasing local capacity and inclusive practice

The starting point is 83 specialist base placements, 364 maintained special school placements and 374 children and young people in independent and non-maintained specialist provision in 2026. Success will mean increasing local capacity and inclusive practice so that reliance on higher-cost specialist placements is reduced below forecast, supported by growth in support base and specialist base capacity, and by the significant increase in maintained special school places from 406 in 2027 to 673 in 2028 and 724 in 2029. This increase in local maintained specialist capacity is a key element of our sufficiency strategy and is intended to strengthen the local offer, reduce dependence on independent placements and improve the ability to meet need closer to home.

Goal 3: Improve confidence of parents, carers and young people in the system

Co-production, communication and consistency of practice will be strengthened so that children, young people and families experience a transparent, joined-up and more responsive system. Success will be evidenced through reduced complaints and disputes, stronger feedback through annual surveys and co-production mechanisms, and greater confidence that needs can be met earlier without having to pursue statutory escalation. This goal reflects a strategic understanding that reform will only succeed if families, settings and partners experience the system as coherent, fair and dependable.

Goal 4: Stabilise finances and secure better value for money

The financial baseline is £49m High Needs Block expenditure in 2026-27, a £20.8m in-year deficit, £22m spend on independent and non-maintained specialist placements and £5.2m total SEND transport spend. Success will mean slowing expenditure growth against forecast through earlier intervention, local provision and better value from specialist resource.

These goals will guide the three-year transformation and provide a consistent set of measurable references throughout the plan. They are also aligned to wider system reform, including Best Start in Life, Early Years Inclusion Funding, sufficiency planning and the partnership’s ambition to create a more preventative, inclusive and sustainable local SEND system.

Section 2 – Strategy

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

A description of what your local system would look like in the next 3 years in line with the national vision set out in the Schools White Paper and set within the context of where you are starting from as a local system.

In particular, as commissioning system partners, you should reflect on and agree what your fully fledged **Experts At Hand Offer** model should be and how this will be deployed via mainstream settings and providers (including those not based in your area – e.g. further education colleges attended by your young people) to build their capacity as well as identify and meet the needs of children and young people earlier and without the need for a statutory assessment for Education, Health and Care.

To help you fully consider the scope and scale of change required, you may find it useful to structure your response using these 4 building blocks of an inclusive system, reflecting on what is working well in your system, what you are most worried about, what needs to change, and how the enablers will help you achieve your 3 year vision.

When summarising where your local area partnership currently is, please include an assessment of where you are in reference to the core minimum requirements above and how you bridge the gap, making reference to and attaching additional documents that provide underlying evidence for your summary.

Strengthening inclusion across education settings– organising places and provision to meet as many needs as possible, as close to home as possible, with all settings and providers moving towards a shared understanding and consistent practices around inclusion.

System leadership, local partnership collaboration and co-production – putting in place the enabling conditions across a local area that ensures planning and provision reflects the local area & is joined up, including strategic co-production with parent carers and children and young people.

Access to specialist support and local placements – improving collaboration between settings and deploying expertise from a range of specialist and expert sources, to support schools and settings to meet the needs of children and young people earlier and locally.

Encouraging inclusive culture & behaviours – using funding and shared accountability towards a system that works for children and families while achieving value for money.

Local blueprint for the next 3 years	Where we are	Where we will be in the next 3 years
Building Block 1: Strengthening Inclusion Across Education Settings	Mainstream inclusion is improving but remains highly variable across early years, schools and post-16 settings. While there is strong commitment, the maturity assessment confirms that engagement from education providers is developing but not yet fully embedded. This results in inconsistent implementation of the graduated response, uneven confidence in ordinarily available provision, and variation in how settings understand and respond to need. This can in turn lead to requests for diagnostic pathway referrals or statutory assessments as confidence for these to be met following transitions between schools, such as primary into secondary, is low. Understanding of need is also inconsistent; data use is not yet fully embedded or consistent across the partnership, and education settings vary significantly in how they interpret needs information. This limits early identification, sufficiency planning and the development of a consistent universal offer. Physical environments and curriculum implementation do not	Borough wide ordinarily available inclusive practice will be in place, with shared expectations across all education settings from early years providers through to post-16 settings, underpinned by a fully embedded universal offer aligned to National Inclusion Standards. Education settings will be supported to understand and pivot to their community and children, through consistent advice, guidance and modelling from partners. Earlier support will provide the guidance, problem solving and supervision that makes mainstream inclusion more effective and reduces unnecessary escalation. Based upon these localised and National Inclusion Standards, there will be a robust self-assessment tool will be in use in all settings, having been co-produced with education settings, families, children and young people, and partners. This will be accessible and understood by families, and all partners, increasing confidence and cooperation between settings, families and partners. This transparent approach will reduce situations where mistrust leads to the use of statutory processes for commonly occurring needs profiles. It will

	always meet needs, and capital planning is not yet fully aligned to sufficiency pressures. Estate use across health and community settings is variable and not yet aligned to SEND sufficiency or neighbourhood-based delivery.	support the clusters of schools to understand the profile of needs over their locality and to plan for sharing skills and resources with one another to meet the themes identified. The family of Experts at Hand around the clusters will work with skilled education setting staff (such as SENCos) to plan responses to themes identified to support further confidence in the efficacy of inclusion practices. This will in turn further increase consistency between settings, and support transitions between age phases. Education settings will know the names of their key links within their Experts at Hand family, and relationships will have developed sufficiently that there can be honest conversations both in relation to the self-assessment tool, and their wider education setting priorities, so that support from the Experts at Hand can work effectively as embedded practice within their setting and support system wide effective change. Where children are identified to have a greater need for provision that supports their inclusion in their local mainstream school, then this will be supported through their families and educators having swift access to effective advice and guidance (including coaching, modelling and group intervention where identified as appropriate). Children will not have to wait for effective assessment as a 'one off': their developmental profile will be understood through ongoing assessment, intervention and monitoring. The Experts at Hand offer will include funding for a SENCo from the cluster of schools to devote one day per half term to cluster activities, further developing consistency between settings and respecting the expertise of staff in education settings contributing to inclusive cultures within their locality. A strengthened data infrastructure will ensure consistent,

		shared understanding of need, enabling settings to plan proactively and reducing variation in early identification. Joint dashboards and shared intelligence will support sufficiency planning, workforce deployment and equitable access to support. Inclusion bases across phases will provide predictable, local support, reducing reliance on independent special schools, out-of-area placements and special schools. Capital investment will modernise mainstream environments and reduce long distance travel. Education settings will operate as active partners in a shared inclusion system, pooling expertise and contributing to group-level support, utilising a locality based model. This will be reinforced by the capital programme, which is designed to increase support base school capacity from 156 places in 2025 to 250 in 2027, 350 in 2028 and 400 in 2029, and specialist base school capacity from 83 places in 2026 to 146 in 2027, 152 in 2028 and 224 in 2029. Alongside this, a revised small grants programme and targeted estate adaptations will strengthen inclusion in mainstream schools, early years settings and post-16 provision.
Building Block 2: Access to Specialist Support and Local Placements	Access to specialist support is fragmented. EP support primarily accessed through the EHCP assessment process and there can be long waits for this service. There is a small local workforce, including due to the impact of geography upon recruitment to the qualified EP workforce, which leads to many statutory assessments relying on a remote agency workforce. There is no 'free at the point of access' EP support, and this leads to an inequality in which children and which profile of needs are prioritised for support. There are similarly long waits for OT involvement. Outreach from specialist settings is inconsistent and is also traded rather	A fully operational Experts at Hand (EAH) Offer will provide timely, multidisciplinary support to all settings, as well as a free helpline for families seeking direct advice and guidance, and quick and accurate signposting to other commissioned support where this is identified through consultation and early assessment and intervention. The multi-disciplinary approach will draw in specialists from Educational Psychology, Occupational Therapy, Speech and Language Therapy, and Qualified teachers. Group based and whole setting models will reduce escalation and strengthen early intervention. The practitioners within the Experts at Hand will work with one

	than collaborative. The system relies heavily on individual referrals rather than group-based or whole-setting models. Data is not yet systematically used to plan specialist support, and variation in school level understanding of need contributes to inconsistent referrals and escalation. Alternative provision is not yet aligned to the 3-tier model, and local placement sufficiency remains under pressure because of a reliance on one provider who does not offer outreach. Local placement sufficiency remains under pressure, with rising EHCP demand and increasing use of independent specialist provision.	another to build relationships with all education settings (primary and secondary schools) within their cluster. There will be a clearly identified and effective link between the Experts at Hand and the Early Years Team (including a transparent link between the Best Start in Life plans) and a direct consultation line for post-16 providers. A triage or referral system will not form the basis for accessing the specialist support provided as part of the Experts at Hand offer. Instead, there will be half termly cluster consultations (to increase a shared knowledge base and cooperation between settings in the locality), and each setting will have an individual planning meeting on a termly basis. The Experts at Hand team will jointly work with the settings to plan whole school and group support over the term, based on analysis of need and the setting's priorities, identifying the most appropriate 'Expert' or mix of Experts to provide that. There will not be a rigid criteria to access support from the Experts at Hand as it is understood that this support offer must be flexible and relevant to the context. Instead, this will be determined on the basis of consultation, whereby it would be jointly agreed by the educator, Expert, family member (and child where appropriate) that more direct or group support would be appropriate. Outcomes Based Accountability will be a shared model of measuring the success of specialist support. The recipients of the support will be key partners in developing a shared understanding of the Hoped for Outcomes of the support. Support will be planned and implemented in response to those hopes. There will be a shared understanding of what the nature of the specialist support is, how frequent the support will be, what the requirements of the education setting staff (and family where appropriate) will be in between instances of

		specialist support, and what can be expected when the specialist support ceases (based on success criteria). Relational Approaches will form the basis of conversations, creating 'brave spaces' where there are sufficiently healthy relationships to support change and manage healthy challenge for the benefit of all. Settings will primarily access the local centralised training offer (for example, ELSA – Emotional Literacy Support Assistants, or MELSA – Mediated Learning Support Approaches), or any nationally provided training. The Experts will support the embedding of such training through consultation and/or coaching. Where it is deemed the there is not appropriate training to meet a cluster or individual setting's requirements, then the Experts work with other local providers to develop and facilitate that training. Specialist outreach will be commissioned based on robust, shared needs analysis, with joint dashboards informing deployment. AP will be fully aligned to the 3-tier model, with local and regional collaboration where capacity is constrained. Local placement sufficiency will improve through expanded inclusion bases and targeted capital investment, reducing reliance on independent placements and long distance travel. The capital plan will also support additional local specialist capacity, including the committed £6m special school places project, the planned specialist early years development, and the wider programme of inclusion base investment. This is intended to increase the proportion of need met locally, support the rise in maintained special school places from 406 in 2027 to 673 in 2028 and 724 in 2029, and reduce

		dependence on higher cost independent placements.
Building Block 3 : System Leadership, Local Partnership Collaboration and Co-production	Partnership structures exist but vary in maturity. Engagement from MATs, early years providers and FE is improving but not yet fully embedded, consistent with Pillar 5's EMERGING rating for education providers. Data sharing is inconsistent, and joint dashboards or maturity matrices are not yet fully embedded, reflecting Pillar 3. Co-production is improving but not yet systematic, and dispute resolution processes are not always timely or transparent.	A mature, high-trust partnership will be in place, with fully embedded education provider engagement across all phases. A single SRO will lead a coherent governance structure with transparent decision-making and escalation routes. A partnership-wide universal offer will be co-developed and refreshed annually. Joint dashboards, shared data systems and a partnership maturity matrix will drive continuous improvement. Co-production will be embedded at every stage, with strong PCF involvement and direct children's voice shaping decisions. Dispute resolution will be timely, consistent and underpinned by clear metrics.
Success measures	*Baseline* Attendance of students with SEN in mainstream schools is national average for those with an EHCP but this is not the case for those who are SEN support; they are below NA. The attendance of those at special schools is above NA. North East Lincolnshire relies heavily on independent specialist placements and alternative arrangements while local specialist capacity is developed. The 2026 baseline shows 374 children and young people in independent and non-maintained specialist provision within the detailed provision dataset, rising to 399 by 2029 on the current trajectory. This confirms the strategic importance of local sufficiency expansion, earlier intervention and stronger inclusive practice.	*Target Metrics* Improved attendance of pupils of compulsory school age with SEND across mainstream and special settings, with the first year focus on a 5 percentage point improvement for pupils at SEN support. This includes those pupils assessed as displaying early signs of emotionally based barriers to school attendance. Independent and non-maintained specialist placements are held below the forecast rise from 374 in 2026 to 425 in 2027, 333 in 2028 and 399 in 2029 within the detailed provision dataset, through earlier intervention, local inclusion capacity and improved sufficiency planning. This will be reinforced by growth in support base capacity from 156 places in 2025 to 400 by 2029, specialist base school capacity from 83 in 2026 to 224 in 2029, and the increase in maintained special school places from 406 in 2027 to 673 in 2028 and 724 in 2029.

	Mainstream settings have increased access to SaLT due to a commissioned service through the LA as part of the DBV project, with wait times reduced to 4 weeks. There remains a shortage of access to OT provision. There remains a shortage of a qualified EP workforce in the local area, and there is a focus on statutory assessment in their work. There is currently no reliable way in which education settings can access early intervention or prevention support from LA EPs outside of the statutory assessment process, though some settings do purchase private providers. This means that EP support is heavily focused on individual one off assessment, and not the full functionality of the role which would be most likely to support effective intervention at the individual, group or whole school levels. This baseline further increases the workforce recruitment and retention challenges, which in turn impacts on the availability of local EPs. There are Qualified Teachers with the Hearing Impairment / Visual Impairment team who support specifically identified children. There is no other form of commissioned Specialist Advisory Teacher that can be accessed by settings.	Mainstream education settings are able to swiftly access Educational Psychologists, SaLT and OT and a form of Qualified Teacher advice and guidance through the Experts at Hand offer and commissioned services, with deployment monitored through the partnership dashboard and linked to reduced escalation, including reduced requests for specialist placements and/or statutory assessments. The year one focus will be on: • An initial test and learn phase wrapped around two clusters from September 2026. Tracking will include: number of settings within the cluster accessing the Experts at Hand. Increased setting staff confidence in the responses to the themes identified through group / cluster consultation. Reduction in number of EHCPs requested by those settings accessing their Experts at Hand. Tracking the number of children and young people receiving direct support from the Experts – it is understood at this stage that the definition of direct support requires exploration with the co-producing stakeholders, so that the desire to increase the number of individual children receiving direct support does not unintentionally work against the planned metric of supporting educator's confidence, the development of more inclusive environments, and the focus on coaching, consultation and group support mechanisms. • An open access helpline for families is operational, with direct access to the Experts at Hand team. The number of calls will be monitored, as will the nature of the support requested through this route, and coproduction mechanisms used to refine the approach to best enable access to specialist advice. Within the first year, this will have received a minimum of 200 calls from families, and feedback during the call indicating a rate above 90% satisfaction with the support provided during the call. • The co-produced development of a self-assessment framework or tool that is aligned to the Ordinarily

		Available Inclusive Mainstream Practice guidance (due to have been launched in September 2026). The self-assessment tool to have been completed by all settings in the test and learn clusters and at least 50% of settings not within the clusters. • The development of open access support resources in identified themes that can be accessed by education staff to further support their day to day inclusive practice. The themes will arise through co-production with the Experts at Hand and wider partners, and will be aligned with the Ordinarily Available Inclusive Mainstream Practice guidance. 100% SENCos from all age phases will be aware of where to find these resources and guidance. EHC needs assessment requests reduce from 491 in 2025 to 480 in 2026, then to 470 in 2027, evidencing the start of demand reduction through stronger early intervention and confidence in the system. This should be considered alongside assessments reducing from 257 in 2025 to 244 in 2026 and plans issued reducing from 253 to 230, so that the local area can evidence whether demand is being reduced through earlier support rather than delayed access.

INSERT DOCUMENT UPLOAD LINK

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

   A brief summary of your local system's theory of change or reform strategy. Reflect on the output of your **Local Partnership Maturity Assessment Tool**, particularly your *Local System 'change story.'*

North East Lincolnshire's strategy for SEND reform is built on a clear understanding of our starting point and the findings of the Local Partnership Maturity Assessment. Whilst the area has strong foundations in co-production, governance and early intervention, two areas are at an Emerging stage of maturity and therefore shape the core of our reform strategy: accurate understanding of needs through effective use of data (Pillar 3) and education partnership working across providers (Pillar 5). Addressing these areas is essential to delivering an inclusive, sustainable 0–25 SEND system. The strategy is grounded in the local baseline, including 2,828 children and young people with an EHCP in 2026, forecast growth to 4,548 by 2029, continued pressure from independent placements, and a rising High Needs Block deficit. It therefore focuses on those levers most likely to change trajectory over three years: earlier intervention, stronger mainstream inclusion, improved local sufficiency, and better use of specialist resource.

Our theory of change begins with establishing a shared, partnership wide understanding of need. This includes improving data quality, embedding joint dashboards, and ensuring that needs analysis informs sufficiency planning, commissioning and workforce deployment. Strengthening data maturity will enable earlier identification, reduce escalation and support more consistent decision making across settings. This is particularly important because some elements of the data return remain subject to refinement following system migration and because future forecasts are based on modelling assumptions that will need to be tested through quarterly review. The strategy therefore assumes that strengthened data and analytics capacity will be in place early enough to support live monitoring of EHC needs assessment requests, specialist placements, workforce deployment and local sufficiency.

Alongside this, we will build a strong, consistent universal offer across early years, schools and post-16 providers. This will be co-developed with education settings across all phases and the Parent Carer Forum, ensuring shared expectations for ordinarily available provision (for which we are using the title of 'Ordinarily Available Inclusive Mainstream Practice', in response to the co-production activities already completed) and a more consistent graduated response. Strengthening education partnership working is central to this shift and will build on work already established during 2025-2026. This element of the strategy assumes sustained engagement from academy trusts, maintained schools, early years providers and FE partners, despite a fragmented and largely academised system. It also depends on the capital and sufficiency programme progressing sufficiently to support more children locally, including planned growth in support base capacity, specialist base capacity and maintained special school places from 2028.

The Experts at Hand Offer provides the mechanism for delivering early, group-based, multidisciplinary support, reducing reliance on individual referrals and building capability across settings. This will be complemented by strengthened governance, clearer

accountability and embedded co-production. A clear three year delivery plan will be created to ensure this bedrock of reform is utilised effectively and is co-produced with partners. Delivery of this strategy assumes that the EAH model can be mobilised in phases from 2026-27, with sufficient workforce capacity across EP, SaLT and OT, and Qualified Teachers, clear commissioning arrangements with health partners, and agreed access routes that operate equitably across early years, schools, FE and out-of-area providers attended by local children and young people. It is also dependent on the wider AP and sufficiency reforms progressing alongside EAH, so that specialist advice is connected to a stronger local offer rather than operating in isolation. It will need to link with existing specialist support that is outside of the Experts at Hand offer, such as Mental Health Support Teams and Best Start in Life plans.

By aligning data, partnership working, early intervention and sufficiency planning, we will create a SEND system that is preventative, inclusive and financially sustainable, enabling children and young people to thrive locally. The strategy will be reviewed through quarterly partnership governance so that assumptions about workforce, sufficiency, capital delivery, free school timescales, and wider NHS and local government reform can be tested and adjusted where required. This will ensure that the strategy remains deliverable and aligned to the roadmap and target metrics.

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

   INSERT DOCUMENT UPLOAD LINK

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

   Reflecting on the broad timescales and expectation for deliverables set out in the Schools White Paper, key documents and core minimum requirements set out in this document, please provide a high-level roadmap for the next 3 years. Please highlight key milestones and a trajectory to the target metrics identified above, including leading indicators.

In the 2026-27 column, in particular, please reference how you plan to meet the core minimum requirements in your narrative, including details and evidence in supporting documents.

You can insert or upload supporting documents including graphics/visuals that illustrate your data trajectory.

Local roadmap for the next 3 years	2026/27	2027/28	2028/29
1. Strengthening Inclusion Across Education Settings *(Enablers are recorded in the final row of the table)*	• Ordinarily Available Provision approach (universal offer) launched following coproduction. 1st October 2026 • Self assessment tool provided alongside this for all settings to access. Refined based on use in practice and newly established National Inclusion Standards. • Complete EY sufficiency assessment with specific focus on identified SEND needs • Launch early identification via Best Start Family Hubs and recruitment of Inclusion Practitioners • Establish inclusion base strategy and initiate creation of bases in highest need settings • Complete phasing of phase one inclusion bases (RSPs) in line with existing strategy to create 150 places in mainstream settings • Refine sufficiency strategy with specific focus on out of area placements and special school placements to meet	• Embed universal offer with training/coaching from the experts at hand and wider children's workforce • Refine locally produced Ordinarily Available Inclusive Mainstream Practice guidance to align with National Inclusion Standards when available. • Implement first wave inclusion base expansions & estate adaptations • Strengthen transitions (EY to primary, primary to secondary and secondary to adulthood) • Address areas of need identified via renewed sufficiency to increase capacity and early intervention • Review progress and create new iteration of planning • Continuation of small grants work for Early Years and all phase schools/colleges dependent on 2026/2027 uptake and phasing of setting projects. • Launch cluster model for SEND provision, with EAH support to move to a locality model of support.	• Universal offer fully embedded, with continued refinement. Inclusive practice is visible in all settings. • Inclusion bases established in all primary and secondary settings • Review progress and create new iteration of planning

	statutory demand. This is dependent on decision around free school opening. • Align the HCP Estates Plan to SEND reforms by mapping and utilising all NHS and community venues to strengthen local sufficiency and support delivery of CYPF services within Neighbourhood Health Communities. • Growing Stronger Together unified approach will be embedded in all workforce development milestones, including trauma-informed and relational practice training, coaching for inclusive behaviours, and QA systems for staff development. • Capital delivery milestones for 2026-27 will include completion of feasibility and approvals for inclusion base expansion, launch of the revised small grants programme, and agreement of early years capital priorities, aligned to the sufficiency return and the 2026-27 HNPCA allocation of approximately £2.7m. • Review progress and create new iteration of planning		
2. Access to Specialist Support and Local Placements	**Educational Psychology Workforce:** • Recruit to the Experts at Hand Team and redeploy existing team to tilt capacity towards early intervention and prevention, to enable capacity into the Experts at Hand offer: ○ Recruit 3 x Assistant Educational psychologists (Experts at Hand funded). Ensure appropriate levels of supervision and guidance both	• Deliver first phase capital programme (inclusion bases, adaptations) • Recommission AP & begin phased implementation of new pathways • Sufficiency planning to be refreshed to identify impact of reform and emerging need • Increase EAH offer to all clusters, building on the learning of the previous test and learn clusters.	• EAH offer embedded, consistent utilisation across EY, schools, FE with clear priorities for recruitment development to meet emerging need • All settings have an inclusion base at both primary and secondary. • Sufficiency planning to be refreshed to identify impact of reform and emerging need

	to support their effective working and support their aspirations to achieve a place on the Doctorate training course. ○ Confirm 2 x Trainee Educational Psychologist offers for the current Assistant EPs embarking on the training in 2026 to confirm that they will return for years 2 and 3 of their training course and with the intention of them remaining in tole post-qualification ○ Shift newly recruited maingrade educational psychologist to focus on the Experts at Hand Offer. ○ Shift 0.6 Principal Educational Psychologist time into Experts at Hand model as strategic lead and SRO ○ Shift 0.5 Senior Educational Psychologist time into the Experts at Hand offer to support initial development and supervision of assistant Educational Psychologists (pending outcome of further Senior EP recruitment campaign) ○ Recruitment campaign for Maingrade Educational Psychologists (x2) to support further iterations and roll out of EAH model. ○ Recruitment campaign for Senior Educational	• Continue Recruitment activities for EAH as required. Include ongoing focus on developing the EAH workforce in line with the requirements of each specialist identified to have a role, in line with guidance. • New Trainee EPs begin in post. • Monitor impact of implementation on access to EAH support, with measurable outputs including the number of settings engaged, number of group-based interventions delivered, and evidence that specialist base placements have increased to 146 and total specialist capacity to 1,135.	• Three tier model of AL fully operational • Evidence of impact will include support base capacity reaching 400 by 2029, specialist base school capacity reaching 224, maintained special school places increasing to 724, and EHC needs assessment requests reducing to 449, with the in year deficit and spend on higher cost placements tracked against forecast to evidence improved value for money.

	Psychologist role, Experts at Hand focus. **Speech and Language and Occupational Therapy Workforce** • Further analyse the data, including relevant currently commissioned services, to identify the relevant level of reach from this workforce. • Agree and fund the recruitment to that identified workforce in line with NLAG processes and aligned to the agreed metrics. **Qualified Teacher Workforce** • (including 'buy back' for SENCo / Cluster time and advisory teacher capacity with the Experts at Hand offer) • Identify the mechanisms and appropriate processes for purchasing working SENCo time as part of the cluster model. Complete this for the two test and learn clusters. • Work with the LA People and Culture to identify and define the employed roles that will sit within the Educational Psychology Team and perform within the Experts at Hand offer to support inclusive mainstream practice. Recruit to the role once processes have been completed. • Launch collaborative design and co-production process for EAH, involving all system partners and stakeholders. Establish working group, gather needs analysis, and agree principles for		

	delivery and governance (in line with plan – attached) ○ This must include the lead practitioners from the three key Experts at Hand professions meeting to agree the key principles and ethos which will guide the development of the model. ○ Through this process further explore the use of education setting SENCo time to facilitate the further development of this approach. Liaise with local education settings and continue learning from areas in the region who have newly adopted a locality model. • Implement phased test and learn EAH model (pending further details/ guidance). Focus on two clusters initially. Create communication plan to ensure all partners are aware of the progression and can contribute views. • Create formal delivery plan for EAH, including workforce modelling, recruitment plan, access routes and equity planning. • Ensure minimum access to all families through the Implementation and communication about an open access helpline, to enable all families to access Experts at Hand advice and guidance irrespective of cluster. • Create an additional 'bookable Educational Psychologist consultation' system for those settings who will not have full EAH access in this first year.		

	This is to ensure that settings have the opportunity to discuss children with an educational psychologist without the need for seeking this through a statutory process, and will increase equity as this will be free at the point of access. • Ensure value for money regarding transformation and business support funding use for EAH model, utilising system wide reform approaches. Recruit to these roles to further support the development of the project. • Create joint governance for EAH under the Section 75 agreement, including a single set of outcomes, shared performance management, and a joint decision-making route for workforce deployment and service improvement. • Continuation of AP three tier transformation project (already underway) • Refresh sufficiency analysis based on required reform developments, including capital prioritisation for inclusion bases and the need for potential specialist places due to SEMH free school delay • Use the 2026 baseline to establish measurable EAH outputs, including the number of settings accessing support, timeliness of SaLT/OT/EP access, and the number of children supported without an EHCP or specialist placement, so that delivery can be tracked against the planned EAH growth trajectory.		

3. System Leadership, Local Partnership Collaboration & Co-production	• LGR decision July 2026 • Maintain oversight of the HNYICB restructure, ensuring proactive engagement with system partners to understand implications • Strengthen Educational representation at the SENDAP Partnership Board to ensure full representation • Establish Strategic Education Board with full representation of MATs and single academy representation, including all education phases • Engage with RIIA partnership to develop regional SEND data set • Begin work on the coproduction pledge, including PCF, wider families, young people, linking with HCP community plans and utilising support from LA Insights team, and involving education settings • MOU with the PCF established to support partnership working approach	• Revisit partnership maturity matrix to identify progress and inform future iterations of planning – focus on pillars 3 and 5 particularly. • Address implications of LGR and ICB restructure • Wider children, young people and families (including PCF) voice and experience evident in all development planning • Co-production pledge finalised and implementation plan visible and in action. • Establish clear development plan for Strategic Education Board with clear focus on implementation of sector reform, including pooled funding.	• Revisit partnership maturity matrix to identify progress and inform future iterations of planning • Child, young person, family (including PCF) voice and experience evident in the implementation and refinement of the plan.

Local Policy Enablers

- **SENDAP Sufficiency Strategy:** Sets out the vision, priorities, and targets for inclusion, sufficiency, and local provision across all phases.
- **Best Start Local Plan:** Aligns early years, health, and SEND priorities, including Family Hubs and early identification pathways.
- **Universal Offer Policy:** Partnership-wide agreement (refreshed annually) on what all settings must provide for SEND, aligned to National Inclusion Standards.
- **Joint Commissioning Framework:** Formal agreements (SLA/MOU) between LA, ICB, and partners for joint funding, delivery, and oversight of services (e.g. Experts at Hand, therapies, AP).
- **Inclusion Base Policy:** Local policy on the development, operation, and review of inclusion bases in mainstream settings.
- **Transition Protocols:** Agreed pathways and standards for transitions (EY→primary, secondary→adulthood, post-16).
- **Co-production Pledge:** Sets out expectations for parent/carer and CYP involvement in all aspects of system design, delivery, and review.
- **Dispute Resolution and Mediation Policy:** Clear, transparent processes for resolving disagreements, with SENDIASS independence and minimum standards.

Infrastructure Enablers

- **150 place SEMH free school build and opening:** dependent on newly established (yet to be shared) DfE timescales
- **Best Start Family Hubs:** Physical and virtual hubs for early years support, early identification, and family engagement.
- **Inclusion Bases and Adapted Mainstream Estate:** Capital investment in specialist resource bases, accessibility adaptations, and modernised environments.
- **Experts at Hand (EAH) Workforce:** Multidisciplinary teams (EP, Qualified Teacher / working SENCo support, SALT, OT, outreach) deployed across localities, with digital referral and tracking systems.
- **Digital Systems and Data Dashboards:** Integrated platforms for case management, performance tracking, and joint dashboards (e.g. Liquid Logic, EHC Hub, partnership dashboards).
- **Workforce Development Infrastructure:** Growing Stronger Together programme, trauma-informed and relational practice training, and QA systems for staff development.
- **SENDAP Board and Governance Structures:** Partnership boards with full representation (LA, ICB, MATs, PCF, YPAG, FE, health providers), SRO in place, and clear escalation routes.
- **SENDIASS Service:** High-quality, independent advice and support for families, with robust QA and feedback mechanisms.
- **Joint Commissioning Group:** Regular forum for aligning funding, priorities, and delivery across health, education, and care.

Success measures *(Repetition due to relevance for each building block)*	Improved attendance of all pupils (mainstream and special) with SEN across North East Lincolnshire – 5% rise for SEN support Delivery plan for EAH will be established and workforce recruited to begin full implementation in 2027-2028, with measurable outputs including the number of localities/settings identified for phase one delivery, agreed access routes, and a baseline dashboard covering reach, timeliness and escalation indicators. Independent and non-maintained specialist placements are held at or below 374 in 2026, with total specialist capacity increasing from 891 in 2025 to 981 in 2026 and the use of interim and out of area arrangements beginning to reduce. EHC needs assessment requests reduce from 491 in 2025 to 480 in 2026, with assessments reducing from 257 to 244 and plans issued reducing from 253 to 230, as confidence in earlier support begins to increase.	Improved attendance of all pupils (mainstream and special) with SEN across North East Lincolnshire – 1% rise for SEN support Mainstream settings will have increased access to Education Psychologists/SaLT/OT through the Experts at Hand offer and the LA commissioned service for SaLT, with measurable outputs including number of settings supported, frequency of group-based support, and evidence that increased access is associated with lower statutory escalation and greater use of local mainstream provision. Independent and non-maintained specialist placements are held at or below 425 in 2027, while specialist base placements increase to 146 and total specialist capacity rises to 1,135 as local sufficiency is strengthened through inclusion base and specialist capacity growth. This metric should also be read alongside the planned rise in maintained special school places from 406 in 2027 to 673 in 2028, demonstrating the shift towards greater local maintained capacity. EHC needs assessment requests reduce further to 470 in 2027, with demand for statutory assessment continuing to slow against the previous growth trajectory	Improved attendance of all pupils (mainstream and special) with SEN across North East Lincolnshire – all groups in line with NA All mainstream settings access the EAH offer and impact can be seen in reduction of specialist service referrals, lower statutory escalation and improved confidence in ordinarily available provision. Measurable outputs will include borough-wide coverage across phases, routine monitoring of reach and timeliness, and evidence that local sufficiency growth is supporting more children and young people to be educated closer to home. Independent and non-maintained specialist placements are held below the detailed provision forecast of 333 in 2028 and 399 in 2029, supported by specialist capacity increasing to 1,501 in 2028 and 1,643 in 2029, alongside greater use of local inclusive provision in place of high-cost out-of-area placements. The increase in maintained special school places to 673 in 2028 and 724 in 2029 is a key local sufficiency measure within this trajectory. High Needs Block expenditure and the in-year deficit are monitored quarterly against the forecast trajectory of £49.0m expenditure and £20.8m deficit in 2026-27, rising to

			£56.3m expenditure and £28.2m deficit in 2027-28, with corrective action agreed where spend on independent placements, unregistered alternative provision or transport exceeds plan. This should be reviewed alongside local sufficiency indicators, including increased maintained special school places, support base capacity and specialist base capacity, so that value for money is linked to local provision growth rather than finance alone. EHC needs assessment requests reduce to 460 in 2028 and 449 in 2029, with assessments resulting in an EHCP reducing to 209 in 2028 and 198 in 2029

INSERT DOCUMENT UPLOAD LINK

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

Please outline the key workstreams, milestones and trajectory your local area partnership will deliver and achieve in 2026-27 as well as how you plan to spend the investment allocation that will help fund this year's delivery. Please share key milestones and anticipated dates, success measures, cost breakdown and category. These should incorporate the core minimum requirements, be mapped to the building blocks above and should reflect a more detailed trajectory to the narrative, milestones and target metrics outlined in the 2026-27 column above.

2026-27 Local delivery plan	Q2	Q3	Q4

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?*
Building block 2 – Workstream 1: Experts at Hand delivery model and access routes *Outcome:* A jointly agreed Experts at Hand model is designed, governance established and launched with clear access routes for early years, schools, colleges and out-of-area FE providers. *Success measures:* Delivery model approved; Section 75/SLA/MOU in place; named SRO and governance agreed; settings can access support through an equitable triage route. **Building block 1 – Workstream 2: Inclusion capability in mainstream settings** *Outcome:* Mainstream settings strengthen universal and targeted SEND practice through group-based MDT support, outreach, inclusion bases and workforce development. *Success measures:* Number of settings engaged; workforce participation; improved confidence in ordinarily available provision; increased access to EP/SaLT/OT and Qualfied Teacher advice. **Building block 3 – Workstream 3: Partnership, co-production and sufficiency alignment** *Outcome:* The EAH offer is embedded within partnership governance, Family Hubs, AP reform and local sufficiency planning so	**Workstream 1:** Principal EP and EAH SRO, CYP and Families Health & Care Partnership, Reform SRO **Workstream 2:** Reform SRO, EAH SRO, EP service, therapy leads and identified specialist outreach partners. **Workstream 3:** SENDAP Partnership Board reporting through the named SRO, with PCF, education and health representation. Commissioning team	**W1:** Complete needs analysis, co-design workshops, workforce model, delivery option appraisal and draft governance/performance framework. Agree the initial EAH scope, confirm draft access principles and identify the first-wave clusters for phase one mobilisation. **W2:** Map universal and targeted support, inclusion base use, identify priority cohorts/settings, agree specialist outreach model and training offer linked to OAP, and launch initial support through pilot localities. Finalise capital programme for 2026-2027 and 2027-2028 to ensure all settings have inclusion bases. Complete feasibility review	**W1:** EAH model agreed in principle; draft governance and access pathway completed; priority settings/localities identified; baseline metrics and monitoring dashboard defined. Measured outputs will include the number of localities/settings identified for phase one delivery, an agreed access route, and a baseline dashboard covering reach, timeliness, escalation and workforce deployment. **W2:** Full data set for inclusion bases in place for the borough and clear plan for capital projects. Trajectory will include confirmation of 2026 capacity baseline of 981	**W1:** Approve final delivery model, mobilise recruitment/secondments/commissioning, and implement single front door or triage arrangements. Confirm first-wave settings, publish referral and access guidance, and establish routine reporting on reach, timeliness and escalation to governance. **W2:** Roll out locality model and inclusion base development in priority settings; begin specialist outreach and APST-aligned links where relevant. Ensure training offer is reflective of emerging priorities for OAP. Secure capital approvals and procurement routes for inclusion bases, early years grants and small grants so that delivery has a	**W1:**EAH operational in first wave settings; MDT support and training underway; equitable access monitored by phase/locality; first performance report to governance completed. Measured outputs will include the number of settings in the first wave, timeliness of access to SaLT/OT/EP / Qualified Teacher, and evidence that children supported without an EHCP or specialist placement are beginning to increase in line with the EAH trajectory. **W2:** EHCP requests begin to reduce and requests for top up funding are impacted as locality models go live. High attendance of	**W1:** Complete year 1 review, confirm year 2 scaling plan and refine workforce/deployment model against demand and performance. Finalise year 2 recruitment and commissioning requirements and confirm readiness for broader implementation from September 2027. **W2:** Extend support to additional settings/phases, refresh training priorities and embed routine consultation for outreach/workforce development as part of establishment of OAP. Confirm year-end capital approvals, implementation phasing and priority setting list for 2027-28 delivery, linked to	**W1:** Feedback from education settings demonstrates impact of model. Plans in place to ensure full launch for Sept 2027. Year-end outputs will include a complete year 1 performance report, confirmed year 2 scaling plan, and evidence that governance, workforce deployment and access arrangements are in place for broader implementation. **W2:** All settings clear about how to access outreach support from EAH, AP and the OAP programme of CPD. Attendance and access demonstrates improved experience and feedback from settings and families suggests

support is prevention-led and locally responsive. *Success measures:* PCF and children and young people engagement evidenced; APST/AP pathways aligned; Best Start links active; sufficiency and transport implications reflected in delivery decisions.		and shortlist priority schools/settings for inclusion base, adaptation and early years capital investment. **W3:** Confirm co-production plan, connect EAH to Best Start Family Hubs and AP transformation, and establish equity principles for access, including FE. Create co-production pledge to ensure PCF engagement and the wider engagement of families. Revise sufficiency planning to ensure that this is reflective of emerging need and ensure capital planning reflects needs of settings most in need of support.	specialist places, clear phasing towards 1,135 in 2027, and identification of priority settings aligned to the 2026-27 capital programme and HNPCA allocation. **W3:** Families and partners report that co-production is at the heart of NE Lincs SEND reform and approval ratings increase through annual survey outcomes. Inclusion base investment is targeted at the localities which need this most, impacting children remaining in mainstream. Early evidence will include alignment of sufficiency decisions to areas of highest EHCP and SEN support demand.	clear line of sight to the 2027 sufficiency trajectory. **W3:** Establish Strategic Education Board to share key insights and to engage with reform planning for the local area. Share AP model ready for Sept 2027 launch. Finalise co-production pledge. Share sufficiency demands via market statement to ensure necessary provision is in place. Confirm how partnership feedback and year 1 data are informing year 2 commissioning and placement planning.	training relevant to support needs. The year-end trajectory is that EHC needs assessment requests remain at or below 480, with assessments at or below 244 and plans issued at or below 230, so that the local area can evidence early impact on escalation rather than delayed access. **W3:** High level engagement with Strategic Education Board, partnership feedback from education improves. AP model approved officially. Sufficiency is planned for 2027-2028 using data to inform this, rigorously. This will include a clear line of sight from 2026 specialist capacity of 981 places to the 2027 trajectory of 1,135, and confirmation of capital approvals for inclusion bases, early years development and the revised small grants programme.	support base, specialist base and special school sufficiency trajectories. **W3:** EAH offer is ready to be launched in full and engagement with children and young people and PCF is clear, leading to improved feedback and involvement in the system. Best Start Family Hub practitioners are embedded in the community so SEND support is readily available. Education providers report feeling fully engaged in reform and the new models for AP and EAH are organised ready for September 2027 so that support is ready. Locality model established to support access to services and support, as part of EAH and as a crossover with the existing EHCP system. Year-end partnership review confirms what has been delivered, what will scale in year 2 and where trajectories require corrective action.	greater satisfaction with the system. This should correlate with the roadmap year 1 success measures: independent and non-maintained specialist placements held at or below 374 in 2026, specialist capacity increased from 891 in 2025 to 981 in 2026, and EHC needs assessment requests at or below 480. **W3:** Decline in EHCP assessment requests and top up requests as locality models begin to take effect and impact. By year end, measurable outputs will include evidence of settings engaged, group-based delivery underway, capital approvals in place for priority inclusion developments, and clearer alignment between EAH delivery, sufficiency planning and year 2 placement reduction trajectories.

Projected investment spend per quarter *Funding sources to include Local Inclusion Partnership Grant / EAH allocation, Transformation Funding and relevant ICB contribution.* Programme mobilisation and oversight Workforce modelling, recruitment and commissioning Training, outreach and workforce development Data, triage and performance reporting Co-production, communications and engagement Capital-linked development activity (feasibility, design, approvals and grants mobilisation) will align to the separate SEND capital programme and HNPCA allocation, rather than being duplicated within this row. **Total spend profile to be confirmed when final allocations are published**	Mobilisation phase: programme management, co-design, needs analysis, workforce planning, procurement/commissioning preparation, baseline data set-up and engagement activity. Q2 spend is expected to be weighted towards non-recurrent mobilisation costs, including programme oversight, design, data/dashboard build, co-production and commissioning preparation. This quarter establishes the infrastructure for delivery rather than the main delivery volume. Indicative phasing assumption: lower spend than later quarters, focused on planning and readiness milestones required for EAH, inclusion base prioritisation and year 1 governance.	Implementation phase: recruitment/secondments, commissioned delivery, first-wave outreach, training and consultation, and governance/reporting arrangements fully active. Q3 spend is expected to increase as staffing, secondments, commissioned support and first-wave delivery go live. This quarter should evidence a shift from design to delivery, including active outreach, training and routine reporting. Indicative phasing assumption: highest or joint-highest revenue quarter, reflecting commencement of live EAH delivery and increased workforce-related costs.	Consolidation phase: sustained staffing, extension to additional settings, evaluation, refinement of access and performance model, and year 2 scaling preparation. Q4 spend is expected to remain high as delivery is sustained, extended and evaluated, with investment also supporting year 2 readiness, including workforce continuation, performance review and commissioning refinement. Indicative phasing assumption: sustained high spend, with a greater proportion linked to live delivery, extension to further settings and preparation for scale-up from September 2027.
Funding sources to include Local Inclusion Partnership Grant / EAH allocation, Transformation Funding and relevant ICB contribution. Programme mobilisation and oversight Workforce modelling, recruitment and commissioning Training, outreach and workforce development Data, access and performance reporting Co-production, communications and engagement **Total spend profile to be confirmed when final allocations are published**			

INSERT DOCUMENT UPLOAD LINK

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

Please set out how you will ensure the required capacity and capability is in place from organisational corporate functions to support implementation of the plan. This could include reference to how you plan to build or bring in project delivery capability to manage delivery against the plan, support prioritisation, and effective use of resources; and how you plan to build the capacity and capability in data and analytics to support effective tracking against the measures in the plan and reporting that informs decision making.

North East Lincolnshire Local Area Partnership will deliver the first year SEND reform plan through robust governance and clear accountability from the SENDAP Partnership Board, and a structured programme management approach across education, health and care partners. The Senior Responsible Officer will be designated to lead the reform programme, providing strategic oversight, a single point of accountability, clear routes of assurance and decision making and engagement with stakeholders in a number of working parties, including schools, parents and carers and systems leaders. The Principal Educational Psychologist will act as the Senior Responsible Officer for the Experts at Hand (EAH) workstream, providing strategic leadership for the design, mobilisation and implementation of the model. Recruitment to the Educational Psychology workforce will begin with additional recruitment to Assistant EP roles, the confirmation of a training contract to the two current Assistant EPs who are due to begin their Doctorate training in 2026 so that they remain with NEL. There will be use of an agency EP workforce to complete the statutory EHCP assessment duties in order to enable the existing workforce to be redeployed into the Experts at Hand offer. A further recruitment campaign will begin to encourage local Maingrade Educational Psychologists to apply to support the EAH offer, including with the offer of a senior EP role (x1) to eligible candidates. Processes will be initiated to define and recruit to the role of the advisory qualified teacher role.

Figures for the OT and SaLT EAH workforce within the Experts at Hand offer will be finalised based upon data and context, and agreement given for NLAG to begin recruiting within their processes. Project management capacity will provide oversight of the capital projects associated with the reform plan, ensuring that inclusion base developments, early years capital priorities, grants mobilisation and wider sufficiency-linked estate activity are tracked, coordinated and escalated through the programme governance structure. In addition, an additional officer will be recruited to lead SEND reform operationally, increasing delivery capacity across the partnership and ensuring that programme milestones, risks, dependencies and cross-system actions are actively managed. This leadership capacity will be complemented by officer support for data and analytics,

enabling the partnership to develop a stronger evidence base, track delivery against agreed measures, identify risks and variances at an early stage, and provide regular reporting to inform senior leadership and partnership governance. This full time data role will support the need to complete the migration and data cleansing activity undertaking since moving the EHCP system in March. This role will ensure that both systems are being monitored robustly, from a data perspective, as reform activity increases.

The partnership will undertake a systematic review of existing capability and capacity across corporate and partner functions, including the council's transformation team, finance, commissioning, capital delivery, communications and engagement, and align these resources to the delivery of the priority actions within the area plan. Where further project delivery capacity is required, this will be secured through targeted recruitment, such as time limited specialist consultation, secondments to support the Senior Responsible Officer to ensure effective implementation, oversight of key milestones and active management of dependencies and risks, including project slippage. This approach will support effective prioritisation and ensure that available resources are deployed to those actions most likely to secure early and sustainable improvement.

Delivery will be underpinned by ongoing stakeholder engagement and co-production with children and young people, parents and carers, education settings and wider partners, so that implementation remains responsive, transparent and focused on improving outcomes across the local area.

8. **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.

250 words

NA

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.

Capital and Sufficiency: Inclusion Bases and Estate Development

North East Lincolnshire will use High Needs Capital and wider investment to expand and strengthen mainstream provision across the borough, ensuring that children and young people with SEND can access high quality support within their local community. This approach directly supports the SEND and AP Improvement Plan and the Local SEND Reform Plan requirement to increase inclusive capacity in mainstream settings, reduce reliance on specialist and out-of-area placements, and minimise long distance travel.

Mainstream Inclusion Bases and Adapted Estate

The capital strategy is aligned to the sufficiency return and capital plan, which show support base school capacity increasing from 156 places in 2025 to 250 in 2027, 350 in 2028 and 400 in 2029, alongside specialist base school capacity increasing from 83

places in 2026 to 146 in 2027, 152 in 2028 and 224 in 2029. The sufficiency strategy is designed to ensure that every child or young person who requires an inclusion base place can access one locally, through phased expansion of support base and specialist base capacity aligned to identified need. The 2026-27 capital programme prioritises inclusion base development in mainstream schools, early years capital grants, redevelopment of the small grants programme and preparatory work for wider sufficiency expansion, rather than relying on fixed assumptions about final numbers of schools in advance of trust engagement, feasibility and approvals.

Capital investment will be tailored to individual settings and phases. This will include:

- New build or reconfigured mainstream space where additional inclusion capacity is required
- Sensory friendly adaptations, therapeutic spaces and accessibility improvements
- Targeted small grants to support internal inclusion base development in schools, colleges and early years settings

This mainstream capital programme is complemented by a committed £6m special school places project (this funding was already committed before reform) and planned early years capital development, reflecting the local need for a broader continuum of provision. This is particularly important because the sufficiency and data returns show maintained special school places increasing from 406 in 2027 to 673 in 2028 and 724 in 2029, and specialist capacity overall increasing from 981 in 2026 to 1,643 by 2029. There is a significant lack of specialist provision locally and the DfE SEMH free school has been approved after government review, which evidences this. There is no specialist early years provision in the local area and so it is necessary to create this to support families and local providers; furthermore, there are only two maintained specialist schools in the area and so this needs to increase to avoid costly out of area placements as the profile of need has grown over time.

Alignment with Local Need, Partnership Working and Travel Reduction

This capital strategy is informed by the Local Partnership Maturity Assessment and the local needs analysis. With Pillar 3 (Data) at an emerging stage, the partnership is strengthening its data infrastructure and dashboards so capital decisions are increasingly evidence led. With Pillar 5 (Education Partnership Working) also emerging, delivery depends on active engagement with academy

trusts, early years providers and other partners to co-design inclusion base and estate developments and ensure long term sustainability in a largely academised system.

All major capital proposals include an assessment of travel impact, with the expectation that investment will reduce long distance journeys, increase local access, and support more children and young people to remain in their community settings where appropriate.

Outcomes of the Capital Programme

By 2029, this capital investment is intended to support:

- Growth in support base capacity from 156 places in 2025 to 400 by 2029
- Growth in specialist base school capacity from 83 places in 2026 to 224 by 2029
- Maintained special school places increasing to 673 in 2028 and 724 in 2029
- Reduced reliance on out-of-area and independent placements
- Shorter travel distances for pupils with SEN
- A more inclusive mainstream system aligned to the Experts at Hand model
- Better value for money and improved High Needs sustainability

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

Please outline how the local area partnership plans to engage system partners and stakeholders to develop and implement the plan – include planned engagement with schools and early years settings, alternative providers, FE and post-16 providers (including those your young people attend that are not within your local area), Parents and Carers and children and young people with SEND, with reference to the core minimum requirements. Consider changing roles and responsibilities in the

context of the Schools White Paper and how you work collaboratively to manage the transition. Please indicate where additional support is required to engage partners or stakeholders - senior officials at the Department for Education will be available to contribute to summer term events with education leaders and parent carer forum leaders.

The Local Area Partnership has established a strengthened governance and accountability structure to drive the development and implementation of this plan. This builds on existing, well-embedded systems in North East Lincolnshire and brings together the Lead Safeguarding Partner(s), the Health and Wellbeing Board, the Council's democratic functions, the Youth Justice Board, the Health and Care Partnership, academy trusts/education settings and the Office of the Police and Crime Commissioner. This structure provides a single, coherent framework through which partners can shape priorities, scrutinise progress and ensure collective ownership of delivery.

Engagement is being drawn from a wide range of established partnership boards, each offering a distinct perspective on children's outcomes, inclusion and safeguarding. These include the Safeguarding Children Partnership Board, the SEND Area Partnership Board, the Corporate and Community Parenting Board, the Youth Partnership Board, the Children, Young People and Families Strategic Board, the CEO and System Leaders Group, the Domestic Abuse Partnership Board and the Community Safety Partnership Board. Each board is being engaged through structured workshops, facilitated discussions and iterative review of emerging priorities. Their feedback on the partnership maturity assessment tool has been collated, analysed and used to identify cross-cutting themes that now shape the plan.

Alongside these strategic boards, the partnership is working closely with groups led locally by North East Lincolnshire Council, including the Headteacher Forum, the SENCO Forum and the Parent Carer Forum. These groups are central to co-production. Headteachers and early years leaders are contributing to the design of inclusive pathways, workforce

development priorities and the transition arrangements required under the Schools White Paper. SENCOs are shaping the development of early identification, the graduated response and the alignment of specialist support through the work already underway focused on ordinarily available provision. The Parent Carer Forum is acting as a critical friend, ensuring that lived experience informs decision making and that the plan reflects what families say would make the biggest difference.

Engagement with children and young people is being strengthened through the Youth Partnership Board and through targeted work with pupils in mainstream, special and alternative provision. Young people are contributing to the design of outcomes, the language used in the plan and the expectations around participation, transitions and preparation for adulthood. Their voices are being captured separately from parent voice, in line with national expectations. This will form a key basis of the plan.

The SEND Reform Plan requires a shift in roles and responsibilities, particularly around system leadership, inclusion and accountability. To manage this transition, the partnership is working collaboratively with academy trusts, school leaders and governance boards to clarify expectations, strengthen shared language and ensure that responsibilities for early intervention, attendance, safeguarding and SEND are understood and enacted consistently. The establishment of a Strategic Education Board, as well as the Local Authority assuming oversight of the Systems Leader group and revising the TOR for this, ensures education settings are at the centre of planning and co-production. Co-production will not operate only as a consultation mechanism; it will inform ongoing delivery decisions through structured feedback loops into the SENDAP Partnership Board, workstream governance and annual plan refresh. This will include using feedback from the Parent Carer Forum, children and young people, education leaders and other partners to shape priorities, refine implementation, identify barriers and agree corrective action where delivery is not achieving the intended impact. The effectiveness of co-production will be measured over time through evidence that feedback has influenced decisions, regular ‘you said, we did’ reporting, annual survey results,

participation levels across different stakeholder groups, and trends in complaints, disputes and confidence in the local system.

The initial development of the EAH offer has been built on existing setting and parent/ carer insights both from this initial and previous engagement activities, including through DBV and PINS in addition to analysis of the available data and best practice for the development of inclusive practices. Whilst the pace required to produce the plan to this stage within the time required has inhibited further co-production activities at this stage, there will now be further time to enable further co-production and co-design, with transparency about the parameters of what can be co-produced and co-designed, and what cannot as it is fixed, for example, what is written in any further guidance or funding agreements that are released. This will strengthen and not diminish the principle and ethos of co-production. The test and learn approach, and intentional iterative model being proposed, will support co-production with a range of stakeholders.

Aligned with this plan, there is already a planned stage of parent/carer/family/ child engagement in relation to the launch of the Ordinarily Available Provision (named Ordinarily Available Inclusive Mainstream Practice here in direct response to co-production activities) which will begin in September 2026 and will be supported by the LA insights and engagement team.

10. **Risks and Mitigations**

What are the key risks that could affect the successful implementation of your Local SEND Reform Plan, and what mitigation strategies are in place to manage these risks? Please include a maximum of 5 risks with impact and likelihood RAG for each risk. See Annex C for suggested risk matrix.

Risk	Impact	Likelihood	RAG	Mitigation	Residual RAG
Recruitment of Experts at Hand There is a risk that the Experts at Hand (EAH) model cannot be sustained beyond initial implementation due to the combined pressures of national workforce shortages, unclear advanced practitioner roles, and the limited three year funding window. This could result in an over reliance on short term solutions, reduced leadership capacity within multidisciplinary teams, and an inability to fully embed a preventative, early intervention approach across North East Lincolnshire. In a high-deprivation context, where recruitment and retention are already challenging, this risk is	Critical	Likely	Red	Develop a training pathway to support colleagues in gaining specialist skills. Focus initial recruitment on Assistant EPs to strengthen the existing LA workforce because these staff members are readily available. Ensure these staff are well supported and have access to a high quality experience in order to increase their likelihood of gaining a place on the Doctorate training course. Continue the use of Graduate psychologists (supported by NEL workforce development leads), in order to increase the visibility of the EP profession and support local people who have the prerequisite qualifications to have the skills and confidence to apply to the Doctorate training, to build the local pool of relevantly qualified professionals. Offer vacancies to the two current Assistant EPs who are beginning their doctorate to ensure they both trainees return in 2027-2028, 2028-2029, ready to qualify and hopefully be minded to remain	Yellow

amplified and may impact both the pace and quality of delivery. Mitigation will require a deliberate “grow your own” workforce strategy, clearer definition and investment in advanced practice roles (including career pathways), and early system wide agreement on how the model transitions to a sustainable footing beyond the initial funding period.				working in the authority due to positive working experiences and positive impacts following their successful qualification in 2029. Ensure the appropriate levels of supervision and CPD are in place for all within the workforce to ensure they are able to practice safely, in line with ethical requirements, and also that they feel fulfilled in their employment to support retention and onward training paths towards qualification. Principal and Senior EP to continue to work with Sheffield University in particular, maintaining links and showcasing NEL as an employed of choice for Trainee EPs. Contribute to national and regional dialogue about the EP training route and the amplified impact of geography and local context (including coastal context) on the NEL workforce. Ensure that there is effective communication between the partners contributing to the Experts at Hand in order that this supports positive partnerships and the effective development of the model in NEL. This is to support retention, and to	

				support effective recruitment by ensuring the relevant specialisms have some flexibility in how they would creatively deploy the level of their specialisms workforce to meet the aims and ambitions of the EAH offer. Ongoing reference will be made to the values and principles that are guiding the EAH, and to the Growing Stronger Together Partnership Approach in order to support this to work effectively.	
ICB restructure reduces staff capacity, skill and knowledge	Moderate	Possible	Orange	Work closely with colleagues during the reorganisation so that a wider group of colleagues understand the planning in process. Ensure clarity of roles in the new structure and those assuming statutory responsibility, should roles change.	Yellow
Local Government Reorganisation reduces staff capacity, skill and knowledge	Moderate	Possible	Orange	Work closely with colleagues during the reorganisation so that a wider group of colleagues understand the planning in process. Ensure clarity of roles in the new structure and those assuming statutory responsibility, should roles change. Use of clear recording and data systems to 'save' skills and knowledge development, including through co-production activities, so that any LGR	Yellow

				resulting shifts can quickly identify and understand decisions that have been made, including around EAH and local responses, and use this as the basis for further action and plans.	
Fragmented academised education landscape impacts on partnership working	Moderate	Possible	Orange	The System Leaders network with a new scheme of delegation builds relational understanding of the issues faced and how to overcome them. The establishment of a Strategic Education Board will also offer opportunities to redefine working relationships, as will the move to a locality/cluster model where schools must operate outside of Trust groups; this will strengthen collaboration across NE Lincs. The deliberate organising of the EAH offer around clusters, with an access model of group consultation and shared problem solving, will further support the development of local, cross-Trust relationships. The ongoing use of the SENCo Network Forum will continue to provide regular opportunities for education staff (usually SENCos) to meet and build shared understanding and relationships.	Yellow

				Ongoing co-production activities with defined and tangible outputs and products will further provide opportunity for settings to learn from one another, share skills and knowledge, and pool resources.	
Capital projects and potential implementation delays, capacity to deliver and the tightness of reform timelines	Moderate	Possible	Orange	Utilisation of a project manager to oversee works, consideration of alternative commissioning paths to utilise Academy Trust development instead of LA led development to reduce impact on workforce. Project management will be robust to ensure that specialist bases open on time. This element will also be prioritised to maximise time. The other capital projects are school led which ensures works are undertaken with less risk to the LA. This means capital work will be progressing across multiple sites. The development of specific Business Support to support the Deputy Service Director of SEND alongside project management support, and to oversee the business support specific aspects of the EAH delivery plan.	Yellow

11. **Dependencies**

Please detail the key areas of the local area partnership's proposed SEND future state and roadmap that may be impacted by wider reforms nationally and locally and outline how you will manage these. We expect these will include but not be limited to:

- NHS reforms
- Local Government Re-organisation
- Reforms to Children's Social Care
- Best Start in Life, including Family Hubs
- Best Start In Life Strategy
- Curriculum and Assessment Review

The key areas above which may impact our SEND future state and roadmap have been detailed in our risks and mitigations above. The reform landscape means that educational settings are facing increased pressures and the local area partnership must work to ensure clarity of communication and support to address this.

500 words

Section 3 – Monitoring and Evaluation

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

Please set out how you will monitor and track progress referencing:

- ***Monitoring tools and processes*** - the specific tools, systems, and data you will use to track delivery milestones and measure the impact on outcomes.

> *Some Local Area Partnerships hold data in a central SEND operational dashboard. This is used by teams on a weekly basis to identify trends in demand or inform conversations with local school or setting leaders.*
>
> *In some Local Area Partnerships, a view of the Key Performance Indicators (KPIs) is reviewed monthly by a SEND Board to take decisions on prioritisation, resourcing and delivery of services informed by regular data.*

Please set out how you will use data to track demand (e.g., EHCP applications for assessment), Service delivery (e.g., Speech and Language Specialists deployment; places created), Service quality (e.g., parental satisfaction) and outputs (e.g., pupil attendance; pupil exclusions)

- ***Feedback and adaptation mechanisms*** - what feedback loops and stakeholder input you will use to review progress and adjust your approach.

Effective monitoring and evaluation will be central to delivering the Local SEND Reform Plan and ensuring that progress is transparent, measurable and jointly owned across the partnership. Our approach is grounded in the findings of the Local Partnership Maturity Assessment, which identifies two key areas requiring strengthened oversight: accurate understanding of needs through effective use

of data (Pillar 3) and education partnership working (Pillar 5). These areas shape the design of our monitoring framework and the mechanisms we will use to track improvement.

3.1 Monitoring Delivery of the Reform Plan

We will establish a clear, partnership wide monitoring cycle that ensures progress is reviewed routinely, issues are escalated early, and decisions are informed by shared evidence. This will include a live partnership dashboard operating at three levels: a weekly operational view used by delivery leads to track milestones, access, timeliness and exceptions; a monthly performance view for workstream leads and senior managers to review trends, identify variance and agree corrective action; and a quarterly strategic view for the SENDAP Partnership Board to oversee reform trajectory, sufficiency, finance and risk. This structure will ensure that data does not sit separately from delivery, but actively informs prioritisation, commissioning, workforce deployment, capital phasing and improvement action.

- Quarterly partnership reviews of progress against the Local SEND Reform Plan, chaired by the LA SRO and attended by ICB, early years, schools FE and PCF representatives.
- A single performance dashboard, drawing together education, health and care data, with a specific focus on the two emerging pillars. It will include demand measures such as EHC needs assessment requests, assessments and plans issued; placement and sufficiency measures such as independent placements, support base capacity, specialist base capacity and maintained special school growth; service delivery measures such as EAH reach, timeliness of access to EP/SaLT/OT and numbers supported without an EHCP or specialist placement; experience measures such as complaints, disputes and parent/carer feedback; and financial measures including High Needs Block expenditure, in-year deficit, transport and alternative arrangement costs.

Data ownership will be explicit. The additional data and analytics officer identified in Section 7 will coordinate dashboard production, data quality assurance and reporting, working with the Principal Educational Psychologist as EAH SRO, SEND operational leads, finance, commissioning, education partners and health colleagues to ensure each metric has a named owner, agreed source and review route. This is particularly important as the partnership continues data cleansing following EHCP system migration and as new

EAH and sufficiency indicators are embedded. Ownership arrangements will ensure that issues with data quality, timeliness or interpretation are resolved quickly and that all partners are using a consistent version of the evidence base.

- Regular reporting to DfE and NHS England, aligned with national expectations, including updates on the Experts at Hand Offer, sufficiency planning, and financial sustainability.
- Annual refresh of the Local SEND Reform Plan, informed by updated data, evaluation findings, and feedback from children, young people and families.

3.2 Monitoring the Experts at Hand Offer

The EAH model will be monitored through a combination of quantitative and qualitative measures, including:

- Coverage and reach across early years, schools and post-16 settings
- Timeliness of access to EP, SaLT, OT and specialist outreach
- Impact on early identification, graduated response and escalation
- Feedback from settings, families and professionals
- Contribution to reducing out of area placements and travel distances

Data from the EAH model will feed directly into the partnership dashboard and inform commissioning, workforce and delivery decisions. This will include routine review of which settings and localities are accessing support, whether access is equitable across phases, whether response times are improving, and whether increased reach is associated with lower statutory escalation, greater use of local mainstream provision and reduced pressure on specialist placements. Where the dashboard shows underperformance, for example reduced reach, unequal access, or no corresponding improvement in escalation trends, the workstream will be required to agree corrective action and report back through governance.

3.3 Monitoring System Impact and Outcomes

We will track a focused set of outcome measures aligned to our three year plan, including:

- Increased proportion of children and young people with SEND supported in mainstream
- Reduced reliance on independent and out of area placements
- Improved timeliness and quality of EHCP processes
- Strengthened early years identification and transitions at all stages
- Improved parental confidence and reduced disputes

These measures will be reviewed quarterly, with deep dives commissioned where progress is slower than expected. Performance information will be used not only to report progress, but to improve the system: for example, by redirecting specialist workforce to areas of highest demand, refining inclusion base priorities, testing whether capital delivery is improving local sufficiency, identifying where mainstream support is not reducing escalation, and informing annual refresh of the roadmap, target metrics and commissioning intentions.

3.4 Evaluation and Continuous Improvement

Evaluation will be embedded throughout the reform programme, using:

- Joint audits of EHCPs, graduated response and early intervention
- Annual partnership self-assessment using the Maturity Matrix
- Feedback loops (“You said, we did”) with PCF, YPAG and wider families
- Learning from pilots such as PINS, MHST and the development of Support While Waiting
- External challenge through peer review and regional networks

Findings will be used to refine delivery, strengthen practice and inform future commissioning. This will include annual review of whether the dashboard itself remains fit for purpose, whether data ownership is operating effectively, and whether the measures being tracked are sufficiently linked to reform outcomes, including EHCP demand, local sufficiency, confidence in the system and financial sustainability.

Findings will be used to refine delivery, strengthen practice and inform future commissioning.

3.5 Accountability and Escalation

Clear accountability will be maintained through:

- A single LA based SRO responsible for driving reform
- Defined roles for MATs, education settings from early years providers through to FE, the ICB and PCF
- Transparent escalation routes for risks, delays or underperformance
- Regular reporting to the SEND Area Partnership Board and Schools Forum

Where progress stalls, targeted improvement actions will be agreed and monitored until resolved.

13. Reporting to DfE

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

Please use the attached data template to upload your initial data return to DfE.

INSERT DOCUMENT UPLOAD LINK

Section 4 – Governance

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

Please outline the governance structures in place to oversee delivery. Clearly set out who is responsible for overseeing reform delivery, what each governance group or individual is accountable for, and how these arrangements ensure progress is monitored and decisions are made transparently. Please identify where the named SRO for the Local SEND Reform Plan sits within the governance structure and ensure your response incorporates the core minimum requirements.

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?*

SENDAP Partnership Board	Have oversight of the area SEND system, including compliance with regulatory and statutory responsibilities, and code of practice, alterative provision and commissioning To recognise and escalate progress and exceptions to the delivery of the SENDAP strategies, including the SENDAP Strategy, SENDAP Sufficiency Strategy and the SENDAP Joint Commissioning Strategy Share collective responsibility for ensuring that our own teams and services support and contribute effectively Positively influence	Local Authority ICB Public Health Schools PCF DCO DSCO Children's Commissioning SENDIASS Health and Care Partnership Adult Social Care (DASC) Headteacher of the Virtual School	Quarterly	Can determine actions and also approve amendments/deep dives etc. to any area of the SEND system.	Health and Wellbeing Board Chief Executive ICB Chief Executive North East Lincolnshire Council

	planning, commissioning, policy and practice across all areas of the partnership, including the local authority, health organisations and wider stakeholders as appropriate Provide high support and high challenge to uphold standards of quality and timeliness within the area SEND system Be an advocate for children, young people and their families in promoting children's voices Listen to and take account of the views and lived experiences of children, young people, parents and carers	Principal Education Psychologist Data and Insights Lead Officer Healthwatch			

SEND Reform Group	This group will have oversight of the reform plan and report into the Reform Steering Group and SENDAP Board Beneath this there will be two separate groups: the Experts at Hand sub group (led by SRO for EAH/Principal EP) and the Alternative Provision sub group (led by DSD for Inclusion) The sub groups will be responsible the delivery of the plans for each workstream and the monitoring of outcome measures. They will report to the SEND Reform Group.	SRO Principal EP PCF Education setting representation (early years to FE) LA Education representatives DCO DCSO ICB representatives Data and Insights Lead Finance officer	Quarterly	Can determine actions and also approve amendments/deep dives etc. to any area of the SEND reform programme	SENDAP Board

Education and Inclusion Programme Board	This board has oversight of all capital works and acts as a decision maker. This Board reports into the SENDAP Board. The SEND capital programme will report directly into this board.	LA officers for capital projects Transformation Finance LA officers education	Half termly	Terms of reference recently updated but will be updated again to reflect the SEND reform landscape	SENDAP Board
CEO System Leaders' Group	Local agreement across MAT CEOs, Regional Directors, Local Authority (DSC and SD Education) to focus on local education priorities e.g. attendance, attainment, workforce, Local Area SEND Reform Plan. Leaders share local intelligence pertaining to their settings	Was previously a rolling chair, with recent agreement that NELC's DCS and SD Education should now chair from April 2026. Group have agreed to SAT representation within the group from April 2026	Half termly	Terms of reference to be updated to include area reform plan.	DfE Ofsted

Strategic Education Board SD Education	To ensure local agreement and focus on key educational issues across the area, especially reform.	Representatives and the scope of the board will be determined as part of reform planning.	Half termly	Terms of reference to be established	System Leaders' Group DfE Ofsted

If you have a diagram to show the relationship between these governance mechanisms, please upload this here.

INSERT DOCUMENT UPLOAD LINK

Section 5 – Central Government Support

15. **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

- Access to specialist expertise or advisory support and provide guidance clearly and early enough to act on and enable coproduction.
- Help with workforce development or recruitment challenges, specifically national need for increased EAH workforce and development of routes into training at a national level. Continue working with the National bodies of the professions identified within the EAH (e.g. National Association of Principal Educational Psychologists, Association of Educational Psychologists) to identify solutions to increase the training places.
- Ensure capital approvals are expedited to avoid unnecessary delay, specifically the SEMH free school build which is a central part of reform planning.
- Tools or templates to support data collection, reporting, or evaluation: expedite regional development of this as part of the RIIA programme to support development.
- Facilitation of peer learning or regional collaboration

250 words

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					