

# Innovation in SEND: SEND & Inclusion Strategy (2024-2029)

## DELIVERY PLAN 2025/26

The SEND & Inclusion Strategy Delivery Plan sets out the key actions which will drive forward our shared commitment to improving outcomes for children and young people with SEND. Delivery of the plan will be coordinated through five dedicated priority groups, ensuring a collaborative and targeted approach to implementation.

As we move to the next phase of delivery, any outstanding actions from the Delivering Better Value (DBV) Programme have been incorporated into this delivery plan for April 2025-March 2026.

The plan will be reviewed annually each February, providing an opportunity to assess progress, reflect on emerging priorities and identify new tasks and enablers for the following 12-month period. This ongoing cycle of review and refinement will ensure that we remain responsive to the evolving needs of children, young people and their families.

From April 2025-March 2026, the priority groups will be:

- Priority 1: Early Years
- Priority 2: Early Intervention
- Priority 3: Inclusion
- Priority's 4&5: Developing Local Specialist Provision and Support (including Strengthening Alternative Provision)
- Priority 6: Preparation for Adulthood

We have a set of enablers to support the delivery of the SEND & Inclusion Strategy (2024-2029), with some expanded, adjusted, or introduced from those originally published in the strategy, to ensure maintained momentum and effective delivery of actions outlined in this delivery plan.

The Enablers are:

- Maintain, and build upon the progress made with the development of a digital plan and creation of SEND data dashboards. This will enable us to continue to collect, use and share data more effectively. The evolution of the SEND Data Dashboards will provide leaders with continued effective oversight
- Maintain the established governance structure for signing off data that enables accuracy to be checked, priorities to be identified and actions monitored across all partner agencies.
- Routinely share SEND Data with schools (heads, governors and SENDCos) and use this to collectively identify actions that support improvement
- Work with Public Health, and other partners, to improve the SEND content of the Joint Strategic Needs Assessment (JSNA) to enable the local area to better meet need in the future
- Explore opportunities to digitise Education, Health and Care Plans (EHCPs)
- Develop a commissioning and quality assurance resource and function to support the placements of children and young people with SEND
- Review and refresh the Quality Assurance Framework for EHCPs, an example will be provided
- Work effectively with our partners to improve governance and oversight of SEND provision
- Support the development and expansion of the newly created West Berkshire Parent/Carer Forum ensuring that leaders can respond to the views of children & young people and their families
- Enhance the work to support the SEND Youth Forum, ensuring that leaders can respond to the views of children and young people
- Ensure the most efficient use of limited financial resources in the High Needs Block of funding:
  - Clawback
  - Banding exercise
  - Use of Element 2
  - Review of HNB spend
- Develop a West Berkshire Schools Accessibility Policy (example provided) that supports delivery of the local area SEND and Inclusion Strategy:
  - The implementation of this policy will be monitored, particularly through the auditing of school's SEN Information Reports to ensure the requirements of the Accessibility Policy are being met contributing to improving accessibility and inclusion for all pupils with SEND and those who are vulnerable
- We will ensure our SEND Local Offer is a dynamic and user-friendly resource that meets the needs of children, young people, their families and professionals. To achieve this, we will focus on the following areas:
  - Continuous Improvement: Regular reviews and feedback will shape ongoing development, keeping the Local Offer relevant, accessible, and reflective of available support.
  - Effective Governance: A clear decision-making structure will be in place to drive improvements, respond to feedback, and ensure the Local Offer evolves in line with local needs and strategic priorities.
  - Accountable Leadership: An accountable officer will oversee the improvements, statutory compliance and co-production with families and stakeholders.

Priority 1: Early Years – Need to include outcome from audit						
No.	Task & Actions	Timeline	Owner	Governance 1 April 2025- 31 March 2026	RAG Status*	Commentary
1.1	Ensure the take-up of the Early Years education entitlement; particularly for our most vulnerable families.					
1.1.1	Monitor continued implementation of Communication Strategy and Parent Champion Programme to improve engagement, especially of our most vulnerable families.	March 2026	Interim Head of Early Yeas and Participation & Engagement (WBC)	Priority 1 Early Years		
1.1.2	Successful implementation of Early Years childcare entitlement expansion across West Berkshire Early Years settings.	Sept 2025	Interim Head of Early Yeas and Participation & Engagement (WBC)	Priority 1 Early Years		
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>EY Take up data</li> </ul>						
1.2	Support parents, settings, partners, and practitioners to identify emerging needs in children under 5, with systems and processes in place to support this.					
1.2.1	Review referral routes for occupational therapists and paediatricians, ensuring the Local Offer is up to date, effectively links to the BHFT and RBFT websites and that 'One Page Service Offers' ( <i>previously plans on a page</i> ) are developed, published and reviewed at least annually.	March 2026	Designated Clinical Officer (BOB ICB) / Specialist Information Officer Early Years & Local Offer (WBC) / Kirstie Burrows role TBC (BHFT)	Priority 1 Early Years		<b>March 2025:</b> This piece of work sits within the Therapy Transformation within Berkshire West. At present BHFT and RBFT are working with the ICB to simplify the ways both Paediatricians and Occupational Therapists are accessed. This action has therefore moved into this delivery plan until any changes have been embedded into practice. A timescale and action plan have been requested from the ICB, but the ICB do not have a date of when this work will be concluded, although BHFT and RBFT have been asked to expedite this work. This is currently on hold due to two-week JTAI being undertaken in Reading.
1.2.2	Explore the permanent increase to the capacity of the Early Development and Inclusion Team (EDIT) to enable them to respond to the concerns of Early Years Settings for both referred and non-referred children.	May 2025	Learning Support Services Manager / EDIT Coordinator (WBC)	Priority 1 Early Years		<b>March 2025:</b> Temporary increase in hours still to be approved via Schools Forum. Schools Forum 10/03 was cancelled therefore there is a delay and uncertainty for EDIT colleagues. Previously discussed there may not be the available funding to increase EDIT hours permanently. This would need to go via Schools Forum for a decision but are exploring whether there is any scope for this to move into the Early Years space.
1.2.3	Maintain the uptake of Health Visitor two-year checks at 85% or higher, ensuring early identification of need. Offer 3.5-year checks to families	March 2026	Acting Senior Public Health Programme Officer (WBC)	Priority 1 Early Years		

	who missed their two-year review and monitor take-up (recognising participation is voluntary).					
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>• Increase in the number of children whose needs are identified at pre-school.</li> <li>• Health visitor 2-year check take up data.</li> <li>• Health Visitor 3.5-year check take up data.</li> <li>• EDIT Impact Report.</li> </ul>						
1.3	<b>Make sure we have the right expertise, in the right place, to meet emerging needs of children under 5.</b>					
1.3.1	Develop clear guidance for Early Years settings on what should be ordinarily available for children with SEND.	August 2025	Interim Head of Early Years and Participation & Engagement / SEND Re-banding Review Lead (WBC)	Priority 1 Early Years		March 2025 - Coproduction is underway.
1.3.2	Implement and monitor the impact of the revised Early Years training and support offer.	March 2026	Interim Head of Early Years and Participation & Engagement / Early Years Service	Priority 1 Early Years		
1.3.3	Early Response Hub action	TBC	Team Manager Contact Advice & Assessment Service (WBC)	Priority 1 Early Years		<b>March 2025:</b> There is currently a period of significant change/consultation and development within the Early Help space together with Family Hubs. Following this alignment, an action will be provided. It was agreed this was the best approach to take to ensure there was no duplication.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>• Take up of Early Years Inclusion Fund.</li> <li>• Take up of Early Years Training Offer by settings.</li> <li>• Early Years Training Impact Report</li> </ul>						
1.4	<b>Ensure our schools and practitioners are well prepared for meeting the needs of our children transitioning from the Early Years to school, with the right systems and processes in place, including effective collaboration between settings/practitioners.</b>					
1.4.1	Implement the transitions best practice guidance via ongoing Early Years training and support, ensuring effective delivery of guidance, resources, and strategies to support smooth transitions.	December 2025	Early Years / EDIT / SEND team	Priority 1 Early Years		


1.4.2	Review funding mechanisms for children under five with SEND in pre-school settings and maintained nursery and primary schools to ensure children have continuity of support on transition.	August 2025	SEND Re-banding Review Lead / Interim Head of Early Years and Participation & Engagement / SEND Team (WBC)	Priority 1 Early Years		March 2025 – This work is partially completed and is being picked up within Phase 2 of the banding review work with an anticipated completion date of August 2025.
1.4.3	Continued implementation of universal and targeted measures to address school readiness, with measurable outcomes reviewed annually to assess impact and effectiveness.	March 2026	Interim Head of Early Years and Participation & Engagement /Early Years Service (WBC)	Priority 1 Early Years		
1.4.4	Early Response Hub (Schools Panel)	TBC	Team Manager Contact Advice & Assessment Service (WBC)	Priority 1 Early Years		March 2025 - There is currently a period of significant change/consultation and development within the Early Help space together with Family Hubs. Following this alignment, an action will be provided. It was agreed this was the best approach to take to ensure there was no duplication.
1.4.5	Review numbers of children that require enhanced support in order to be successful in Mainstream School to ensure needs are being met and that they are able to stay in mainstream if it's appropriate.  Use this data to review how needs should be met going forward.	December 2025	EDIT Coordinator / Learning Support Services Manager / SEMH Service / EYFS Improvement Adviser (WBC)	Priority 1 Early Years		

#### Measures of success (how will we know?)

- Packages of support in place for children transitioning into primary schools.
- Numbers of statutory requests at Early Years/ Reception/ Yr1.

## Priority 2: Early Intervention

No.	Task & Actions	Timeline	Owner	Governance 1 April 2025- 31 March 2026	RAG Status*	Commentary
2.1	<b>Ensure an appropriately trained and confident workforce, able to promote inclusivity and identify needs early.</b>					
2.1.1	Investigate how to develop an accredited training course for TA's and write a proposal.	Longer term: 2025-2026	Learning Support Services Manager (WBC)	Priority 2 - Early Intervention		<b>April 2025:</b> Discussed in Early Intervention priority meeting. Discussed how some of our most vulnerable children in the most need of inclusion, can sometimes be supported by the least trained. Decided it would be best to do some research first around what accredited training programmes are already available and what cost this would entail. This would then be presented to Headteacher's as there would be a cost associated to schools to 'buy in'. Also need to consider the health element, so ensuring the right people are involved. The CALT team would be heavily involved in developing this and they are currently involved in the Dyslexia Friendly Guidelines Award.
2.1.2	If development of accredited training	Longer term:	Learning Support	Priority 2 -		<b>April 2025:</b> See above for full update. If following research, this is deemed feasible, the content of

	course for TA's is deemed feasible and cost-effective, design and produce the course content.	2026-2027	Services Manager (WBC)	Early Intervention		the training will be designed and implemented, ensuring all the relevant colleagues are involved.
2.1.3	Ensure all advice writers and SEND Services access the Levels 1 and 2 Council for Disabled Children (CDC) online training, and where appropriate the service specific advice writing online training. Embed this training within induction programmes and appraisal processes to ensure ongoing professional development. Consider a multi-agency workshop with the CDC to support this.	March 2026	All Line Managers/ Service Leads across services (WBC / BOB ICB / BHFT / RBH)	Priority 2 - Early Intervention		<b>April 2025:</b> Action is arising out of the SEND Funding Review. Discussed in Early Intervention Priority meeting. There has been a request for more information around the training and the time commitment involved to understand who in each service needs to complete this. It was agreed that as a system we need to do some work on how we write advice and how this is translated into an EHCP. Draft plans are in some cases (CYPIT for example) checked to ensure information has been translated how it was intended. The SEND Strategy Officer will pick up the concerns with the SEND Re-Banding Review Lead and DMT.
2.1.4	Review the results of the pilot of SPENCER 3D (an identification tool for schools), measure impact in evaluation phase and roll out more widely if there is evidence of effectiveness	March 2026	Clinical Director – Children, Families and All-Age Services Division (BHFT) / Strategic Transformation Lead for Mental Health & Emotional Wellbeing and Berkshire Neurodiverse Preventative System Programme Lead (BFFC)	Priority 2 - Early Intervention		<p><b>April 2025:</b> There is a Berkshire wide piece of work being led by Andrea King at Brighter Futures for Children. All DCS' have signed up to this, and it is in the early stages. This work is looking at a 'profiling' tool (the word profiling will not be used in the future).</p> <p><b>May 2025:</b> There is a meeting scheduled for 27<sup>th</sup> June 2025 where SPENCER 3D and the leaders of the Portsmouth model will be joining Berkshire System Leaders to talk through the models which will inform the decision on the preferred model for the whole of Berkshire.</p> <p><u>Berkshire Neuro Strategic Transformation Summary</u></p>  <p>2.1.4 Berkshire Neuro strategic transformati</p>


#### Measures of success (how will we know?)

- Training offer take up.
- Survey on practitioners confidence in meeting SEND needs.
- Requests for therapy assessments data.
- Reduction in requests for EHC Needs Assessments with needs being met at an earlier stage.
- Increase in the number of SPENCER 3D profiles being completed allowing for analysis of pilot and a decision as to whether to roll out more widely.
- Increased quality of EHCPs using Invision360.

2.2	<b>Identify, and where possible close, gaps in service delivery for children with emerging needs or at SEN Support</b>					
2.2.1	Improve awareness and take up of early help services	TBC	Team Manager Contact Advice & Assessment Service (WBC)	Priority 2 - Early Intervention		<b>April 2025:</b> Formal Early Help Consultation has started. Survey closes at end of May, with results available end of June 2025. This is a really exciting time for the feedback to be used to essentially build a service that our families want. No formal action for this delivery plan can be provided until finalisation of this coproduction piece as we do not want to anticipate what the outcome of this will be.
2.2.2	Review One Page Service Offer (previously referred to as Plans on a Page) annually, or when there is a	March 2026	SEND Strategy Officer / Head of SEND /	Priority 2 - Early Intervention		<b>April 2025:</b> Previously known 'plans on a page' are published on the Local Offer. Work is ongoing to ensure these are hosted on both parent and professional areas, rather than sitting within the FAQ section of the Local Offer.



	significant change, ensuring revised service offers are well communicated and publicised on the Local Offer. New service offers to be completed for new services.		Specialist Info Officer EYs & Local Offer (WBC)			
2.2.3	Ensure existing SEN support teams work in a more coordinated way and provide a single point of referral/ access.	TBC	TBC	Priority 2 - Early Intervention		<b>April 2025:</b> Update provided in Priority 2 meeting. Single point of access for SEMH services remains ongoing. This will include all SEMH services and possibly also the Autism Team. There are ongoing discussions as to whether it is appropriate for the Autism Team or not. We are looking at introducing a triage system who will decide which team is best to provide the support. This is also linked to early support funding. Currently, a lot of the teams have different pots of funding, which can become hard to manage.
2.2.4	Arising out of the SEND thematic review, review and evaluate the impact of the current level of support services from the Emotional Mental Health Academy accessed through Early Help. ensuring that services are identifying and meeting needs of children requiring additional support at Early Help in relation to mental health and improving the outcomes.	March 2026	Team Manager Contact Advice & Assessment Service (WBC)	Priority 2 - Early Intervention		<b>April 2025:</b> Update provided in Priority 2 meeting. Services that are being offered at Level 2 are not currently being changed as we do not want to anticipate the outcome of the Early Help consultation. It is however anticipated that something which will come out of the consultation will be around children and young people's well-being and mental health. We think there will be big changes following this consultation and there is also a focus on Early Help from the Government. We have received the new prevention children's services grant. We want to use this grant in the right way by listening to everyone's feedback and using this in our service design.
2.2.5	Collaborate with Public Health and the Health & Wellbeing Board to gather and share insights, including relevant data from the Joint Strategic Needs Assessment (JSNA). This information will support the early identification of emerging needs and assist in the commissioning of support & provision, ensuring it is aligned with local health and wellbeing priorities.	March 2026	Commissioning Team / Service Lead – Consultant in Public Health / Head of SEND / Service Director – Education & SEND (WBC)	Priority 2 - Early Intervention		<b>April 2025:</b> A discussion was had in the Early Intervention priority group around the group deciding what they would like to get from the JSNA and that it can be what we want it to be e.g. a full assessment of need. It was decided it might be helpful for the new data analyst to share a presentation on the wider needs assessment – they will attend the next meeting (2 <sup>nd</sup> June 2025) to share this. It was also discussed that we need to ensure we are looking at what data is available in other Council departments to bring together a broader picture.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>• Take up of Early Help Services</li> <li>• Hits on Early Help Local Offer</li> <li>• Reduced education placement breakdown, reduced exclusions/ suspensions, increased attendance</li> <li>• Survey on practitioners' confidence in meeting SEND needs</li> <li>• No of schools accessing additional support service</li> </ul>						
2.3	<b>Increase our mental health support to schools to enable them to better meet the needs of children and young people early.</b>					
2.3.1	Implement a whole School Mental Health Project, delivered through the Education Psychology team, to be expanded and offered to all schools in West Berkshire, to be evaluated after one year.	September 2025	Virtual School Headteacher (WBC)	Priority 2 - Early Intervention		<b>April 2025:</b> Currently looking at what Phase 2 of the whole school mental health project will look like. There is no DBV funding available going forward so we are looking at other streams of funding to support on a one-off basis. There is a strong desire for a Phase two. Not just from schools that are currently taking part, but also because of the ongoing networking. There is a particular interest from secondary schools, which is really positive as we only had two secondary schools sign up to phase one.
2.3.2	Provide a supervision offer to schools to give staff a safe and reflective space to discuss	March 2026	Virtual School Headteacher (WBC)	Priority 2 - Early Intervention		<b>April 2025:</b> See update to action 2.3.2 regarding securing funding.

	operations and interventions. The supervision offer will support school leaders to put theory into practice and mitigate the risk of secondary trauma and burnout. This will begin with a trial with Headteachers, and project leads in the pilot schools.					
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Evaluations of impact of training delivered for workshops</li> <li>Staff confidence in applying learnt strategies within the classroom and how well-supported staff feel by SLT (before/after)</li> <li>Exclusions – qualitative feedback on how situations may have been managed differently since the training</li> <li>Alongside exclusions – reduction in number of incidents escalated to SLT</li> <li>Confidence in our project leaders of changing their ways of working - how confident do they feel applying knowledge</li> <li>Info on how beneficial school leaders feel the additional support for them has been</li> </ul>						
2.4	<b>Work with colleagues across the health system to develop, and implement, a needs-led approach to neurodiversity.</b>					
2.4.1	Raise awareness amongst parents and practitioners of ordinarily available services for neurodiverse children which can be accessed without a diagnosis. Monitor the impact by tracking access to, and engagement with, these services. Involve the Parent/Carer Forum and Parent Champions in shaping and sharing information to enhance reach and trust.	March 2026	Interim Head of Early Years and Participation & Engagement (WBC) / Designated Clinical Officer (BOB ICB)	Priority 2 - Early Intervention		<b>April 2025:</b> The Priority 2 group heard that the Service Manager – YJS has been having conversations with a company called Beebot AI. A lot of Local Authorities have done some collaboration with them around a digital self-service offer for families. This has the ability to redirect families away from the front door for those really low level universal needs.  <u>Beebot AI</u>  2.4.1 Children's Services Digital Business
2.4.2	Work with colleagues in the health system to review access criteria for the Autism service, to explore increasing capacity to meet demand for earlier intervention through a revised service offer. Recent changes to the ND pathway will be taken into consideration during this work.	March 2026	Learning Support Services Manager (WBC) / Designated Clinical Officer (BOB ICB)	Priority 2 - Early Intervention		<b>April 2025:</b> The Priority 2 group heard that health are attending the SENCO Update meeting on 4 <sup>th</sup> June to share about the changes made to the Neurodiversity pathway which were launched in October 2024. It was felt that until these changes were fully understood, the service offer cannot be reviewed. There was concern raised around the capacity of the Autism Team with criteria previously 'capped' at those children and young people with a diagnosis due to the numbers requiring the Autism Team's support. It was shared that it would be important, when we have a Head of SEND in post, that they can support in looking at this and providing support around funding etc.
2.4.3	Investigate rates of diagnosis and diagnostic pathways for ASD with health colleagues against the census and primary need data. Agree any actions required as a result of the review and by the review of the new Autism Pathway Pilot and screening.	March 2026	Learning Support Services Manager (WBC) / Designated Clinical Officer (BOB ICB)	Priority 2 - Early Intervention		<b>April 2025:</b> The Priority 2 group heard that the presentation at the SENCO Update meeting on 4 <sup>th</sup> June 2025 will provide some clarity around diagnostic pathways. The Autism Team know the numbers of those who are diagnosed who come into the Autism Team for support, but more work would need to be done with health to gather a full picture. Primary Need and Census data can be gathered from the Business Manager for SEND and the Performance, Research & Consult Analyst.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Increased take up of pre-diagnosis offer</li> <li>Improved waiting times from referral to treatment for children aged 8+ and under 8.</li> </ul>						

Priority 3: Inclusion						
No.	Task & Actions	Timeline	Owner	Governance 1 April 2025- 31 March 2026	RAG Status*	Commentary
3.1	<b>Increase the capability of our local schools to meet the needs of children and young people with SEND in a mainstream setting.</b>					
3.1.1	Maintaining review of schools that may have capacity for additional provisions over the next academic year	March 2026	Education Place Planning & Development Manager / SEND Strategy Officer (WBC)	Priority 3 - Inclusion		<b>May 2025:</b> Being reviewed as part of work taking place in Priority 4 of the SEND & Inclusion Strategy and increasing local specialist placement capacity.
3.1.2	Developing and sharing a best practice guide to support schools and settings on the most effective use of funding Element 2. Review the use of element 2 to promote targeted intervention at SEN support through early identification of need and timely access to appropriate resources.	April 2025	SEND Re-banding Review Lead / Service Director – Education & SEND (WBC)	Priority 3 - Inclusion		<b>April 2025:</b> The SEND Strategy Officer to request an update from the SEND Re-banding Review Lead.
3.1.3	Refresh OAP Guidance and link it to the process and application request format for EHC Assessment requests.	August 2025	SEND Re-banding Review Lead	Priority 3 - Inclusion		<b>April 2025:</b> The SEND Strategy Officer to request an update from the SEND Re-banding Review Lead.
3.1.4	Develop clear guidance to support admissions into specialist provisions in mainstream schools and special schools in West Berkshire to clarify how specialist provision fits into the graduated approach to support and when a specialist provision might be appropriate: <ul style="list-style-type: none"> <li>Guidance from Phase 2 of funding (banding review) to inform admissions to specialist provisions</li> </ul>	August 2025	SEND Strategy Officer / SEND Re-banding Review Lead / Learning Support Services Manager / Head of SEND (WBC)	Priority 3 - Inclusion		<b>April 2025:</b> The SEND Strategy Officer to request an update from the SEND Re-banding Review Lead.
3.1.5	Record secondary and other needs for pupils with SEND and that the correct primary need is recorded – linked to the data quality and Annual Review process	March 2026	Interim Principal SEN Manager	Priority 3 - Inclusion		<b>April 2025:</b> Previous Principal SEN Manager explained that it would take some time for all SEN needs to be updated in Capita ONE, due to needing to wait for an Annual Review to have taken place. The SEN team continue to have monthly data cleanse days. We are confident the data we are starting to see coming through is more accurate than previously. The Internal Data Task Group is discussing SCAP forecasts and it is hoped the next time this data is 'run' we will see a more accurate picture of types of SEND needs given the data cleansing work but also the developments that have been undertaken to the Capita ONE system; ensuring old 'codes' have been decommissioned.
3.1.6	Carry out a detailed analysis on the			Priority 3 -		<b>March 2025:</b> Work around the thematic review/visit focussed on children not in school, where



	profile of children and young people identified as Electively Home Educated (EHE) or on individual packages and identify any actions required to improve the experience of children and young people in these categories.			Inclusion		Elective Home Education was a key element. Learning from the review will inform work in this area moving forward, including looking at the sharing of information when Social Care is not involved with a child/family and access to services when a child/young person is not in school. The SEND Strategy Officer will attend DMT to discuss this action and how any future expansion of this action may need to look in this delivery plan.
3.1.7	Stephanie to put together wording around early response hub SEND data		Team Manager Contact Advice & Assessment Service (WBC)	Priority 3 - Inclusion		<b>April 2025:</b> Formal Early Help Consultation has started. Survey closes at end of May, with results available end of June 2025. This is a really exciting time for the feedback to be used to essentially build a service that our families want. No formal action for this delivery plan can be provided until finalisation of this coproduction piece as we do not want to anticipate what the outcome of this will be.
3.1.8	Enhance secondary schools' confidence in meeting the needs of children and young people with SEND, by providing targeted training, guidance and opportunities for partnership working, ensuring a more inclusive approach to admissions and provision.	March 2026	Head of SEND / Principal Adviser for School Improvement (WBC)	Priority 3 - Inclusion		<b>March 2025:</b> This action has been added to the delivery plan due to concerns raised by LA colleagues around school's ethos around inclusion, responding to consultations stating they cannot meet needs and not consistently making reasonable adjustments e.g. use of sensory aids. This action ties into the below action around Annual Reviews.  <b>April 2025:</b> Discussed in the Priority 3 group that the children and young people coming through are displaying more complex needs and there is a real issue with schools being able to recruit.
3.1.9	Review and strengthen capacity within the SEND Service to ensure Annual Reviews are completed in line with statutory requirements.	March 2026	Head of SEND / Service Director – Education & SEND (WBC)	Priority 3 - Inclusion		<b>March 2025:</b> Annual Reviews have been highlighted as a risk on the risk register. There is a particular concern around schools responding to consultations stating they cannot meet need, when this may be able to be avoided if EHCPs had been amended in a timely manner.  <b>April 2025:</b> Discussed in the Priority 3 group as a high priority. It was shared that there is a case that is currently going through tribunal, seemingly unnecessarily, due to a school saying they can meet need on consultation based on outdated paperwork, when the placement is inappropriate. There was also concern raised of delays in responding to Annual Reviews delays parents right of appeal. The SEND Strategy Officer to pick up with the Interim Principal SEN Manager around plans for capacity to support with Annual Reviews.
3.1.10	Develop and enhance data collection in the Capita ONE system around Annual Reviews. This may include amending the Annual Review involvement to allow for the recording of additional data relating to Annual Reviews. This will improve tracking of Annual Review completion and enable more effective monitoring through the SEND data dashboard.	December 2025	Interim Principal SEN Manager / Principal Systems Support Officer	Priority 3 - Inclusion		<b>May 2025:</b> The Interim Principal SEN Manager is working closely with the systems team to develop the Capita ONE system. There is a strategic review of the Capita ONE system to ensure all purchased modules are being utilised. This was originally scheduled for January but was moved to May due to OFSTED and then moved back to July by Capita. This will be added to the risk register. The Annual Review data has previously 'fallen off' the data dashboard. The team are new to using PowerBI and are working really hard to maintain and develop the dashboard. This will be added to the risk register. This action is also contingent on having the capacity within the SEND Team to respond to Annual Reviews
Measures of success (how will we know?) <ul style="list-style-type: none"> <li>• Increase in no. of inclusion spaces/ resource bases, including in planning stage</li> <li>• Reduction in number of statutory assessment requests from schools</li> <li>• Fewer requests for statutory assessments in Early Years and KS1</li> <li>• Schools confidence in ability to meet needs at Element 2 (SURVEY)</li> </ul>						
3.2	<b>Support our local schools to reduce fixed term and permanent exclusions of children and young people with SEND.</b>					
3.2.1	Develop a Delivery Plan to support schools in reducing the number of fixed term and permanent	March 2026	Head of SEND / Principal EP & Service Manager	Priority 3 - Inclusion		<b>March 2025:</b> Initial delivery of this action had been delayed due to there being no Service Manager for SEMH in post. A first draft delivery plan has been produced and is in the consultation phase. It is anticipated the finalised delivery plan will be implemented in March 2025, but does need to be

	exclusions of children and young people with SEND. Keep delivery plan under review to monitor impact. Intelligence could be used from the secondary pastoral collaborative group		SEMH / Team Manager Exclusions (WBC)			<p>looked at alongside an Alternative Provision Strategy. The embedded delivery plan remains incomplete as further developments are required.</p> <p><b>April 2025:</b> No further updates since March. It is important to have a Head of SEND in post to input into this.</p>
3.2.2	Review communication and information sharing processes across teams within education, and more broadly, to ensure information is shared at the earliest opportunity.	March 2026	Head of SEND / Principal EP & Service Manager SEMH (WBC)	Priority 3 - Inclusion		<p><b>March 2025:</b> Delivery of this action was delayed due to there being no Service Manager for SEMH in post. A review of the Capita ONE system is underway as well as work on aligning services (Emotional Health Academy, Therapeutic Thinking Support Team, Medical Tuition Service, Autism Advisory Service) via a common referral pathway and triage system. This work is still in development. The use of three potential data management systems (Capita ONE, Mosaic and IAPTUS) could still create data sharing issues moving forward and will need to be mitigated.</p> <p><b>April 2025:</b> There is concern that the strategic review of the Capita ONE system keeps getting pushed back, this is key to ensuring information sharing across professionals. There is work underway to align services in terms of the referral process (see priority 2 for a full update)</p>
3.2.3	Develop a sharing of best practice guide to support schools in effectively implementing the therapeutic approaches training they have received.	March 2026	Head of SEND / Principal EP & Service Manager SEMH (WBC)	Priority 3 - Inclusion		<p><b>March 2025:</b> There is a successful and well attended Therapeutic Network currently in place and is run by the lead for Therapeutic Approaches. We currently have a training and development lead who will take this forward. There is a requirement to understand if a best practice guide is the most appropriate action. We also need to link with the AATIMH Project to understand the full range of current available training and build on the current therapeutic network.</p>
3.2.4	Monitor the implementation of the amalgamated grant allocation process, ensuring it aligns with service support and provision requirements established through the joint triage system. Track outcomes and impact as part of an iterative approach to service delivery, using findings to inform ongoing improvements.	March 2026	SEND Re-banding Review Lead / Principal EP & Service Manager SEMH (WBC)	Priority 3 - Inclusion		<p><b>March 2025:</b> Alongside the alignment of services grants will be amalgamated and allocated against service support and provision requirements established via a joint triage system. Monitoring of outcomes/impact will form part of an iterative approach to service delivery.</p> <p><b>April 2025:</b> See update to action 2.2.3. Looking at introducing early support funding which amalgamates all funding currently accessed by schools. This would result in a single funding approach and a single triage for referral.</p>
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>• Reduction in exclusion rates (fixed-term and permanent)</li> <li>• Attendance rates: Improvement in overall school attendance</li> <li>• Student engagement and wellbeing measures: High levels of student satisfaction and engagement (school's own measures)</li> <li>• Increase in number of behaviour policies which reflect the therapeutic, relational and trauma informed approach</li> <li>• Changes to the referral rates to, and outcomes from, support services</li> </ul>						
3.3	<b>Develop systems and processes to support children and young people with SEND moving successfully from primary to secondary education.</b>					
3.3.1	Measure the impact of the year 6 to year 7 transition support programme, ensuring its continued delivery and assessing whether any changes are needed to enhance support for students.	March 2026	Learning Support Services Manager / Team Manager Exclusions / Head of SEND	Priority 3 - Inclusion		<p><b>April 2025:</b> The programme is progressing with visits having been made to every school who is involved in the programme. It would have been ideal to have started the programme in September as it has taken some time to get the permission slips back. Schools will be revisited to monitor completion of checklist and there will be a plan in place for each child participating in the project.</p>
3.3.2	Ensure a clear communication plan	March 2026	Head of SEND /	Priority 3 -		<p><b>April 2025:</b> This has been shared with schools in the form of a booklet and some briefing sessions</p>

	for transition guidance is in place and work towards embedding earlier transition planning for children and young people with SEND (EHCP & SEN Support). This will be done by: <ul style="list-style-type: none"> <li>Establishing a structured plan to share transition guidance with Headteachers each autumn, setting clear expectations and timelines.</li> <li>Work towards transition planning beginning in Year 5.</li> </ul>		Learning Support Services Manager / Team Manager Exclusions (WBC)	Inclusion		were held before Christmas. Schools have had lots of opportunity to discuss it and it was completed in conjunction with a variety of different parties.
3.3.3	Create a West Berkshire Relational Inclusion Policy for Education. The strategy will encompass other work strands e.g. transition and fair access and will set a standard for inclusion which will benefit all young people and learning communities in West Berkshire.	March 2026	Virtual School Headteacher (WBC)	Priority 3 - Inclusion		<b>April 2025:</b> There was a relational policy workshop day back in March, as a result, we have been able to co-produce with our participating schools what we think a policy framework would look like. Once it is all signed off and ratified, schools will be able to adopt and adapt it as they see fit. It is 95% written. It sort of sits on top of other policies e.g. behaviour policies. One clear golden thread through the new OFSTED framework is the feeling of belonging and this sets out what schools need to be doing to ensure children and young people feel like they belong and feel secure in school. It includes things like the therapeutic thinking team interventions. The policy framework will be shared once it has been signed off. As a project (mental health project), we are looking at securing funding on public health grounds instead to secure funding for Phase two. We have put a proposal together for public health funding, which will be submitted by the end of May. Alongside this, we are also getting expressions of interest from schools to support the public health initiative. If we have buy in from another 10 schools, it is worth investing in.

#### Measures of success (how will we know?)

- Reduction in the number of fixed term and permanent exclusions.
- No. of children with an EHCP in a phased transfer year group remaining in mainstream including reduction in requests for specialist placements at transitions points
- No of children on SEN Support in a phased transfer year group transferring without recourse to an EHC assessment request.
- Reduction in placements at AP and INMSS made at secondary transition

3.4	<b>Work with school partners to identify opportunities for the provision of specialist outreach support into mainstream settings.</b>					
3.4.1	Review and develop special school outreach service, with identified funding and revised Service Level Agreement.	March 2026	Learning Support Services Manager / Service Director Education & SEND	Priority 3 - Inclusion		<b>March 2025:</b> In discussions with the Service Director for Education & SEND, it was agreed that this action was not able to be progressed during the duration of the previous delivery plan and has therefore continued into this delivery plan.
3.4.2	Review and develop Pupil Referral Unit outreach service, with identified funding and revised Service Level Agreement.	September 2026	Principal EP & Service Manager SEMH	Priority 3 - Inclusion		<b>March 2025:</b> The PEP is in the process of developing an SLA with iCollege, within which the outreach service will be included. The OFSTED Thematic Review indicated confidence in the iCollege offer more generally.
3.4.3	Stephanie to write wording around Early Response Hub outreach		Team Manager Contact Advice & Assessment Service (WBC)			<b>March 2025:</b> There is currently a period of significant change/consultation and development within the Early Help space together with Family Hubs. Following this alignment, an action will be provided. It was agreed this was the best approach to take to ensure there was no duplication.  <b>April 2025:</b> See update to action 3.1.7



#### Measures of success (how will we know?)

- No. of schools accessing outreach support.

- Satisfaction with SISS (SURVEY)
- Satisfaction with PRU outreach service (SURVEY)
- Reduction in suspensions/ exclusions and increased attendance.

3.5	<b>Support our Local Schools with the early identification of EBSA and a consistent implementation of provision.</b>					
3.5.1	Establish a community of practice group to gain an understanding of how children and young people with EBSA are being supported locally and to disseminate good practice, ensuring there is a shared understanding across the local area.	March 2026	Principal EP & Service Manager SEMH / Head of SEND	Priority 3 - Inclusion		<p><b>March 2025:</b> SENCO Conference in 2025 will focus on EBSA. Currently, only a small number of tickets have been sold and the event will not break even if there isn't more interest. It is hoped the conference will provide new ideas and perspectives. The Task Group felt that they could act as the Community of Practice Group, provided there was the right representation. This was further discussed in the Task Group held on 05/03 where the group defined the purpose of having a Community of Practice Group including:</p> <ul style="list-style-type: none"> <li>• Sharing best practice and strategies across schools and services</li> <li>• Providing clear definitions of EBSA and distinguishing it from broader mental health or SEND issues</li> <li>• Encouraging multi-agency collaboration, particularly with social care and health services</li> <li>• Raising awareness of available local support and]</li> <li>• Ensuring all agencies work towards a unified approach to supporting students</li> </ul> <p>There is currently no EP in post with the capacity or special interest in EBSA. The EBSA team are currently receiving some additional support from the Emotional Health Academy.</p> <p>The Principal EP/Service Manager for SEMH is chairing the EBSA task group and will be taking this forward as a Community of Practice was fully defined.</p> <p><b>April 2025:</b> A group of Primary Schools are looking at the training element which may inform the community of practice; combined with parent community and how we support them.</p>
3.5.2	Develop a programme of learning for our schools to ensure our workforce is confident in supporting children and young people with EBSA.	March 2026	Principal EP & Service Manager SEMH / Head of SEND	Priority 3 - Inclusion		<p><b>March 2025:</b> Funded training will be offered to schools as a pilot (small group of schools) for the whole school and families. Schools have been asked to submit a expression of interest. Training Link: <a href="https://www.edpsyched.co.uk/ebsa-horizons-schools">https://www.edpsyched.co.uk/ebsa-horizons-schools</a></p> <p><b>April 2025:</b> 8 Primary Schools want to join the pilot there are a number of meetings across the year to be organised to support schools and monitor how the training is going. It is 12 hours of training accessible for the year and all online. It is tiered training e.g. office staff 45 mins. It is appropriate for role level within the school. It is whole school training, with all staff to be trained. Schools also have a family license to give access to resources for families.</p> <p>Secondary schools were offered the training too. We are hopeful two secondary schools will join the pilot. We are looking at purchasing as a pilot pack which will be offered at a discounted price for secondary schools. We are still to define which secondary schools will be joining the pilot. Having secondary schools on board will support next steps with working with secondary schools around EBSA.</p>
3.5.3	Explore increasing capacity within the EBSA service to meet demand for earlier intervention.	March 2026	Principal EP & Service Manager SEMH / Head of SEND	Priority 3 - Inclusion		<p><b>March 2025:</b> Schools have been surveyed around their experience of all SEMH services. There will be continuing work to measure service impact going forward. Many secondary schools were unsure whether they could access EBSA support, and OFSTED flagged this as an issue in the Thematic Review. There is an additional action within the delivery plan for 2025-2026 to explore secondary access to EBSA support to address this grow in demand.</p> <p>There are an increasing number of high-complexity cases, which EBSA services may not be able to fully support. There are lots of teams within West Berkshire Council who will be working with EBSA</p>



						<p>children and young people, so there is a requirement to understand how we might be able to use Capita ONE to record this information. Coding of Part-time Timetables might give us a better idea of numbers of children and young people experiencing EBSA.</p> <p>Schools have provided feedback that there is an overlap of support services, but that there is not joined up working – this will be looked at as part of the SEMH services review.</p> <p>Still working on increasing EP capacity across the board. EP element incorporated into funding.</p>
3.5.4	<p>Review, and re-launch, our EBSA guidance. To achieve this, we will:</p> <ul style="list-style-type: none"> <li>• Develop updated guidance for schools</li> <li>• Create accessible guidance for parent/carers – this could be in the form of a parent/carer booklet</li> <li>• Ensure all resources are available on the Local Offer for easy access</li> </ul>	March 2026	Principal EP & Service Manager SEMH / Head of SEND / West Berkshire Parent/Carer Forum	Priority 3 - Inclusion		<p><b>March 2025:</b> Currently there is ongoing development work to create a page on EBSA for the Local Offer. The EBSA Task Group held on 05/03 agreed that the guidance would need to be updated after the EBSA Horizons training has been implemented, as this will inform best practices going forward. It was suggested that schools who undergo the training could be involved in shaping the revised guidance going forward.</p> <p><b>April 2025:</b> Although guidance is dated 2020, does incorporate what is happening locally to support young people with EBSA. Is important to review regularly and would like to incorporate information from the training. Guidance refresh to be coproduced and include language which is useful. Latest research, webinars etc. will need to be incorporated into refresh.</p>
3.5.5	Develop Secondary School access to support children presenting with EBSA to address a grow in demand	March 2026	Principal EP & Service Manager SEMH / Head of SEND	Priority 3 - Inclusion		<p><b>April 2025:</b> Initially we need to understand from schools what interventions look like from a school perspective, including data and determine if there is another approach for secondary schools which needs to be explored.</p> <p>We need to ensure secondary school representation on the EBSA task Group. Some work had previously been done around secondary school support for EBSA, which the SEND Strategy Officer will investigate.</p>
3.5.6	Identify children who experience persistent difficulty attending school; working with partners including Health to ensure timely sharing of information to improve outcomes of these children.	March 2026	Head of SEND (WBC) / Principal EWO & Lead Officer for Safeguarding (WBC) / Designated Clinical Officer (BOB ICB) / Social Care (WBC)	Priority 3 - Inclusion		<p><b>April 2025:</b> We need a better understanding of who the children are and where they are. Feeding back through both primary and secondary schools. Overlap of how children are being supported. In SEMH services, developing a single referral form which may support with data gathering i.e. a way of identifying EBSA at earlier levels.</p> <p><u>EBSA Advisory Report &amp; Data</u></p> <div>  <p>3.5.6.1 EBSA Advisory Team report 2023_20</p> </div> <div>  <p>3.5.6.2 EBSA Advisory Team 2024-25 (to 25</p> </div>

#### Measures of success (how will we know?)

- Reduction in number of pupils absent from school due to EBSA.

### Priority 4: Developing Local Specialist Provision & Support

No.	Task & Actions	Timeline	Owner	Governance 1 April 2025-	RAG Status*	Commentary
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				31 March 2026		
4.1	<b>Identify the current, and future, needs of children and young people with SEND to ensure their needs can be met locally.</b>					
4.1.1	Understand better the needs of the current and future cohorts of children with SEND to ensure the availability of the type of education provisions required to meet need, refreshing the SEND Sufficiency Plan annually and publishing by September each year.	September 2025	Head of SEND / SEND Strategy Officer / Interim Education Development Officer – SEND Projects (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP):  Sufficiency Strategy Task and Finish Group		<b>April 2025:</b> The first sufficiency task and finish group was held on 24/04. It was agreed that this group was likely a duplication of the internal data task group, so this group has been paused for now. Governance remains around SEND Sufficiency, with a group meeting on 30 <sup>th</sup> May 2025.
4.1.2	Undertake a banding review of unit costs of mainstream, maintained special and alternative provision to ensure parity and alignment with local and national funding arrangements	August 2025	SEND Re-banding Review Lead (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<p><u>Fair and Transparent Funding Model – Mainstream Schools</u></p> <p>March 2025 The Working Group has met monthly from November and is due to meet again on 10th February. Helen has amended the preferred LA example framework to reflect West Berks context and in line with feedback. The working group has tested some EHCPs from the representative schools against these. Some further suggested amendments have been made. Group is reviewing the draft mainstream school SEND Funding Guidance and providing feedback. Helen has met with DCO to support health engagement. SEND school mapping data requested is developing well and will be shared with group in Feb and March meetings. Agreed Helen will lead OAP Working Group. Members of current funding working group can become involved in the OAP working group. An Early Support Funding Framework has been drafted for consideration by the group. Going forward the following work is still to be completed:</p> <ul style="list-style-type: none"> <li>• Further amend draft Framework to reflect feedback to date and West Berks needs.</li> <li>• Meeting with EHCP team to engage with them and get their feedback and suggestions.</li> <li>• Test with larger sample of EHCPs (Feb / March)</li> <li>• Amend Mainstream School SEND Funding Guide to reflect feedback to date.</li> <li>• Meeting with secondary SEND leads 10th Feb and SENDCo network (5th March) to get feedback and suggestions.</li> <li>• Engage with broader health partners (Helen)</li> <li>• Develop Early Support Funding model / framework for development Feb / March</li> </ul> <p>There are concerns with regards to the capacity of services to be actively involved in the work. Services are doing their best to attend and be involved.</p> <p><u>Fair and Transparent Funding Model – Specialist Schools and specialist provisions in mainstream</u></p> <p>March 2025 Draft descriptors Have been put together for SEMH provisions (ICollege EHCPs and Castle @ Theale) and for Brookfields and Castle. These were tested on 27th January in moderation sessions with special schools. The feedback was that with some minor amendments the descriptors clearly described children and young people in their cohorts and there was consistency of judgement across schools and within schools. Planned activity going forward includes:</p> <ul style="list-style-type: none"> <li>• Helen is making the proposed amendments. The schools are allocating an indicative descriptor for all their pupils against the framework. An all-day moderation session (SEMH in</li> </ul>

						<p>the morning and Brookfields and The Castle in the afternoon) will take place on 10th March.</p> <ul style="list-style-type: none"> <li>Helen to make contact with finance team to ensure they are ready for financial modelling actions.</li> </ul> <p>Some risks have been identified including:</p> <ul style="list-style-type: none"> <li>Discussion held on current cohorts and particularly pupils who should be able to have their needs met in a specialist provision in a mainstream school or a mainstream school. This impacts on the staffing structures and the breadth of curriculum in a special school / AP setting. The impact is that there are not sufficient places available for those children and young people who really need a special school setting and so they are in mainstream schools. This then impacts on mainstream schools.</li> <li>iCollege also needs this clarity regarding placement of pupils with an EHCP and process for this.</li> </ul> <p>Suggested mitigations are:</p> <ul style="list-style-type: none"> <li>This work needs to lead to clear guidance to support admissions into special school / specialist provision placements. Some other LAs also have videos to support clarity for parents / carers and mainstream schools. The special schools welcome this. This action is in the delivery plan.</li> <li>For iCollege this should be picked up in the discussions with them to develop an SLA.</li> </ul>
4.1.3	Review and updating of Strategic and Operational commissioning and procurement practices in relation to placement and Alternative Provision - including brokerage and contract management	December 2025	Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<p><b>March 2025:</b> A review has been completed with the outcome of the review being to re-design and re-resource commissioning arrangements across Children's Services to ensure appropriate cost-effective provision is available locally and that contracts are monitored more closely to ensure value for money.</p> <p><b>April 2025:</b> The commissioning team roles have been approved by FRP on a two year fixed term basis initially and are out advertisement.</p>
4.1.4	Consider bringing the commissioning functions together for SEND to support a shared and accurate picture of local need informed by joint data sets developed through the SEND Dashboard that further informs commissioning and monitoring of impact of services as well as opportunities for joint commissioning.	December 2025	Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<p><b>April 2025:</b> The commissioning team roles have been approved by FRP on a two year fixed term basis initially and are out advertisement.</p>
4.1.5	Review decision making processes to ensure transparency, consistency, and value for money. Decision making processes to be updated, where necessary, on the Local Offer.	September 2025	SEND Re-banding Review Lead / Head of SEND (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<p><b>March 2025:</b> A review of decision-making processes was completed in August 2024 and a report was shared with DMT. This work is now dependent on the outcome of the SEND Banding Review</p>
4.1.6	Link the work being undertaken to analyse independent and non-maintained specialist placements with the Banding Review work: Need to understand the data in terms of the Phase 2 banding review working group	August – September 2025	SEND Re-banding Review Lead / Head of SEND (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		
4.1.7	Work in partnership with the Parent//Carer Forum to ensure that	March 2026	Head of SEND / SEND Strategy	Priority's 4 & 5: Developing		

	the experiences and insights of parents and carers are central to co-production and identifying the current and future needs of children and young people with SEND. This will involve regular discussions, feedback opportunities and joint planning to develop services that are closely aligned with the needs of local families.		Officer / Interim Head of Early Years and Participation & Engagement (WBC) / West Berkshire Parent/Carer Forum	Local Specialist Provision (including AP)		
4.1.8	<p>Develop, and publish, a clear and accessible Continuum of Provision guide on the Local Offer. This guide will:</p> <ul style="list-style-type: none"> <li>Support parents/carers in understanding the range of SEND Provision available across West Berkshire, including types of settings, how placement panel's operate and how &amp; when school visits can be arranged.</li> <li>Improve families' confidence and clarity when considering educational options, leading to more informed and timely decisions around school placements.</li> <li>Be reviewed annually.</li> </ul>	September 2025	Head of SEND / Interim Principal SEN Manager / Learning Support Services Manager / DBV Programme Coordinator	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> New action added April 2025. A discussion was had about ensuring that there is consistency and clear information for parents/carers, in one place, to support them when providing their school preference(s) for their child with an EHCP. Feedback from parents has been that they don't know how to choose or school, or what is available. It was agreed that the first steps of this action would be to research what information is currently available on the Local Offer and understand from parents how this information could be presented to be most useful to them, given concerns around duplication of information and required resources to keep such a continuum of provision document up to date.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Alignment of unit costs with statistical neighbours and national benchmarking</li> <li>Reduction in requests for EHC Needs Assessments.</li> <li>Clear and transparent decision-making processes published on the Local Offer.</li> <li>Reduction in unit costs for placements in IMNS and AP.</li> <li>Reduction in price increase in current high-cost placements in IMNS and AP.</li> <li>Increase in sustainable AP provision.</li> <li>% of children placed in good, or outstanding provision</li> </ul>						
4.2	<b>Work with our local mainstream provision to identify opportunities to develop additional SEMH, Autism, MLD and SLD provision.</b>					
4.2.1	Develop a district wide plan for expanding specialist resource provision, or units, in mainstream settings. This will be informed by the sufficiency plan data and emerging patterns of need, with a focus on ensuring there is a continuum of provision across all phases.	September 2025	Head of SEND / Education Place Planning & Development Manager / Interim Education Development Officer – SEND Projects / SEND Strategy Officer	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>May 2025:</b> Proposed new action developed in response to feedback requesting a reduction in duplicated actions, with a focus on broader, data-led priorities aligned with sufficiency plan, rather than overly specific tasks. Action to be agreed by Priority 4/5 in June 2025.



			(WBC)			
4.2.2	Engage with schools, and other stakeholders, to explore and co-produce models of inclusive provision that respond to identified gaps.	March 2026	Head of SEND / Education Place Planning & Development Manager / Interim Education Development Officer – SEND Projects / SEND Strategy Officer (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>May 2025:</b> Proposed new action developed in response to feedback requesting a reduction in duplicated actions, with a focus on broader, data-led priorities aligned with sufficiency plan, rather than overly specific tasks. Action to be agreed by Priority 4/5 in June 2025.
4.2.1	<del>Develop a 12-place provision in the west of the Authority for primary age children with Autism / SEMH (an equivalent provision to Kennet Valley Primary School Autism / SEMH provision in the east of the Authority)</del>	<del>2026/27</del>	<del>Head of SEND / Education Place Planning &amp; Development Manager / Interim Education Development Officer – SEND Projects / SEND Strategy Officer (WBC)</del>	<del>Priority's 4 &amp; 5: Developing Local Specialist Provision (including AP):</del>		<del>March 2025 – Primary Schools have been scoped with a possible two identified as possible schools to have an Autism/SEMH provision. Sufficiency analysis and SCAP forecasts to be used to ascertain this is the right provision for this area of the authority.</del>
4.2.2	<del>Explore opportunities to develop MLD resourced provision in secondary mainstream schools</del>	<del>2026/27</del>	<del>Head of SEND / Education Place Planning &amp; Development Manager / Interim Education Development Officer – SEND Projects / SEND Strategy Officer (WBC)</del>	<del>Priority's 4 &amp; 5: Developing Local Specialist Provision (including AP):</del>		<del>March 2025 – Possible secondary MLD site has been identified, and a project group has been set up to progress this work.</del>
4.2.3	<del>Develop primary MLD /SLD units in a network of primary schools (the total number of units to be determined by the Sufficiency Strategy)</del>	<del>2026/27</del>	<del>Head of SEND / Education Place Planning &amp; Development Manager / Interim Education Development Officer – SEND Projects / SEND Strategy Officer (WBC)</del>	<del>Priority's 4 &amp; 5: Developing Local Specialist Provision (including AP):</del>		<del>March 2025 – much work has been completed, and potential sites have been scoped.</del>
4.2.4	Work with our Resource Provisions to review, and amend, their admissions criteria, supporting them to meet the needs of more complex children.	April 2025	SEND Re-banding Review Lead / Learning Support Services Manager / Interim Principal SEN Manager / SEND Strategy Officer (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>March 2025:</b> A desktop analysis of current SLAs for West Berkshire's Resource Bases and Units has been completed. A meeting is scheduled for 27/03 to discuss the findings of this desktop analysis. Discussions were had in the Creation of Specialist Placements meeting around standardising the SLAs and thinking about how this needs to tie into the banding review work. The SEND Re-banding Review Lead, Learning Support Services Manager & Interim Principal SEN Manager will be visiting the resource provisions/units in the coming weeks to start looking at description of need as part of the banding review work.

<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>No. of available local specialist placements in mainstream provision</li> <li>Reduction in INMSS use and spend</li> </ul>						
4.3	<b>Work with our local maintained special schools to identify opportunities for expansion and exploring with partners opportunities for additional specialist provision.</b>					
4.3.1	Build additional classrooms at The Castle School to create additional places by April 2026	April 2026	Education Place Planning & Development Manager / Interim Principal SEN Manager (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> This is a four classroom newbuild which will be able to accommodate an additional 32 pupils. It is due for practical completion in December 2025. The additional classrooms are due to open in January 2026 to allow the schools to set up the classrooms, ensuring appropriate teaching and support staff are in place.
4.3.2	Determine whether the long-term need for special school places for children with learning difficulties can be met through expansion of existing local special schools or whether an additional special school needs to be developed, in partnership with neighbouring Local Authorities.	March 2026	Education Place Planning & Development Manager / Head of SEND / Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		
4.3.3	Work collaboratively with a range of providers (e.g. maintained, non-maintained, Academy, INMSS) to identify cost-effective and sustainable solutions to increasing local capacity, including through partnership working and commissioning approaches.	March 2026	Head of SEND / Commissioning Team / Education Place Planning & Development Manager (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>May 2025:</b> Proposed new action developed in response to feedback requesting a reduction in duplicated actions, with a focus on broader, data-led priorities aligned with sufficiency plan, rather than overly specific tasks. Action to be agreed by Priority 4/5 in June 2025.
4.3.3	<del>Work with local academies to identify opportunities for expanding specialist provision, ensuring that local options continue to meet the needs of children and young people with SEND.</del>	<del>March 2026</del>	<del>Head of SEND / Commissioning Team / Education Place Planning &amp; Development Manager (WBC)</del>	<del>Priority's 4 &amp; 5: Developing Local Specialist Provision (including AP)</del>		
4.3.4	<del>Work with non-maintained and independent schools to identify opportunities for expanding access to specialist provision. Explore cost-effective solutions such as block purchasing of placements to ensure a sustainable, high quality range of specialist provision locally.</del>	<del>March 2026</del>	<del>Head of SEND / Commissioning Team (WBC)</del>	<del>Priority's 4 &amp; 5: Developing Local Specialist Provision (including AP)</del>		
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Number of specialist local provision places</li> <li>Reduction in INMSS use and spend</li> </ul>						
4.4	<b>Develop bespoke packages of</b>					

	<b>support for children and young people who are not attending school for health or other reasons.</b>					
4.4.1	Review Local Authority policy on education of children not attending school for health or other reasons (S19)	October 2025	Principal EWO and Safeguarding Lead & Acting Service Manager Vulnerable Learners & Families / Principal EP & Service Manager SEMH (WBC)	Priority 4: Developing Local Specialist Provision (including AP)		<p>March 2025 – A review of Local Authority Policy on education of children not attending school for health or other reasons (s19) was completed and presented at DMT in July 2024 but there was some delay in awaiting next steps, therefore this action is marked as delayed.</p> <p>Work around the thematic review/visit focussed on children not in school. Learning from the review will inform work in this area moving forward.</p>
4.4.2	Determine what additional resources are needed to ensure that the duty to make suitable provision for children not attending school for health or other reasons is fully met	December 2025	Principal EWO and Safeguarding Lead & Acting Service Manager Vulnerable Learners & Families / Principal EP & Service Manager SEMH (WBC)	Priority 4: Developing Local Specialist Provision (including AP)		March 2025 – See update to action 4.4.1 above. This action is dependent on outcome of this action and a decision on additional actions following the thematic review/visit.
4.4.3	Ensure that there is the capacity to create and monitor bespoke educational packages for children who are not attending school (including through the use of personal budgets)	March 2026	Commissioning Team / Principal EWO and Safeguarding Lead & Acting Service Manager Vulnerable Learners & Families / Principal EP & Service Manager SEMH (WBC)	Priority 4: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> Through the budget process, we have secured the capacity to manage Personal Budgets, which we didn't have previously.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Reduction in Complaints (Stage 1 and Stage 2) &amp; Local Government Ombudsman cases</li> <li>Reduction of cases in which children are not in receipt of education (S19), and a reduction in the time that they are out of education</li> </ul>						
4.5	<b>Work with stakeholders to develop an enhanced short break offer to better meet the needs of children and young people with SEND and their families, locally.</b>					
4.5.1	Use data analysis to review the availability and take-up of local short break provision, ensuring a comprehensive understanding of demand. This will inform the needs	March 2026	Commissioning Team / SEND Strategy Officer / Interim Head of Early Years &	Priority's 4 & 5: Developing Local Specialist Provision		<b>April 2025:</b> SEND Strategy Officer and Interim Head of Early Years and Participation & Engagement are undertaking visits to Short Breaks providers to support with monitoring of what is currently being delivered and identifying areas where there is the need to develop the Short Breaks Offer. This will be analysed alongside a recent parent/carers feedback survey and handed over to the Commissioning Team when they are in post.

	analysis and short breaks procurement strategy and support the competitive tender process to commission provision that effectively meets the needs of children and young people with SEND across the Local Area.		Participation and Engagement (WBC)	(including AP)		
4.5.2	Collaborate with local providers to identify and address gaps in short break provision, such as after school and holiday club services in the East of the authority, post-16 short breaks and short breaks for children with complex health needs. As part of this process, use data analysis to inform a competitive tender process, ensuring that services are developed to meet these specific needs and are accessible across the Local Area.	March 2026	Commissioning Team / SEND Strategy Officer / Interim Head of Early Years & Participation and Engagement (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		See above.
4.5.3	Explore the opportunity to expand access to provision following outcome of Parent Carer Needs Assessments (PCNA) improving access to provision ensuring it is inclusive and responsive to diverse family needs.	March 2026	Commissioning Team / SEND Strategy Officer / Interim Head of Early Years & Participation and Engagement / Principal Social Worker & Academy Lead (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> See above. Requires commissioning team capacity.
4.5.4	Explore opportunities for collaboration with neighbouring Local Authorities to expand access to short break provision, enabling families to access support which might be geographically closer to them, even if this falls outside of Local Authority boundary. This will include mapping existing provision, identifying potential partnership opportunities and developing agreements to improve choice and accessibility for families.	March 2026	Commissioning Team / SEND Strategy Officer (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> See above. Requires commissioning team capacity.
4.5.5	Through co-production with the Parent/Carer Forum ensure that information about Short Breaks is clear, accessible, and transparent on the Local Offer. This will include developing a 'One Page Service Offer' (previously known as plan on a page) that clearly sets out the 'Universal', 'Supported' and	March 2026	SEND Strategy Officer/ Interim Head of Early Years & Participation and Engagement (WBC) / West Berkshire Parent/Carer	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		



	'Specialist' short break provision available, along with eligibility criteria, to help families understand and access the support they need.		Forum			
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Increased offer for assessed and non-assessed short breaks, including in the East</li> <li>Satisfaction rates (SURVEY).</li> </ul>						
<b>Priority 5: Strengthening Alternative Provision</b>						
No.	Task & Actions	Timeline	Owner	Governance 1 April 2025- 31 March 2026	RAG Status*	Commentary
5.1	<b>Undertake a needs analysis to ensure that we understand demand and can meet need.</b>					
5.1.1	Develop and implement an Alternative Provision Strategy for West Berkshire, which is informed by the annual refresh of the SEND Sufficiency Plan. The Alternative Provision Strategy will be co-produced with schools, children and young people and their families, to ensure it effectively meets local demand and addresses the needs of those requiring Alternative Provision.	March 2026	Commissioning Team / Principal EWO and Safeguarding Lead & Acting Service Manager Vulnerable Learners & Families / Principal EP & Service Manager SEMH (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> There is a requirement to first understand the data, before the strategy can be written.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Increased number of Alternative Provision placements available within the district</li> <li>Reduction in out of area placements</li> <li>Improved attendance, engagement and outcomes</li> <li>Earlier identification of emerging needs</li> </ul>						
5.2	<b>Deliver high quality Alternative Provision locally operating alongside mainstream and special schools to meet the needs of our learners for some, or all, of their education.</b>					
5.2.1	Work with the market to develop a range of alternative provision available in West Berkshire to meet individualised needs of our children and young people	March 2026	Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> Require commissioning team to be in post. Agreement at FRP to recruit on an initial 2-year fixed term basis. The roles are currently being advertised.
5.2.2	Develop guidance for schools on commissioning and monitoring the	March 2026	Commissioning Team (WBC)	Priority's 4 & 5: Developing		<b>April 2025:</b> Require commissioning team to be in post. Agreement at FRP to recruit on an initial 2-year fixed term basis. The roles are currently being advertised.

	enhanced alternative provision offer			Local Specialist Provision (including AP)		
5.2.3	Establish commissioning and quality assurance processes in relation to alternative provision	March 2026	Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> Require commissioning team to be in post. Agreement at FRP to recruit on an initial 2-year fixed term basis. The roles are currently being advertised.
5.2.4	Create and embed the AP directory into the Local Offer website	March 2026	Commissioning Team / Specialist Information Officer EYs & Local Offer (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> Require commissioning team to be in post. Agreement at FRP to recruit on an initial 2-year fixed term basis. The roles are currently being advertised.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Increased AP offer</li> <li>Fewer mainstream placement breakdowns</li> <li>Reduced INMSS</li> <li>Reduction in second chance mainstream placements and AP and specialist placements, from mainstream</li> <li>Regular QA reports provided</li> </ul>						
5.3	<b>Further develop short- and medium-term alternative provision to enable students to re-engage with education and return to mainstream schools (iCollege).</b>					
5.3.1	Develop additional KS3 capacity for medium term in-reach turnaround placements.	March 2026	Commissioning Team / Principal EP & Service Manager SEMH (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> Require commissioning team to be in post. Agreement at FRP to recruit on an initial 2-year fixed term basis. The roles are currently being advertised.
5.3.2	Explore the development of additional full-time OFSTED registered Alternative Provision to address gaps in provision, including for children in Early Years. This will focus on developing options that support pupils with re-engaging with education and successfully transitioning back into mainstream schools or colleges (where appropriate), ensuring a continuum of provision for all age groups.	March 2026	Commissioning Team / Principal EP & Service Manager SEMH (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> Require commissioning team to be in post. Agreement at FRP to recruit on an initial 2-year fixed term basis. The roles are currently being advertised.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Number of AP places at iCollege</li> </ul>						

<ul style="list-style-type: none"> <li>Increased AP placements from other providers</li> <li>Reduction in INMSS</li> <li>Reduction in exclusions and managed moves</li> <li>Overall increased attendance data</li> </ul>						
5.4	<b>Develop short- and medium-term emergency alternative provision for children and young people who have no educational setting.</b>					
5.4.1	Ensure that there are short term education placements available for children with high level needs moving into the area (for example Children in Care returning to or placed in West Berkshire; Pupils with a special school named on their EHCP who have recently moved into area), or at risk of PEX from specialist placement, whilst alternative permanent placements are identified.	March 2026	Commissioning Team / Head of SEND / Principal EWO and Safeguarding Lead & Acting Service Manager Vulnerable Learners & Families / Principal EP & Service Manager SEMH (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> Require commissioning team to be in post. Agreement at FRP to recruit on an initial 2-year fixed term basis. The roles are currently being advertised.
5.4.2	Work with schools and iCollege to ensure that referral information to iCollege provides SEND information, and that children and young people are correctly coded on census returns. This will help inform support: <ul style="list-style-type: none"> <li>Look at referral information to ensure children and young people are coded as SEN Support or EHCP</li> <li>Look at referral information to iCollege to ensure it captures need and thus ensures accurate recording</li> </ul>	December 2025	Commissioning Team / Principal EP & Service Manager SEMH (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<b>April 2025:</b> Require commissioning team to be in post. Agreement at FRP to recruit on an initial 2-year fixed term basis. The roles are currently being advertised.
5.4.3	Work with schools to review, and refine, coding practices for Permanent and Fixed-term exclusions to ensure the information received accurately reflects level of need. This will include ensuring that 'incidents' are appropriately categorised enabling a clearer understanding of reasons for exclusions; informing the development of targeted emergency Alternative Provision.	July 2025	SEN & DCT Business Manager / Principal EP & Service Manager SEMH / Head of SEND (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Reduction in numbers of children without a school place (target 0)</li> <li>Reduction in time out of school placement</li> </ul>						

Priority 6: Preparation for Adulthood						
No.	Task & Actions	Timeline	Owner	Governance 1 April 2025- 31 March 2026	RAG Status*	Commentary
6.1	Improve access to high quality information regarding preparation for adulthood for young people with SEND and their families.					
6.1.1	Through co-production with the Parent Carer Forum and Parent Champions, plan and deliver transition themed workshops for young people with SEND and their families.	March 2026	Interim Head of Early Years and Participation & Engagement (WBC) / West Berkshire Parent Carer Forum / Parent Champions	Priority 6: Preparation for Adulthood		
6.1.2	Review and improve the Preparation for Adulthood content of the SEND Local Offer website.	March 2026	SEND Strategy Officer / Interim Head of Early Years and Participation & Engagement / Specialist Information Officer EYs & Local Offer (WBC) / West Berkshire Parent/Carer Forum	Priority 6: Preparation for Adulthood		
6.1.3	Through co-production with young people with SEND, develop, and share, information on Preparation for Adulthood in a way that is accessible, meaningful and youth friendly. This will include involving young people in the creation of resources and developing effective ways of sharing this information with them.	March 2026	TBC	Priority 6: Preparation for Adulthood		March 2025 – Discussion in PfA group that this work should be done with mainstream SEND pupils, given the work local specialist schools already complete with their pupils. Also discussed not ‘re-inventing- the wheel and making use of PfA resources design by NDTi.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>Increased hits on P4A page of local offer</li> <li>Increased satisfaction (Survey)</li> <li>Reduction in NEET</li> </ul>						
6.2	Increase opportunities for young					



	<b>people with SEND to secure employment, including the development of Supported Internships and Apprenticeships.</b>					
6.2.1	Develop a structured menu of work-related opportunities for young people with SEND, offering a range of experiences from short virtual interactions (e.g. a 1-hour career insight call) to extended placements such as T-Level industry placements. This will ensure varied levels of engagement to suit different needs and aspirations.	September 2025	Deputy Headteacher Castle School / Managing Director Ways into Work / HR (WBC)	Priority 6: Preparation for Adulthood		March 2025 – Contingent on Corporate Board paper detailed in action 6.2.3.
6.2.2	Implement work-related learning menu, embedding options across the organisation, and establish a process to monitor and evaluate its impact on increasing access to work-related learning activity within West Berkshire Council for young people with SEND.	March 2026	HR (WBC) / Deputy Headteacher Castle School / Managing Director Ways into Work	Priority 6: Preparation for Adulthood		March 2025 – PfA group discussed the need to be mindful about having an effective monitoring process.
6.2.3	Work in partnership with 'Ways into Work' to offer supported internship placements at the Council	March 2026	SEND Strategy Officer / HR (WBC) / Managing Director Ways into Work	Priority 6: Preparation for Adulthood		March 2025 – Corporate Board paper due at DMT on 10 <sup>th</sup> April 2025 for presentation at Corporate Board to ensure corporate 'buy-in' to ensure successful delivery.
6.2.4	Once work-related learning opportunities and Supported Internships are embedded within the organisation, explore the opportunity for the Council to become a Level 3 Disability Confident Employer, taking into account the requirement for external assessment.	Longer term – 2027 / 2028	HR / SEND Strategy Officer (WBC)	Priority 6: Preparation for Adulthood		
6.2.5	Work with Newbury College and 'Ways into Work' to increase the number of supported internships available locally	March 2026	SEN Manager (WBC)/ Managing Director Ways into Work / Newbury College	Priority 6: Preparation for Adulthood		
6.2.6	Support the mobilisation of the newly procured joint children's and adult's Supported Employment Service, ensuring effective implementation. Establish a process to monitor its impact and effectiveness, while also developing and strengthening referral pathways to maximise access for young people with SEND.	March 2026	Commissioning Team / SEND Strategy Officer (WBC) / Managing Director Ways into Work	Priority 6: Preparation for Adulthood		March 2025 – New service starts on 01/04. It will be a combined commissioned children's and adults supported employment service.

6.2.7	Conduct a data gathering exercise to understand the demand for Apprenticeships among young people with SEND, including their preferred sectors and career aspirations. Use this insight to inform a market engagement piece with training providers, and employers, addressing barriers and encouraging the development of suitable Apprenticeship opportunities.	March 2026	SEND Strategy Officer / SEN Manager (WBC) / West Berkshire Parent/Carer Forum	Priority 6: Preparation for Adulthood		March 2025 – PfA group discussed the need for schools to complete this action, but the SEND Team need to drive this work. The SEND Strategy Officer, Careers & Participation Officer and SEN Manager will have a separate meeting to discuss how to progress this action.
6.2.8	Work with employers to understand, and address, barriers to offering Apprenticeships for young people with SEND, providing guidance and support to increase employer confidence and participation.	March 2026	SEND Strategy Officer / SEN Manager (WBC) / Newbury College	Priority 6: Preparation for Adulthood		
6.2.9	Ensure the organisation remains up to date with national and local developments in Apprenticeships, adapting approaches to reflect policy changes and best practices. Work to attract high quality training providers in the area to improve the availability and accessibility of Apprenticeship opportunities for young people with SEND.	March 2026	SEND Strategy Officer / SEN Manager / HR (WBC)	Priority 6: Preparation for Adulthood		
6.2.10	Assess the appetite for a joint SEND Employment Forum across Berkshire West (and beyond where applicable in line with government unitary authority direction) to enhance cross-border collaboration. This will involve engaging with key stakeholders to explore the potential benefits, feasibility and structure of such a forum.	December 2025	SEND Strategy Officer / SEN Manager (WBC) / Managing Director Ways into Work	Priority 6: Preparation for Adulthood		March 2025 – Discussion in PfA group that progress on this action should be put on hold for the time being given the work around Connect to Work with other Berkshire Local Authorities currently forming their plans. This action will be discussed again at the next PfA meeting on 19/05.

**Measures of success (how will we know?)**

- Increased numbers of young people with SEND in supported internships
- Increased numbers of young people with SEND in supported internships with WBC
- Increased numbers of young people in Apprenticeships

6.3	<b>Work with local mainstream and specialist FE providers to improve provision for work-related learning.</b>					
6.3.1	Develop a Memorandum of Understanding between the Council and FE Providers setting out the expected uses of Element 3 funding	December 2025	SEND Strategy Officer (WBC)	Priority 6: Preparation for Adulthood		March 2025 - Being reviewed by Legal team. Believe a NASS standard contract agreement may be a better approach. Working through with legal team.
6.3.2	Implement transition checklist within Annual Review process, ensuring	March 2026	Interim Principal SEN Manager	Priority 6: Preparation for		

	an effective transition from school to FE college. Test the checklist in practice and monitor its impact on facilitating a smoother and more successful transition for young people with SEND.		(WBC)	Adulthood		
6.3.3	Ensure professionals are aware of young people's rights to communicate independently from the age of 16, provided they have the mental capacity to do so, and involve them directly in decision-making with an awareness that young person, and parent views may sometimes differ. Empower Parent Champions to advocate for young people's voice, helping parents to understand their child's rights.	December 2025	Head of SEND / Interim Head of Early Years and Participation & Engagement (WBC) / Parent Champions	Priority 6: Preparation for Adulthood		March 2025 – PfA group discussed the need to ensure there is the right representation at the group. Beth Kelly to be invited to the next meeting on 19/05.
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"> <li>• NEET data</li> <li>• Consistent offer across settings</li> <li>• Destination measures</li> <li>• Decrease in number of ISP placements</li> <li>• Increased number of ceased EHCPs</li> </ul>						
6.4	<b>Work with Adult Social Care to ensure opportunities for young people with SEND to meaningfully engage and participate in their local community.</b>					
6.4.1	Gather the views of young people with SEND & their parents/carers to understand the services they believe are needed for meaningful engagement and participation. Use this feedback to create, and promote, a directory of services offering meaningful activities for young people who may not be able to access paid employment, ensuring the directory aligns with their needs and preferences.	December 2025	Team Leader - Transitions / Social Worker ASC / SEN Manager (WBC)	Priority 6: Preparation for Adulthood		March 2025 – PfA group discussed the need for a plan to progress this work. Richard and Magda to produce a plan which will be shared at the next meeting on 19/05.
6.4.2	Develop, and deliver, targeted training for staff in adult's services (health and social care) on complex health needs, to ensure a smooth transition for children moving from children's to adult's services. This will include equipping professionals with the necessary knowledge and skills to effectively support young people with complex health needs,	March 2026	Adult Services	Priority 6: Preparation for Adulthood		March 2025 – DCO informed SEND Strategy Officer that it is the responsibility of the employer for training of staff. Where possible, the DCO will support with linking relevant staff meetings and also sits within the DHCT meetings which are run by the ICB and has LA members in attendance.

	ensuring continuity of care.					
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"><li>Reduction in ISP placements</li><li>Reduction in residential placements for 18-25 year olds</li></ul>						
6.5	<b>Ensure pathways from children to adults' health services work smoothly and are clearly understood.</b>					
6.5.1	Audit and review effectiveness/engagement of the impact of letters sent by Children's Community Nurses informing families of transition progress for the young person for whom the letter was intended.	March 2026	Community Children's Nurse & Specialist School Nurse Manager (BHFT)	Priority 6: Preparation for Adulthood		
6.5.2	Map the transition pathways for all health services accessed by young people with SEND, ensuring young person voice is incorporated in this activity. There will be established working links between the Local Offer and BHFT & RBFT websites. This information should be in a clear and accessible format to support effective transitions.	January 2026	Designated Clinical Officer (BOB ICB)	Priority 6: Preparation for Adulthood		
<b>Measures of success (how will we know?)</b> <ul style="list-style-type: none"><li>Number of LD Health checks completed</li></ul>						
<b>7. Enablers</b>						
<b>No.</b>	<b>Task &amp; Actions</b>	<b>Timeline</b>	<b>Owner</b>	<b>Governance</b> 1 April 2025-31 March 2026	<b>RAG Status</b> *	<b>Commentary</b>
7.1	Maintain, and build upon the progress made with the development of a digital plan and creation of SEND data dashboards. This will enable us to continue to collect, use and share data more effectively. The evolution of the SEND Data Dashboards will provide leaders with continued effective oversight.	March 2026	Strategic Support (WBC)	Data Task & Finish Group  Internal SEND Operational Group		March 2025 – The SEND Data dashboard has been developed but requires ongoing development as part of business as usual to ensure it is capturing all data sets required.  Consultancy time from DfE is supporting with developing an Early Years dashboard.
7.2	Maintain the established governance structure for signing off data that	March 2026	Head of SEND / SEND Strategy	Internal SEND Operational		March 2025 - Data dashboards are presented at DMT for approval. The newly formed cross agency data scrutiny and accountability group feed into the SEND Strategic Improvement Board.



	enables accuracy to be checked, priorities to be identified and actions monitored across all partner agencies.		Officer (WBC)	Group  Quarterly Multi-Agency Data Scrutiny & Accountability Meeting		This enabler has been reworded in this delivery plan to ensure momentum around this area of work.
7.3	Routinely share SEND Data with schools (heads, governors and SENDCos) and use this to collectively identify actions that support improvement.	March 2026	Head of SEND / Service Director Education & SEND (WBC)	Internal SEND Operational Group		March 2025 – This work is delayed, there is a requirement to develop a mechanism of sharing data with schools.
7.4	Work with Public Health, and other partners, to improve the SEND content of the Joint Strategic Needs Assessment (JSNA) to enable the local area to better meet need in the future.	March 2026	Public Health/ SEND Strategy Officer (WBC)	Priority 2: Early Intervention  SEND Sufficiency Plan Task & Finish Group (Annual)		March 2025 – This work is delayed. Public Health have been working to recruit to a data analyst with one of their responsibilities being to review and update the JSNA. It is anticipated this update would also include a ‘State of the Nation’ report which sets out key health and social care needs of the population.  It is anticipated that the review will be conducted by December 2025 and the ‘State of the Nation’ report will be published by March 2026.  The SEND Sufficiency data will be shared with Public Health.
7.5	Explore opportunities to digitise Education, Health and Care Plans (EHCPs).	December 2025	Interim Principal SEN Manager (WBC)	Data Task & Finish Group		March 2025 – Opportunities have been explored with Idox EHC Hub and Agilisys’s EHCP Plus with the latter offering a free trial. This is being explored with support from West Berkshire’s transformation team.
7.6	Develop a commissioning and quality assurance resource and function to support the placements of children and young people with SEND.	September 2025	Service Director Education & SEND (WBC)	Internal SEND Operational Group  SEND Strategic Improvement Board		March 2025 – This work is delayed. A proposed Commissioning Team Structure and job descriptions has been approved, but the progress of this is now reliant on Transformation which cannot yet be released.
7.7	Review and refresh the Quality Assurance Framework for EHCPs, an example will be provided.	October 2025	SEND Strategy Officer (WBC)	Internal SEND Operational Group  SEND Strategic Improvement Board		March 2025 – This work is delayed. Approval and funding have been agreed to purchase a two-year license of the Invision360 EHCP and Annual Review tools. This has been approved via Procurement Board and is currently with legal to review the SaaS agreements. To sit alongside this, a Quality Assurance Framework is being developed to outline expectations of the local area of engagement with quality assurance activity.
7.8	Work effectively with our partners to improve governance and oversight of SEND provision.	September 2025	Commissioning Team (WBC)	Internal SEND Operational Group		March 2025 – This action has not started as is linked to the proposed new Children’s Services Commissioning function.
7.9	Support the development and expansion of the newly created West Berkshire Parent/Carer Forum ensuring that leaders can respond to the views of children & young people and their families.	March 2026	Interim Head of Early Years and Participation & Engagement / SEND Strategy Officer (WBC)	Internal SEND Operational Group  SEND Strategic Improvement Board		March 2025 - Regular support now in place for new PCF. Supporting recruitment to PCF via Directory, engagement events, Family Hubs, SEND Local Offer, 50 Things APP. PCF are attending Family Hub parent drop-ins. PCF membership expanding steadily and Contact Associate in place to support create PCF constitution and robust processes. Structure chart creation to support understanding of council services (post DBV) underway.
7.10	Enhance the work to support the SEND Youth Forum, ensuring that	March 2026	SEND Strategy Officer (WBC)	Internal SEND Operational		March 2025 – SEND Youth Participation Worker is now on maternity leave. There is not the capacity in other roles to pick up the oversight and running of the SEND Youth Forum. A strategic

	leaders can respond to the views of children and young people.			Group		decision has been taken to pause the SEND Youth Forum for a period of 6 months, when this will be reviewed. It has been raised in the PfA Task Group that young person voice and young person co-production is currently lacking in our work.
7.11	<p>Ensure the most efficient use of limited financial resources in the High Needs Block of funding.</p> <ul style="list-style-type: none"> <li>• Clawback</li> <li>• Banding exercise</li> <li>• Use of Element 2</li> <li>• Review of HNB spend</li> </ul>	August 2025	SEND Rebanding Review Lead (WBC)	Internal SEND Operational Group		March 2025 – This work is ongoing through the outcomes of the SEND Banding Review and Schools Forum. Clawback was completed for 23/24
7.12	<p>Develop a West Berkshire Schools Accessibility Policy (example provided) that supports delivery of the local area SEND and Inclusion Strategy.</p> <ul style="list-style-type: none"> <li>• The implementation of this policy will be monitored, particularly through the auditing of school's SEN Information Reports to ensure the requirements of the Accessibility Policy are being met contributing to improving accessibility and inclusion for all pupils with SEND and those who are vulnerable.</li> </ul>	March 2026	SEND Strategy Officer / School Improvement (WBC)	Priority 3: Inclusion		<p>March 2025 – Accessibility Policy has been written and is published on the Local Offer although the page on which this is hosted needs to be completed.</p> <p>This enabler has been extended in this new delivery plan to ensure there is some monitoring of schools SEN Information reports etc. as outlined in the Accessibility Policy.</p>
7.13	<p>We will ensure our SEND Local Offer is a dynamic and user-friendly resource that meets the needs of children, young people, their families and professionals. To achieve this, we will focus on the following areas:</p> <ul style="list-style-type: none"> <li>• Continuous Improvement: Regular reviews and feedback will shape ongoing development, keeping the Local Offer relevant, accessible, and reflective of available support.</li> <li>• Effective Governance: A clear decision-making structure will be in place to drive improvements, respond to feedback, and ensure the Local Offer evolves in line with local needs and strategic priorities.</li> <li>• Accountable Leadership: An accountable officer will oversee the improvements, statutory compliance and co-production with families and stakeholders.</li> </ul>	March 2026	Head of SEND / SEND Strategy Officer (WBC)	Internal SEND Operational Group		March 2025 – New enabler added to the delivery plan for 2025-2026

*RAG Status				
Not started	Overdue/Unresolved Issue	Partial Completion	Started – On Track	Completed