

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						
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	Lead Action Owner: Interim Head of Early Years and Participation & Engagement (WBC)	Priority 1 Early Years		<p>August 2025: The Coram Parent Champion programme is ongoing with 9 active Parent Champion volunteers with the next round of training planned for Autumn 2025. We are targeting recruitment of volunteers from the Family Hub and Early Help parent community for our next training cohort in order to support our development work in these areas in the next 6-12 months.</p> <p>Parent Champions have supported the co-production and consultation & engagement work around the Family Hubs offer.</p> <p>The Innovation in SEND Blog is in place to provide continued updates to residents around SEND & Inclusion Strategy Developments.</p>
1.1.2	Successful implementation of Early Years childcare entitlement expansion across West Berkshire Early Years settings.	September 2025	Lead Action Owner: Interim Head of Early Years and Participation & Engagement (WBC)	Priority 1 Early Years		<p>August 2025: Engagement with Early Years providers and approximately 120+ additional childcare places created this year via DfE Capital Expansion funding, provides reassurance that sufficient childcare places will be available for September final expansion. Continued analysis is vital to ensure granular understanding of the sufficiency position post September. Work is underway to support 5 West Berkshire schools to open new nurseries in the academic year 25-26 creating additional spaces as well as additional quality EYs provision across target areas of the district.</p>
Measures of success (how will we know?) <ul style="list-style-type: none"> EY Take up data 						
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	Lead Action Owner: Designated Clinical Officer (BOB ICB) Action Contributor(s): Specialist Information Officer Early Years & Local Offer (WBC) / Practice	Priority 1 Early Years		<p>March 2025: 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.</p>

			Development Lead for Health Visiting (BHFT)			
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	Lead Action Owner: Learning Support Services Manager Action Contributor(s): EDIT Coordinator (WBC)	Priority 1 Early Years		<p>March 2025: 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.</p> <p>May 2025: The team continues to operate with temporary additional hours, which have been extended for another 12 months. While the extra hours are beneficial, the lack of permanence creates ongoing challenges and stress due to the need for frequent service adjustments. Efforts to secure permanent hours are still ongoing.</p> <p>August 2025: The permanent increase to EDIT budget will be considered as part of the budget setting process. Evidence of impact of the work to date will be considered as part of this process.</p> <p>The EDIT team are in the process of completing a further impact report. Due to the Summer holidays this will be made available in September 2025.</p>
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 who missed their two-year review and monitor take-up (recognising participation is voluntary).	March 2026	Lead Action Owner: Acting Senior Public Health Programme Officer (WBC)	Priority 1 Early Years		<p>August 2025: In the year 2024/2025, 86.6% of two-year Health Visitor checks were completed, 1.6% above target. The Health Visitor Service Delivery information provides further data.</p>
Measures of success (how will we know?) <ul style="list-style-type: none"> • Increase in the number of children whose needs are identified at pre-school. • Health visitor 2-year check take up data. • Health Visitor 3.5-year check take up data. • EDIT Impact Report. 						
1.3	Make sure we have the right expertise, in the right place, to meet emerging needs of children under 5.					
1.3.1	Develop clear guidance for Early Years settings on what should be ordinarily available for children with SEND.	October 2025	Lead Action Owner: SEND Re-banding Review Lead (WBC) Action Contributor(s): Interim Head of Early Years and Participation & Engagement	Priority 1 Early Years		<p>March 2025: Coproduction is underway.</p> <p>August 2025: Also, ref 3.1.3. Working group, including Paretn Carer Forum have co-produced a 'Best Start / OAP Guide. Communications are formatting it over July / Aug to support accessibility and branding. Two further meetings of working group planned for September and Oct 2025 to finalise it.</p>
1.3.2	Implement and monitor the impact of the revised Early Years training and support offer.	March 2026	Lead Action Owner: Interim Head of	Priority 1 Early Years		<p>August 2025: The new training and support offer was launched in April 2025, with take up considerably increased e.g. ECAT take up from 5 settings in 2024-2025 to 33 this year. The impact of the new training offer will be monitored as part of school readiness measures and in-person</p>

			Early Years and Participation & Engagement / Early Years Service			footprint visits to all settings this year.
Measures of success (how will we know?) <ul style="list-style-type: none"> Take up of Early Years Inclusion Fund. Take up of Early Years Training Offer by settings. Early Years Training Impact Report 						
1.4	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.					
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	Lead Action Owner: Early Years (WBC) Action Contributor(s): EDIT / SEND team (WBC)	Priority 1 Early Years		May 2025: The major transition training was completed last month, delivered collaboratively by the lead officer, the Early Development and Inclusion Team, and a representative from iCollege. All Early Years settings have now received the full guidance electronically, along with separate appendices containing relevant transition forms. In addition, hard copies have been distributed during training sessions or are available for collection from the Family Hub. August 2025: Footprint visits to all Early Years and Reception settings in the academic year 2025-26 will further embed the guidance via direct follow up. In addition, the Early Years new training and support offer will include reference to the transitions guidance and practical support to embed.
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	Lead Action Owner: Interim Head of Early Years and Participation & Engagement (WBC) Action Contributor(s): SEND Team / SEND Re-banding Review Lead (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. August 2025: In addition to the banding review developments, extensive work is underway to review funding for specialist Early Years provision for children with complex needs. E.g. Dingley's Promise and the exploration of additional specialist SEND Early Years provision across the district.
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	Lead Action Owner: Interim Head of Early Years and Participation & Engagement (WBC)	Priority 1 Early Years		May 2025: It was noted that while the Early Years Service is already delivering substantial work around school readiness, their efforts alone are not sufficient to achieve the best outcomes for children. To strengthen impact, there is a need for broader collaboration, particularly involving Public Health and Library Services. August 2025: Initial Early Years Foundation Stage (EYFS) Profile data for 2024-2025 demonstrates that our combined approach – delivery high-quality, universal Early Years support alongside

			Action Contributor(s): Early Years Service (WBC)			targeted interventions – is having a significant measurable difference to outcomes for children. 72.4% if children reached a Good Level of Development, surpassing the national average by 4%. West Berkshire ranking has moved from 63 rd in 2023-2024 to 16 th in 2024-2025 (44 places). Work has begun to drive further improvement and ensure sustainability to meet newly established target for West Berkshire (75.8% of children achieving a Good Level of Development by the end of the 2027/2028 academic year. This will be achieved by development of Family Hubs/Early Help as part of the Family First reforms, as well as implementing additional Early Years targeted programmes to address school readiness.
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	Lead Action Owner: EDIT Coordinator (WBC) Action Contributor(s): Learning Support Services Manager / SEMH Service / EYFS Improvement Adviser (WBC)	Priority 1 Early Years		August 2025: The EDIT team will provide an update on this action in September.

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	Ensure an appropriately trained and confident workforce, able to promote inclusivity and identify needs early.					
2.1.1	Investigate the development and associated costs of creating an accredited training course for Teaching Assistants (TAs) and prepare a proposal to present to Headteachers to assess interest and uptake.	Longer term: 2025-2026	Lead Action Owner: Learning Support Services Manager (WBC)	Priority 2 - Early Intervention		April 2025: 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. August 2025: This action is a longer-term action for the year 2025-2026 and is on track to be completed by July 2026.
2.1.2	If development of accredited training course for TA's is deemed feasible and cost-effective, design and produce the course content.	Longer term: 2026-2027	Lead Action Owner: Learning Support Services Manager (WBC)	Priority 2 - Early Intervention		August 2025: See above for full update. If following research, this is deemed feasible, the content of 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	Lead Action Owner(s): All Line Managers/ Service Leads across services (WBC / BOB ICB / BHFT / RBH) Action Contributor(s): SEND Strategy Officer	Priority 2 - Early Intervention		<p>April 2025: 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.</p> <p>July 2025: The DBV Programme Coordinator and SEND Strategy Officer will follow up with completing a list of all advice writers and communicating with service leads to ensure completion. There's also an opportunity to reach out to the Council for Disabled Children to arrange group-based online training sessions.</p> <p>August 2025: A rolling programme of training has been devised that all SEN Managers, EHC Coordinators and SEN Officers will have completed the CDC online training by Easter 2026, monitored by the Interim Principal SEN Manager. Other members of the team (Assistant SEN Officers) will be encouraged to undertake the training as optional Personal Development. Any new members of staff will complete the CDC online programme as part of their induction.</p>
2.1.4	<p>Work with health colleagues to review ASD diagnostic rates and pathways, using census and primary need data, alongside the evaluation of the new needs-led approach and the implementation of the 'Portsmouth model'. This review will inform service planning within the Council's Autism Team, particularly in relation to supporting children and young people on the diagnostic pathway.</p> <p>In parallel, collaborate with health system partners to review access criteria for the Autism Team, exploring options to increase capacity and enable earlier intervention through a revised service offer. All work will be aligned with recent changes to the Neurodivergence pathway and the move towards a more needs-led approach.</p>	March 2026	Lead Action Owner: Designated Clinical Officer BOB ICB Action Contributor(s): Learning Support Services Manager (WBC)	Priority 2 - Early Intervention		<p>August 2025: New action in August 2025 which joins together previous actions around Autism and the Neurodivergence Transformation Work.</p> <p>Progress continues on the Neurodivergence (ND) transformation work, overseen by the Berkshire Neurodivergence Transformation Board. The aim is to shift towards a more needs-led approach to supporting neurodivergent children and young people. Board members have expressed a preference for adopting elements of the 'Portsmouth model', although what this will look like in the Berkshire context is still being developed.</p> <p>This shift will have implications for the Autism Team. As outlined in the April 2025 update, access to the team has traditionally required a formal diagnosis due to high demand. In response, the Learning Support Services Manager has submitted a proposal to the Service Director – Education & SEND for an additional post within the Autism Team to support children and young people on the diagnostic pathway. This proposal will be considered as part of the upcoming budget-setting process.</p>
2.1.5	<p>Establish an Early Intervention and Vulnerable Pupils Panel and implement an Early Years Early Intervention Framework to strengthen multi-agency support and improve outcomes for children requiring additional help. This joint approach will:</p> <ul style="list-style-type: none"> Bring together representatives from SEND, Early Years, Educational 	March 2026	Lead Action Owner: TBC Action Contributor(s): TBC			<p>August 2025: A new action was added in August 2025 following an audit of five Early Years children's journeys conducted by a DfE advisor. This action is scheduled for discussion at the Early Intervention meeting on 8th September 2025, where the wording will be reviewed for appropriateness and a lead action owner, along with contributing individuals, will be identified.</p>

	<p>Psychology, Health, and Family Support to ensure timely, coordinated input.</p> <ul style="list-style-type: none"> Review Early Years cases to identify where additional support may be needed, including guidance for EHCP requests and alternative early intervention pathways. Support settings in gathering robust evidence for EHCP applications, with early identification and EP involvement where appropriate. Provide clear, written and verbal communication to families, particularly when an EHCP is not agreed, alongside signposting to alternative support offers. Link to the Best Start Ordinarily Available information to ensure families receive consistent, transparent, and timely support. 					
Measures of success (how will we know?) <ul style="list-style-type: none"> 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	Identify, and where possible close, gaps in service delivery for children with emerging needs or at SEN Support					
2.2.2	Review One Page Service Offer (previously referred to as Plans on a Page) annually, or when there is a significant change, ensuring revised service offers are well communicated and publicised on the Local Offer. New service offers to be completed for new services.	March 2026	Lead Action Owner: SEND Strategy Officer (WBC) Action Contributor(s): Head of SEND / Specialist Info Officer EYs & Local Offer (WBC)	Priority 2 - Early Intervention		<p>April 2025: 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.</p> <p>July 2025: Current One Page Service Offers will be reviewed through SEND Strategy Priority groups as appropriate as well as through the development work currently being undertaken around the Local Offer.</p> <p>August 2025: A full review of all One Page Service Offers will be completed by March 2026. We expect to publish a new service One Page Service Offer which details the Universal, Targeted and Specialist Short Breaks offer in the coming months; this is being co-produced with the West Berkshire Parent/Carer Forum.</p>

2.2.3	Ensure existing SEN support teams work in a more coordinated way and provide a single point of referral/ access.	TBC	Lead Action Owner: TBC Action Contributor(s): TBC	Priority 2 - Early Intervention		April 2025: 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	Lead Action Owner: Team Manager Contact Advice & Assessment Service (WBC)	Priority 2 - Early Intervention		April 2025: 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. August 2025: The SEND Strategy Officer and Service Manager YJST will consider whether the Early Help Consultation outcomes should inform changes to the Emotional Health Academy support at Level 2.
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	Lead Action Owner: Head of SEND (WBC) Action Contributor(s): Commissioning Team / Service Lead – Consultant in Public Health / Service Director – Education & SEND (WBC)	Priority 2 - Early Intervention		April 2025: 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 nd 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 being together a broader picture. August 2025: See update to enabler 7.4.
Measures of success (how will we know?) <ul style="list-style-type: none"> • Take up of Early Help Services • Hits on Early Help Local Offer • Reduced education placement breakdown, reduced exclusions/ suspensions, increased attendance • Survey on practitioners' confidence in meeting SEND needs • No of schools accessing additional support service 						
2.3	Increase our mental health support to schools to enable them to better meet the needs of children and young people early.					
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	Lead Action Owner: Virtual School Headteacher (WBC)	Priority 2 - Early Intervention		April 2025: 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.

						<p>August 2025: Funding for Phase 2 from health was approved, provided a Memorandum of Understanding and evaluation is provided. Phase 2 will look different to Phase 1 following feedback e.g. no Birmingham Newman course, as this had low engagement. A focus on Phase 2 is bringing the work into standard practice, as opposed to a standalone project – it is hoped to co-facilitate network sessions with the Therapeutic Thinking Support Team (TTST). Providers are currently being identified e.g. using KCA instead of Flourish, as our funding allocation is smaller this year, so we need to ensure value for money. Onboarding for schools will take place in September-October 2025.</p> <p>August 2025 - Data from Phase 1 of Whole School Mental Health Project:</p> <p>Attendance: As a whole cohort, attendance at our project schools was higher than the West Berkshire Average (and national average) at 93.86% (WB: 93.2% / National: 93.6%).</p> <p>Persistent/Severely Persistent Absence: As a whole cohort, rates of PA/SPA were lower at project schools compared to local and national averages at 15.39% (WB: 20.5% / National: 18.7%)</p> <p>Suspensions: As a cohort, there is an overall reduction in suspensions from their 2023/2024 levels (data collected mid-July) – 310 this year, down from 389 last year.</p>
2.3.2	Provide a supervision offer to schools to give staff a safe and reflective space to discuss 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.	March 2026	Lead Action Owner: Virtual School Headteacher (WBC)	Priority 2 - Early Intervention		<p>April 2025: See update to action 2.3.2 regarding securing funding.</p> <p>August 2025: Based on reduced funding, Headteacher supervision cannot be part of Phase 2 (however termly mentoring provides a similar benefit to participating schools). Currently, there is not a feasible way of delivering this, although some schools have taken it upon themselves to arrange for their Headteachers. Consideration will be given to raising this through the Governor network, however there is recognition that school level funding will be a barrier.</p>
Measures of success (how will we know?) <ul style="list-style-type: none"> Evaluations of impact of training delivered for workshops Staff confidence in applying learnt strategies within the classroom and how well-supported staff feel by SLT (before/after) Exclusions – qualitative feedback on how situations may have been managed differently since the training Alongside exclusions – reduction in number of incidents escalated to SLT Confidence in our project leaders of changing their ways of working - how confident do they feel applying knowledge Info on how beneficial school leaders feel the additional support for them has been 						
2.4	Work with colleagues across the health system to develop, and implement, a needs-led approach to neurodiversity.					
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	Lead Action Owner: Interim Head of Early Years and Participation & Engagement (WBC) Action Contributor(s): Designated Clinical Officer	Priority 2 - Early Intervention		<p>April 2025: 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.</p> <p>July 2025: Currently, a market engagement event is underway to explore available offers from various providers for early help services. While Beebot is one option, others are being considered, and no decisions will be made yet to avoid impacting any future procurement or commissioning processes.</p> <p>August 2025: The draft co-produced Early Years Ordinarily Available Provision document is due to</p>

			(BOB ICB)			<p>be completed by September 2025. The Digital Early Help offer plans continue to progress following co-production activity in May-July 2025, a direct award to a provider is now in scope.</p> <p>Additionally, Council officers, in collaboration with the West Berkshire Parent Carer Forum, have been visiting Short Breaks providers as part of a data-gathering initiative. This work will inform a competitive tender process for Short Breaks provision and help identify the range of services that are typically available. The Short Breaks Statement for 2025 is currently being co-produced during August and September. Furthermore, the West Berkshire Parent Carer Forum is developing a 'One Page Service Offer' for Short Breaks to ensure the Local Offer is clear and accessible. This overview will outline the universal, targeted, and specialist Short Breaks available.</p>
Measures of success (how will we know?) <ul style="list-style-type: none">Increased take up of pre-diagnosis offerImproved waiting times from referral to treatment for children aged 8+ and under 8.						
Priority 3: Inclusion						
No.	Task & Actions	Timeline	Owner	Governance 1 April 2025- 31 March 2026	RAG Status*	Commentary
3.1	Increase the capability of our local schools to meet the needs of children and young people with SEND in a mainstream setting.					
3.1.1	Maintaining review of schools that may have capacity for additional provisions over the next academic year	March 2026	Lead Action Owner: Education Place Planning & Development Manager (WBC) Action Contributor(s): SEND Strategy Officer (WBC)	Priority 3 - Inclusion		<p>May 2025: Being reviewed as part of work taking place in Priority 4 of the SEND & Inclusion Strategy and increasing local specialist placement capacity.</p> <p>In Early Years and primary education, the main areas of need are autism, SEMH and moderate learning difficulties.</p> <p>August 2025: Levels of current and forecast surplus places in mainstream schools is reviewed annually, and this data is fed into SEND Sufficiency work to increase specialist capacity. Examples of this are:</p> <ul style="list-style-type: none">Spurcroft Primary School: Work is currently being undertaken to utilise surplus capacity at the school to accommodate an expanded Early Years SEND Specialist Provision (Dingley's Promise).John O'Guant Secondary School: Proposed utilisation of surplus capacity to provide an MLD Resource Provision.Francis Baily Primary School: Proposed utilisation of surplus capacity to provide an ASD/SLCN Resourced Provision.
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	April 2025	Lead Action Owner: SEND Re-banding Review Lead (WBC)	Priority 3 - Inclusion		<p>April 2025: The SEND Strategy Officer to request an update from the SEND Re-banding Review Lead.</p> <p>May 2025: The banding review for in mainstream schools and special schools has been done. Meetings with resource bases and specialist units are ongoing to ensure that the allocated funding aligns with the identified needs.</p>

	support through early identification of need and timely access to appropriate resources.		Action Contributor(s): Service Director – Education & SEND (WBC)			<p>August 2025: This work appears to align with Helen Redding’s current focus—co-producing with schools to shape the future design of the banding tool. The documentation will be published on the local offer and will be available for all.</p> <p>The EHCP descriptors to support top up funding will support this, as will the developing OAP Guidance which included examples of best practice at SEND Support. New draft Banding Framework agreed by Working Group. Workshops with schools planned for October to inform any further amendments required. Funding modelling being completed over August to take to working group in September. Working Group meetings planned for September and November. Aim to complete work by December with a phased transition plan for implementation. Guide to Schools funding to support SEND ready to go out in September 2025.</p>
3.1.3	Refresh OAP Guidance and link it to the process and application request format for EHC Assessment requests.	December 2025	Lead Action Owner: SEND Re-banding Review Lead (WBC)	Priority 3 - Inclusion		<p>August 2025: OAP guidance is linked to the above action and will be co-produced with the group HR is running.</p> <p><u>Early Years</u> Drafted and with comms team. Aim to be finalised by October half term.</p> <p><u>Secondary</u> Amendments being completed from working group and will be with Comms team August 2025. Next meeting September 2025 with working group for sign off. Aim to complete by end October 2025.</p> <p><u>Primary</u> Two meetings held and being drafted. Meetings planned for Autumn term to finalise. Expected sign off Dec 2025.</p> <p>A self-assessment tool is also being developed – looking at making this digital.</p>
3.1.4	Develop and implement Dyslexia Friendly Guidelines Award	March 2026	Lead Action Owner: Learning Support Services Manager (WBC) Action Contributor(s): CALT Team (WBC)	Priority 3 - Inclusion		<p>May 2025: New action added May 2025.</p> <p>June 2025: This work is ongoing and is expected to influence changes in practice related to specific learning difficulties (SpLD), particularly dyslexia.</p> <p>August 2025: This work continues to progress. It is anticipated that this will be launched in September with work beginning with pilot schools. The goal is to offer this service free to ‘Core Plus’ schools, with others able to purchase it as the Cognition and Learning Team (CALT) operates as a traded service.</p>
3.1.5	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"> Guidance from Phase 2 of funding (banding review) to inform admissions to specialist provisions 	December 2025	Lead Action Owner: SEND Re-banding Review Lead Action Contributor(s): SEND Strategy Officer / Learning Support Services Manager / Head of SEND / Interim Principal SEN Manager (WBC)	Priority 3 - Inclusion		<p>August 2025: Will be developed from descriptors framework with schools. Aim to complete Dec 2025</p>
3.1.6	Record secondary and other needs	March 2026	Lead Action	Priority 3 -		<p>April 2025: Previous Principal SEN Manager explained that it would take some time for all SEN</p>

	for pupils with SEND and that the correct primary need is recorded – linked to the data quality and Annual Review process		Owner: Interim Principal SEN Manager (WBC)	Inclusion		<p>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.</p> <p>August 2025: There are no further updates. It will take the cycle of the Annual Review process for all Primary and Secondary needs to be updated.</p>
3.1.7	Develop and implement a multi-agency approach to reducing the number of children and young people with EHCPs who Electively Home Educated (EHE) as an alternative to school, due to unmet needs. We will ensure that unmet needs within school provision are addressed through improved practice, strengthened sufficiency, and consistent application of policy around Personal Budgets.	March 2026	Lead Action Owner: Interim Principal SEN Manager (WBC) Action Contributor(s): Interim Education Development Officer – SEND Projects / Principal EWO & Lead Officer for Safeguarding and Acting Service Manager – Access, Vulnerable Learners & Families (WBC)	Priority 3 - Inclusion		<p>March 2025: Work around the thematic review/visit focussed on children not in school, where 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.</p> <p>July 2025: Feedback provided by the PCF: Families who electively home educate children with EHCPs are feeling increasingly anxious and isolated due to the upcoming Children’s Well-being in Schools Bill and the autumn White Paper. Many fear these changes could limit their rights and leave home education as their only viable option, yet they’re reluctant to engage and often remain under the radar.</p> <p>The attendance team receive positive feedback on experiences from families they work with who speak highly of the help and support provided to them by the team.</p> <p>August 2025: This action has been reworded but maintains a focus on EHE. We have:</p> <ul style="list-style-type: none"> Reviewed the EHE policy in August 2025, which is being taken through the appropriate approval channels. Improved website information. Surveyed the EHE community on how we can support more and are looking at communication moving forward, including the suggestion of forums. There is a termly EHE newsletter in place. There is active support and contact details are shared with the entire EHE community. All EHE pupils’ education provision is assessed for suitability annually – the process has been improved and assessment strengthened – those without suitable provision are identified and a process is put in place to improve. All EHE pupils with an EHCP should have Annual Reviews where the quality of education is assessed. However, due to current capacity restraints within the SEND Team, we are unable to consistently meet our statutory responsibilities in relation to these reviews. Regular meetings are in place to share information and data with Virtual School, EHE and CME to monitor any child with a Social Worker and plan for improvement where required. A policy on Educational Neglect is being created. A dip-dive into CP/CIN plans to ensure Education is included and is SMART. Improved Fair Access Panel (FAP) Protocol to ensure the swift return of pupils to school where there are issues. A policy on Personal Budgets is to be reviewed in August/September 2025.
3.1.9	Enhance secondary schools’ confidence in meeting the needs of children and young people with SEND, by providing targeted training, guidance and	March 2026	Lead Action Owner: Head of SEND (WBC)	Priority 3 - Inclusion		<p>March 2025: 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.</p>

	opportunities for partnership working, ensuring a more inclusive approach to admissions and provision.		Action Contributor(s): Principal Adviser for School Improvement (WBC)			<p>April 2025: 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.</p> <p>May 2025: There is a notable discrepancy in the number of pupils with EHCP in some secondary schools, compared to others. This highlights the need to build greater confidence and consistency across secondary settings in identifying and supporting pupils with additional needs.</p> <p>August 2025: This action is dependent on the appointment of a Head of SEND, a post which is not yet filled. The action will remain on hold until such time a Head of SEND is in post.</p>
3.1.10	Review and strengthen capacity within the SEND Service to ensure Annual Reviews are completed in line with statutory requirements.	March 2026	Lead Action Owner: Head of SEND (WBC) Action Contributor(s): Service Director – Education & SEND (WBC)	Priority 3 - Inclusion		<p>March 2025: 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.</p> <p>April 2025: 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.</p> <p>August 2025: The importance of having sufficient capacity to meet our statutory duties around Annual Reviews was discussed at the SEND Strategic Improvement Board. This issue is being actively managed at the director level, with involvement from the Lead Member. Work is currently underway to secure the necessary budget to strengthen this capacity.</p>
3.1.11	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	Lead Action Owner: Interim Principal SEN Manager (WBC) Action Contributor(s): Principal Systems Support Officer (WBC)	Priority 3 - Inclusion		<p>May 2025: 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.</p> <p>August 2025: A Strategic Review was held on 24 July, during which ongoing concerns were raised about the CapitaONE/MRI system’s ability to meet the operational needs of the SEND team. Particular issues included the additional costs associated with system modifications and training. These findings will inform the development of the business case for adopting the Idox EHC Hub (see Enabler 7.5).</p> <p>In response to Annual Reviews not being processed due to long-standing shortfall in staffing (at least two years), a substantial short-term investment has been provided to the SEN Team to enable an Interim Annual Review Officer to join from September 2025 to March 2026. The initial focus will be to process Year 6 and Year 11 Annual Reviews in readiness for Phase Transition. This additional resource will not only have a measurable impact, it will also enable the Interim Principal SEN Manager to provide data that will give clarity on the possible level of permanent recruitment required in order to meet the statutory duties for Annual Reviews.</p>
Measures of success (how will we know?) <ul style="list-style-type: none"> • Increase in no. of inclusion spaces/ resource bases, including in planning stage • Reduction in number of statutory assessment requests from schools • Fewer requests for statutory assessments in Early Years and KS1 • Schools confidence in ability to meet needs at Element 2 (SURVEY) 						
3.2	Support our local schools to reduce fixed term and permanent exclusions of					

	children and young people with SEND.					
3.2.1	Develop a Delivery Plan to support schools in reducing the number of fixed term and permanent 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	March 2026	Lead Action Owner: Principal EP & Service Manager SEMH (WBC) Action Contributor(s): Team Manager Exclusions / Head of SEND (WBC)	Priority 3 - Inclusion		<p>March 2025: 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 looked at alongside an Alternative Provision Strategy. The embedded delivery plan remains incomplete as further developments are required.</p> <p>April 2025: No further updates since March. It is important to have a Head of SEND in post to input into this.</p> <p>August 2025: There are a number of variables that have affected the increase in suspensions and exclusion rates across the LA that need to be addressed such as:</p> <ul style="list-style-type: none"> • School's unable to meet spectrum of need • Schools' finances • Schools' desire to reduce exclusions and suspensions • High challenge/high support for schools who have the higher number of suspensions and exclusions • Parental perception • SEND funding streams • Lack of SEND placements • Reduced tolerance • Differing approach to behaviour across schools – we hope this will be addressed through the Ordinarily Available provision work • Reduced support available e.g. reduction in iCollege provision and AP places • Capacity in inclusion team • Skills deficit <p>It is imperative that there is the buy-in from schools and that there is a shared vision across the Local Area. A delivery plan has been produced.</p> <p>The delivery plan draft is nearing completion. Leads within the delivery plan have been fully consulted and progress is being made against actions within the plan. 30% of actions are on track with a further 30% on track with some minor issues. Half-termly updates will be sought from named leads. Support from the Commissioning Team and input from the Head of SEND (when in post) are required to take some actions forward. The delivery plan and recent exclusions data will be presented to Children & Young People's Scrutiny Board in September.</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	Lead Action Owner: Head of SEND (WBC) Action Contributor(s): Principal EP & Service Manager SEMH (WBC)	Priority 3 - Inclusion		<p>March 2025: 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>April 2025: 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> <p>August 2025: The Strategic Review of CapitaONE is now largely complete, with one education team still outstanding. In early August, a discussion was held with the wider education management team to emphasise the importance of applying the insights gained from the review. The aim is to reduce reliance on spreadsheets maintained outside the system, thereby improving data accuracy</p>

						and ensuring information is accessible to those who need it.
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	Lead Action Owner: Principal EP & Service Manager SEMH (WBC) Action Contributor(s): Head of SEND (WBC)	Priority 3 - Inclusion		August 2025: 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.
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	Lead Action Owner: Principal EP & Service Manager SEMH (WBC) Action Contributor(s): SEND Re-banding Review Lead (WBC)	Priority 3 - Inclusion		March 2025: 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. August 2025: 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.
Measures of success (how will we know?) <ul style="list-style-type: none"> Reduction in exclusion rates (fixed-term and permanent) Attendance rates: Improvement in overall school attendance Student engagement and wellbeing measures: High levels of student satisfaction and engagement (school's own measures) Increase in number of behaviour polices which reflect the therapeutic, relational and trauma informed approach Changes to the referral rates to, and outcomes from, support services 						
3.3	Develop systems and processes to support children and young people with SEND moving successfully from primary to secondary education.					
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	Lead Action Owner: Learning Support Services Manager (WBC) Action Contributor(s): Team Manager Exclusions / Head of SEND (WBC)	Priority 3 - Inclusion		April 2025: 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. August 2025: A TA is in post three days a week, supporting 32 pupils identified as at risk of unsuccessful transition from mainstream to maintained placements. With targeted input, the aim is to help these children remain in mainstream education. The team are working on an impact report, with the aim of making this post permanent.
3.3.2	Ensure a clear communication plan for transition guidance is in place and work towards embedding earlier transition planning for children and young people with SEND (EHCP & SEN Support).	March 2026	Lead Action Owner: Head of SEND (WBC) Action	Priority 3 - Inclusion		April 2025: This has been shared with schools in the form of a booklet and some briefing sessions 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. August 2025: The transition process consists of two key areas: direct work with children and efforts to embed the transition data spreadsheet, which saw some progress despite challenges and

	This will be done by: <ul style="list-style-type: none"> Establishing a structured plan to share transition guidance with Headteachers each autumn, setting clear expectations and timelines. Work towards transition planning beginning in Year 5. 		Contributor(s): Learning Support Services Manager / Team Manager Exclusions (WBC)			confusion in its implementation last year.
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	Lead Action Owner: Virtual School Headteacher (WBC)	Priority 3 - Inclusion		<p>April 2025: 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.</p> <p>July 2025: We are awaiting confirmation regarding potential health funding to support rolling out the project next year under a revised title. The current title - "Attachment and Trauma-Informed Mental Health Project" - was recognised as lacking broad appeal. The next meeting is scheduled for mid-July.</p> <p>August 2025: Phase 1 schools have now (mostly) put the Relational Policy to their Governors and we were invited to some Full Governing Boards to share. We are expecting that Phase 2 will provide some support for the 'original' schools as they are starting to implement the policy into practice. In really positive news, our Phase 1 schools have also expressed an interest in remaining part of our network and being a 'buddy' for Phase 2 schools.</p>
Measures of success (how will we know?) <ul style="list-style-type: none"> 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	Work with school partners to identify opportunities for the provision of specialist outreach support into mainstream settings.					
3.4.1	Review and develop special school outreach service, with identified funding and revised Service Level Agreement.	March 2026	Lead Action Owner: Learning Support Services Manager (WBC) Action Contributor(s):	Priority 3 - Inclusion		<p>March 2025: 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.</p> <p>July 2025: A meeting took place with Service Director – Education & SEND and representatives from The Castle School regarding SIS. Brookfields has not been part of SIS this year due to staffing issues, resulting in The Castle School running the service alone. A meeting is still pending with the Head of Brookfields to explore staffing contributions for next year. This will be followed up before the</p>

			Service Director - Education & SEND (WBC)			<p>end of term. Schools continue to express a preference for an expanded SIS service, allowing for more in-depth support and observation.</p> <p>August 2025: Brookfields have confirmed that they will re-join SISS from 1st April 2026. The service offer is currently being reviewed to ascertain whether it still meets needs.</p>
3.4.2	Review and develop Pupil Referral Unit outreach service, with identified funding and revised Service Level Agreement.	September 2026	Lead Action Owner: Principal EP & Service Manager SEMH (WBC)	Priority 3 - Inclusion		<p>March 2025: 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.</p> <p>August 2025: iCollege has been highly praised by parents for its adaptability and responsiveness to emerging needs. Its service level agreement has become somewhat unclear, not due to leadership issues, but as a result of its flexible approach. Recent conversations highlight that iCollege has organically evolved into a unique and valued provision, including elements of resource-based unit work.</p>
Measures of success (how will we know?) <ul style="list-style-type: none"> 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	Support our Local Schools with the early identification of EBSA and a consistent implementation of provision.					
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	Lead Action Owner: Principal EP & Service Manager SEMH (WBC) Action Contributor(s): Head of SEND (WBC)	Priority 3 - Inclusion		<p>March 2025: 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"> Sharing best practice and strategies across schools and services Providing clear definitions of EBSA and distinguishing it from broader mental health or SEND issues Encouraging multi-agency collaboration, particularly with social care and health services Raising awareness of available local support and] Ensuring all agencies work towards a unified approach to supporting students <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>April 2025: 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> <p>August 2025: This group and the training group has a crossover of participants. These groups, and the conversations these groups are having will support development of a community of practice.</p>
3.5.2	Develop a programme of learning for our schools to ensure our	March 2026	Lead Action Owner:	Priority 3 - Inclusion		March 2025: 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.

	workforce is confident in supporting children and young people with EBSA.		Principal EP & Service Manager SEMH (WBC) Action Contributor(s): Head of SEND (WBC)			<p>Training Link: https://www.edpsyched.co.uk/ebsa-horizons-schools</p> <p>April 2025: 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> <p>August 2025: The professions to undertake the Horizons EBSA training have now all been identified. There are 14 professions in total from teams across the Local Authority including the EBSA team, Educational Psychology, Youth Justice, Medical Tuition, Autism Team, Virtual School, Education Welfare. The PCF chair will also receive the training.</p> <p>The initial meeting with schools identified to undertake the training pilot took place in July. The next meeting is scheduled for November. Families of the schools who are completing the training will also have access to it – schools will release a link to parents with useful resources to support their child. We have 7 primary schools taking part, 1 secondary school and iCollege.</p>
3.5.3	Explore increasing capacity within the EBSA service to meet demand for earlier intervention.	March 2026	Lead Action Owner: Principal EP & Service Manager SEMH (WBC) Action Contributor(s): Head of SEND (WBC)	Priority 3 - Inclusion		<p>March 2025: 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 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> <p>June 2025: Capacity remains an issue. Support is being provided by EHA. The funding is still available, but there is a requirement for a balance of experience. We do have a casual EP coming in who has experience in trauma, so we may be able to use some of their time.</p> <p>August 2025: The anticipated appointment of a casual EP with trauma experience has not progressed. The EBSA Coordinator continues to be supported by EHA.</p>
3.5.4	Review, and re-launch, our EBSA guidance. To achieve this, we will: <ul style="list-style-type: none"> Develop updated guidance for schools Create accessible guidance 	March 2026	Lead Action Owner: Principal EP & Service Manager SEMH (WBC)	Priority 3 - Inclusion		<p>March 2025: 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>for parent/carers – this could be in the form of a parent/carer booklet</p> <ul style="list-style-type: none"> • Develop an Early Identification Toolkit • Ensure all resources are available on the Local Offer for easy access 		<p>Action Contributor(s): Head of SEND (WBC) / West Berkshire Parent/Carer Forum</p>		<p>April 2025: 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> <p>June 2025: Updated action to include early identification toolkit. Discussed in the EBSA Task Group on 04/06 that it might be useful to ensure EBSA is identified at the earliest opportunity. The Task & Finish group will convene for the first time in September 2025, volunteers for the task group have been identified.</p> <p>August 2025: The first EBSA Early Identification toolkit meeting is due to take place on Thursday 18th September 2025 and will be attended by colleagues from across the Local Authority, schools and the West Berkshire Parent/Carer Forum.</p>
3.5.5	Develop Secondary School access to support children presenting with EBSA to address a growth in demand	March 2026	<p>Lead Action Owner: Principal EP & Service Manager SEMH (WBC)</p> <p>Action Contributor(s): Head of SEND (WBC)</p>	Priority 3 - Inclusion	<p>April 2025: 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> <p>June 2025: One secondary school taking part in training, but more work to be done here. EBSA Task Group on 04/06 heard that secondary schools have their own Alternative Provision/Inclusion Units which they are using to support EBSA type learners. Most secondary schools also have their own Medical Tuition teams, or staff, who are visiting these young people at home e.g. for academic tutoring. Secondary schools are adapting and changing as they are coming up with different things to meet the individual needs of learners.</p> <p>August 2025: Work is underway to develop updated information on EBSA for inclusion on the Local Offer. Currently, the only publicly accessible content is located on an outdated SLA page. The revised Local Offer pages will feature the Annual Report and a range of resources designed for use in schools, ensuring more accurate, accessible, and up-to-date information for families and professionals.</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	<p>Lead Action Owner: Principal EWO & Lead Officer for Safeguarding and Acting Service Manager – Access, Vulnerable Learners & Families (WBC)</p> <p>Action Contributor(s): Head of SEND (WBC) / Designated Clinical Officer</p>	Priority 3 - Inclusion	<p>April 2025: 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>June 2025: The EBSA Task Group on 04/06 heard that:</p> <ul style="list-style-type: none"> - 4943 persistently absent learners - 665 children severely absent (<50%) - West Berkshire is in line with national average - Biggest numbers of persistently absent learners have SEMH needs and/or an Autism diagnosis - Learners with an EHCP are also in the higher absence bracket - Numbers of EBSA may be higher as the above data doesn't capture pupils on a part-time timetable who are making small steps to return to school <p>Education attendance officers have been offering a lot of training and drop-in sessions to schools. Low attendance can be one of the first signs of EBSA.</p> <p>EBSA Coordinator is meeting with a Clinical Psychologist who is supporting families with parental</p>

			(BOB ICB) / Social Care (WBC)			<p>mental health. They are looking at how parental mental health may be causing EBSA, whereas the LA look at how EBSA may be causing parental mental health.</p> <p>August 2025:</p> <ul style="list-style-type: none">• The development of an LA Attendance Strategy is underway with the aim to have this shared with Corporate Board by September 2025 and published following this.• The attendance data across West Berkshire and statistical neighbours for the academic year 2023/2024 and 2024/2025 reveals consistent patterns that reinforce the need for a collaborative and proactive attendance strategy. West Berkshire maintains a strong attendance rate of 94.82% in 2024/2025, slightly above the national average of 94%. However, persistent absence remains a concern across all areas with West Berkshire at 12.65%, closely aligned with statistical neighbours. These figures suggest that while overall attendance is relatively stable, a significant proportion of pupils are missing substantial amounts of school.• Unauthorised absence rates have also seen a slight increase across the board, with West Berkshire rising from 1.05% to 1.2%, mirroring national and regional trends.• Work continues on our offer for S19 pupils and graduated offer for pupils with medical conditions that cannot attend school (see action 4.4.1).• Continued work with schools through Attendance Team to address absence at the earliest opportunity – a comprehensive training offer is in place for the academic year 2025/2026.• Data led targeted support work for schools with our lowest attendance % has shown improved rates of attendance and this best practice will continue into 2025/2026• The SEND Team and Attendance Team are working much closer together – sharing data, support, and plans for improved attendance.• Proactive school support and visits to any schools of concern to ensure action plans are in place for improvement – this will be extended to the Commissioning Team once they are in post.• Ordinarily Available and SEND Banding review work will contribute to this action.• Principal EWO & Lead Officer for Safeguarding and Acting Service Manager – Access, Vulnerable Learners & Families is the lead for Priority 4 with BWSCP on children not in school• Principal EWO & Lead Officer for Safeguarding and Acting Service Manager – Access, Vulnerable Learners & Families is the lead for Priority 4 with BWSCP on children not in school is leading a multi-authority project with BOB to support GPs and front-line health staff to support school attendance.
<p>Measures of success (how will we know?)</p> <ul style="list-style-type: none">• Reduction in number of pupils absent from school due to EBSA.						
<p>Priority 4: Developing Local Specialist Provision & Support</p>						
No.	Task & Actions	Timeline	Owner	Governance 1 April 2025- 31 March 2026	RAG Status*	Commentary
4.1	Identify the current, and future, needs of children and young people with SEND to ensure their needs can be met locally.					

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	Lead Action Owner: Interim Education Development Officer – SEND Projects (WBC) Action Contributor(s): Head of SEND / SEND Strategy Officer (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP): Sufficiency Strategy Task and Finish Group		<p>July 2025: It was agreed within the Internal Data Task Group that responsibility for the annual update of the SEND Sufficiency Plan would sit with the Interim Education Development Officer – SEND Project Developments, given their involvement in analysing data related to short-, medium-, and long-term provision needs. However, since this agreement, there has been a change in personnel. The current priority is to provide an update to the Executive outlining our plans for developing sufficient local specialist provision.</p> <p>August 2025: Work to better understand the needs of the current and future cohorts of children with SEND is progressing well (see SEND Sufficiency update report for 19 June Exec Briefing) and is feeding into the identification of solutions to increase local specialist placement capacity.</p>
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	December 2025	Lead Action Owner: 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. The SEND Re-banding Review Lead 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"> Further amend draft Framework to reflect feedback to date and West Berks needs. <u>Completed</u> Meeting with EHCP team to engage with them and get their feedback and suggestions. <u>Complete and ongoing</u> Test with larger sample of EHCPs (Feb / March) – <u>as above, larger sample being tested</u> Amend Mainstream School SEND Funding Guide to reflect feedback to date. <u>Complete for sending out September 2025</u> Meeting with secondary SEND leads 10th Feb and SENDCo network (5th March) to get feedback and suggestions. <u>Complete</u> Engage with broader health partners (Helen) <u>Have tried</u> Develop Early Support Funding model / framework for development Feb / March. <u>Vanessa leading. Aim to launch November 2025</u> <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>August 2025: In the working group, schools have tested descriptors on pupils in their schools and their feedback is that they seem to work. There is recognition that they do not match the current system which is not transparent or consistent. The SEND Re-banding Review Lead is working with the SEND team to test a larger sample of EHCPs against the descriptors to inform budget modelling. (Sessions are scheduled in June, July and August and the team are also moderating a larger sample). The SEND Re-banding Review Lead is working with schools' finance, to model and apply funding methodology.</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"> 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 the morning and Brookfields and The Castle in the afternoon) will take place on 10th March. <p>August 2025: Special schools have asked for one descriptor to be split and for average class sizes and ratios to be added into support sections.</p> <ul style="list-style-type: none"> The SEND Re-banding Review Lead to contact finance team to ensure they are ready for financial modelling actions. <p>Special schools have shared issues with place planning and not receiving 3.4% uplift. This has been raised at director level and with school finance. Schools have received this in previous years according to school finance. We need to make this clear in indicative budget share. The SEND Re-banding Review Lead will build into implementation elements of new framework. The aim is to complete Dec 2025 to inform budgets 2026/2027</p> <p>Visits have been made to all mainstream schools with SRPs and DUs. Special school draft descriptors have been shared with DU schools for their review. Descriptors being drafted in July/ Aug 2025 and shared and developed with other schools September /October 2025. Aim to complete Dec 2025 to inform budgets for 2026/2027</p> <p>Some risks have been identified including:</p> <ul style="list-style-type: none"> 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. iCollege also needs this clarity regarding placement of pupils with an EHCP and process for this. <p>Suggested mitigations are:</p> <ul style="list-style-type: none"> 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. For iCollege this should be picked up in the discussions with them to develop an SLA.
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	Lead Action Owner: Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)	<p>March 2025: 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>April 2025: The commissioning team roles have been approved by FRP on a two-year fixed term basis initially and are out advertisement.</p> <p>August 2025: The structure of the new Commissioning Team is as follows:</p>

					<div><pre>graph TD; SL[Service Lead: Commissioning] --> SMDL[Sufficiency and Market Development Lead]; SL --> QC[Quality, Contracts & Complaints Manager]; SL --> SBO[Senior Brokerage Officer]; SL --> SCC[Senior Commissioner: Joint Commissioning]; SMDL --> RPO[Recruitment & Publicity Officer]; QC --> CQA[Contracts & Quality Assurance lead]; QC --> CO[Contracts Officer]; QC --> SAR[SARs Officer]; QC --> COff[Complaints Officer]; SBO --> BO1[Brokerage Officer]; SBO --> BO2[Brokerage Officer]; SBO --> BO3[Brokerage Officer]; SCC --> SSL[SEND Strategy Lead];</pre></div> <p>The following posts have been offered and are proceeding through the onboarding process:</p> <ul style="list-style-type: none">• Service Lead• Contracts Officer• Quality Assurance Lead• Senior Brokerage Officer• Brokerage Officer <p>The following roles remain out for recruitment/have interviews scheduled:</p> <ul style="list-style-type: none">• Joint Commissioner• Market Development Manager• 1x Brokerage Officer
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	Lead Action Owner: Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)	<p>April 2025: The commissioning team roles have been approved by FRP on a two-year fixed term basis initially and are out advertisement.</p> <p>August 2025: See update to action 4.1.3 regarding the Commissioning Team recruitment.</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	Lead Action Owner: Head of SEND (WBC) Action Contributor(s): SEND Re-banding Review Lead (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		March 2025: 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 August 2025: Progress on this action is dependent on the full completion of the SEND re-banding review.
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	Lead Action Owner: Head of SEND (WBC) Action Contributor(s): SEND Re-banding Review Lead (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		August 2025: This action is dependent on the appointment of a Head of SEND, a post which is not yet filled. The action will remain on hold until such time a Head of SEND is in post.
4.1.7	Work in partnership with the Parent//Carer Forum to ensure that 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.	March 2026	Lead Action Owner: Head of SEND (WBC) Action Contributor(s): SEND Strategy Officer / Interim Head of Early Years and Participation & Engagement (WBC) / West Berkshire Parent/Carer Forum	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		August 2025: This action is dependent on the appointment of a Head of SEND, a post which is not yet filled. The action will remain on hold until such time a Head of SEND is in post. However, the chair of our West Berkshire Parent/Carer Forum does attend our Priority 4 – Developing Local Specialist Provision & Support group, where sufficiency of specialist provision is discussed.
4.1.8	Develop, and publish, a clear and accessible Continuum of Provision guide on the Local Offer. This guide will: <ul style="list-style-type: none"> 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 & when school visits can be arranged. Improve families' confidence and clarity when considering educational options, leading 	September 2025	Lead Action Owner: Head of SEND (WBC) Action Contributor(s): Interim Principal SEN Manager / Learning Support Services Manager (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		April 2025: 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. August 2025: There are no further updates at this stage, as the Parent Carer Forum continues to gather feedback from families on how best to present information to support parents and carers of children and young people with SEND when choosing a school. This work is closely aligned with ongoing efforts to improve the accessibility and usability of the Local Offer, ensuring that key information is easy to find and understand.

	to more informed and timely decisions around school placements. • Be reviewed annually.					
Measures of success (how will we know?) <ul style="list-style-type: none"> Alignment of unit costs with statistical neighbours and national benchmarking Reduction in requests for EHC Needs Assessments. Clear and transparent decision-making processes published on the Local Offer. Reduction in unit costs for placements in IMNS and AP. Reduction in price increase in current high-cost placements in IMNS and AP. Increase in sustainable AP provision. % of children placed in good, or outstanding provision 						
4.2	Work with our local mainstream provision to identify opportunities to develop additional SEMH, Autism, MLD and SLD provision.					
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	Lead Action Owner: Interim Education Development Officer – SEND Projects (WBC) Action Contributor(s): Head of SEND / Education Place Planning & Development Manager / SEND Strategy Officer (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		May 2025: 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. July 2025: The Interim Education Development Officer – SEND Projects is currently working on providing an update on our plans to the Executive. August 2025: See update to action 4.1.1 where the Executive Briefing is embedded.
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	Lead Action Owner: Interim Education Development Officer – SEND Projects (WBC) Action Contributor(s): Head of SEND / Education Place Planning & Development Manager / SEND Strategy Officer (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		May 2025: 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. August 2025: See update to action 4.2.1.
4.2.4	Work with our Resource Provisions to review, and amend, their admissions criteria, supporting	April 2025	Lead Action Owner: SEND Re-	Priority's 4 & 5: Developing Local		March 2025: 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

	them to meet the needs of more complex children.		banding Review Lead (WBC) Action Contributor(s): Learning Support Services Manager / Interim Principal SEN Manager / SEND Strategy Officer (WBC)	Specialist Provision (including AP)		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. August 2025: See update to enabler 7.11.
Measures of success (how will we know?) <ul style="list-style-type: none"> No. of available local specialist placements in mainstream provision Reduction in INMSS use and spend 						
4.3	Work with our local maintained special schools to identify opportunities for expansion and exploring with partners opportunities for additional specialist provision.					
4.3.1	Build additional classrooms at The Castle School to create additional places by April 2026	April 2026	Lead Action Owner: Education Place Planning & Development Manager (WBC) Action Contributor(s): Interim Principal SEN Manager (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		April 2025: 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. August 2025: This project remains on track to achieve practical completion in December 2025.
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	Lead Action Owner: Education Place Planning & Development Manager (WBC) Action Contributor(s): Head of SEND / Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		August 2025: Initial work indicates that it's likely that the increased local specialist placement capacity can be achieved without the need for an additional special school. However, the work to increase local specialist placement capacity is still ongoing and forecast demand is to be reviewed annually, both of which may change this initial view.
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	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): Education Place	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		May 2025: 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. August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.

			Planning & Development Manager / Head of SEND (WBC)			
Measures of success (how will we know?) <ul style="list-style-type: none"> Number of specialist local provision places Reduction in INMSS use and spend 						
4.4	Develop bespoke packages of support for children and young people who are not attending school for health or other reasons.					
4.4.1	Review Local Authority policy on education of children not attending school for health or other reasons (S19)	October 2025	Lead Action Owner: Principal EWO & Safeguarding Lead and Acting Service Manager Vulnerable Learners & Families (WBC) Action Contributor(s): Principal EP & Service Manager SEMH (WBC)	Priority 4: Developing Local Specialist Provision (including AP)		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. Work around the thematic review/visit focussed on children not in school. Learning from the review will inform work in this area moving forward. August 2025: Suggested policy for S19, medical needs and proposed solutions was put forward to DMT in July 2024. Awaiting further direction. There have also been some discussions around how the new Commissioning Team can support this work as well as considering a fixed location for medical support.
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	Lead Action Owner: Principal EWO & Safeguarding Lead and Acting Service Manager Vulnerable Learners & Families (WBC) Action Contributor(s): 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. August 2025: No change, see update to action 4.4.1.
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	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): Principal EWO & Safeguarding Lead and Acting	Priority 4: Developing Local Specialist Provision (including AP)		April 2025: Through the budget process, we have secured the capacity to manage Personal Budgets, which we didn't have previously. August 2025: We have an overwhelming need to secure appropriate S19 provision (see update to action 4.4.1), policies and capacity. We currently 'manage' this through the Medical Tuition Service (MTS) which is reliant on one person, and it is ever growing – S19 for those not able to secure places at SEN specialist provision, medical, vulnerable, EBSA, EOTAS etc. The LA faces significant challenges e.g. a suitable education package cannot be provided if the most appropriate provision is a SEN specialist provision – see updates on sufficiency of specialist

			Service Manager Vulnerable Learners & Families / Principal EP & Service Manager SEMH (WBC)			<p>placements.</p> <p>There has been lots of discussion and attempts to develop an SLA for iCollege to ensure that our Alternative Provision (AP) is appropriate, however we are reliant on commissioning/finance to oversee this. We require:</p> <ul style="list-style-type: none"> • A Quality Assured list of AP in the area • A way of identifying who is on AP and for this to be monitored • An AP policy to support who is eligible • Appropriate pathways decision for pupils who have not secured SEN placements or are tribunal directed • EOTAS to be identified and the SEN team responsible • AP planning work with schools as they develop their own AP <p>Consideration will also be given to the appropriateness of including personal budgets within this action.</p>
Measures of success (how will we know?) <ul style="list-style-type: none"> • Reduction in Complaints (Stage 1 and Stage 2) & Local Government Ombudsman cases • 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 						
4.5	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.					
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 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.	March 2026	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): SEND Strategy Officer / Interim Head of Early Years & Participation and Engagement (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<p>April 2025: 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.</p> <p>August 2025: To date, three visits to short breaks providers have been completed, with two additional visits to be scheduled. The data and insights gathered from these visits will be analysed and shared at the next Short Breaks Task Group meeting (September). This information will also be provided to the Commissioning Team, once in post, to support the initiation of a competitive tender process.</p>
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	March 2026	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): SEND Strategy Officer / Interim Head of Early Years & Participation and	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		August 2025: See update to action 4.5.1.

	needs and are accessible across the Local Area.		Engagement (WBC)			
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	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): 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)		August 2025: It is expected that this will fall within the scope of the Commissioning Team's work as part of the competitive tender process for short break provision. There is interest in expanding this provision, subject to provider capacity and available funding. However, progress on this action is dependent on the Commissioning Team being in post and the commencement of the tendering process.
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	Lead Action Owner: Commissioning Team Action Contributor(s): SEND Strategy Officer (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		July 2025: While progressing this action will ultimately require capacity within the Commissioning Team, the SEND Strategy Officer has proactively initiated contact with Reading to begin early discussions. A response from Reading is currently awaited. August 2025: The SEND Strategy Officer and Interim Head of Early Years have an initial discussion with Reading scheduled for 28 th August 2025.
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 'Specialist' short break provision available, along with eligibility criteria, to help families understand and access the support they need.	March 2026	Lead Action Owner: SEND Strategy Officer (WBC) Action Contributor(s): Interim Head of Early Years & Participation and Engagement (WBC) / West Berkshire Parent/Carer Forum	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		August 2025: This work is beginning with a co-production session to update the Short Breaks Statement for 2025. It is anticipated that, following this session and the completion of the remaining provider visits, the Parent Carer Forum (PCF) will have the necessary information to develop a One Page Service Offer for Short Breaks. This will also contribute to ongoing development of the Local Offer and will need to be regularly reviewed in light of the forthcoming competitive tender process for short break provision.
Measures of success (how will we know?) <ul style="list-style-type: none"> Increased offer for assessed and non-assessed short breaks, including in the East Satisfaction rates (SURVEY). 						

Priority 5: Strengthening Alternative Provision						
No.	Task & Actions	Timeline	Owner	Governance 1 April 2025- 31 March 2026	RAG Status*	Commentary
5.1	Undertake a needs analysis to ensure that we understand demand and can meet need.					
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	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): 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)		April 2025: There is a requirement to first understand the data, before the strategy can be written. August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.
Measures of success (how will we know?) <ul style="list-style-type: none"> Increased number of Alternative Provision placements available within the district Reduction in out of area placements Improved attendance, engagement and outcomes Earlier identification of emerging needs 						
5.2	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.					
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	Lead Action Owner: Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		April 2025: 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. August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.
5.2.2	Develop guidance for schools on commissioning and monitoring the enhanced alternative provision offer	March 2026	Lead Action Owner: Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		April 2025: 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. August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.

5.2.3	Establish commissioning and quality assurance processes in relation to alternative provision	March 2026	Lead Action Owner: Commissioning Team (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<p>April 2025: 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.</p> <p>August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.</p>
5.2.4	Create and embed the AP directory into the Local Offer website	March 2026	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): Specialist Information Officer EYs & Local Offer (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<p>April 2025: 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.</p> <p>August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.</p>
Measures of success (how will we know?) <ul style="list-style-type: none"> Increased AP offer Fewer mainstream placement breakdowns Reduced INMSS Reduction in second chance mainstream placements and AP and specialist placements, from mainstream Regular QA reports provided 						
5.3	Further develop short- and medium-term alternative provision to enable students to re-engage with education and return to mainstream schools (iCollege).					
5.3.1	Develop additional KS3 capacity for medium term in-reach turnaround placements.	March 2026	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): Principal EP & Service Manager SEMH (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<p>April 2025: 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.</p> <p>August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.</p>
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	March 2026	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): Principal EP & Service Manager SEMH (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		<p>April 2025: 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.</p> <p>August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.</p>

	appropriate), ensuring a continuum of provision for all age groups.					
Measures of success (how will we know?) <ul style="list-style-type: none"> • Number of AP places at iCollege • Increased AP placements from other providers • Reduction in INMSS • Reduction in exclusions and managed moves • Overall increased attendance data 						
5.4	Develop short- and medium-term emergency alternative provision for children and young people who have no educational setting.					
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	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): 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)		April 2025: 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. August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.
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"> • Look at referral information to ensure children and young people are coded as SEN Support or EHCP • Look at referral information to iCollege to ensure it captures need and thus ensures accurate recording 	December 2025	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): Principal EP & Service Manager SEMH (WBC)	Priority's 4 & 5: Developing Local Specialist Provision (including AP)		April 2025: 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. August 2025: There are no further updates at this stage. Progress on this action is contingent upon the Commissioning Team being in post. For the latest update on recruitment, please refer to action 4.1.3.
5.4.3	Work with schools to review, and refine, coding practices for Permanent and Fixed-term exclusions to ensure the information received accurately	July 2025	Lead Action Owner: Principal EP & Service Manager SEMH (WBC)	Priority's 4 & 5: Developing Local Specialist Provision		August 2025: This work is aligned with action 3.2.1.

	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.		Action Contributor(s): SEN & DCT Business Manager / Head of SEND (WBC)	(including AP)		
Measures of success (how will we know?) <ul style="list-style-type: none"> Reduction in numbers of children without a school place (target 0) Reduction in time out of school placement 						
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	Lead Action Owner: Interim Head of Early Years and Participation & Engagement (WBC) Action Contributor(s): West Berkshire Parent Carer Forum / Parent Champions	Priority 6: Preparation for Adulthood		June 2025: Last year, the Supported Internship event at Newbury College saw around 80 attendees, including young people. The event was a great success. We will be exploring additional workshops focussed on transitions with the Parent/Carer Forum and Parent Champions. August 2025: The West Berkshire Parent/Carer Forum have been introduced to the CEO at Ways into Work. They are looking to co-produce an information event for the academic year 2025-2026. An initial meeting is due to be scheduled in September 2025.
6.1.2	Review and improve the Preparation for Adulthood content of the SEND Local Offer website.	March 2026	Lead Action Owner: SEND Strategy Officer (WBC) Action Contributor(s): Interim Head of Early Years and Participation & Engagement / Specialist Information Officer EYs &	Priority 6: Preparation for Adulthood		June 2025: The Local Offer is undergoing improvements, but there is further development work required. August 2025: See update to enabler 7.13 which details plans for Local Offer developments. The lack of a SEND Youth Forum/youth voice is posing a concern regarding progression of this action.

			Local Offer (WBC) / West Berkshire Parent/Carer Forum			
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	Lead Action Owner: TBC Action Contributor(s): 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. August 2025: The Participation Team has been agreed, and recruitment is underway for an additional 1-person to build on children in care participation and there will not be the capacity in the SEND space. The current team does not currently have the capacity or the necessary expertise to undertake SEND-related work. However, ongoing discussions between Education and Children's Social Care will explore how this could be made possible should appropriate resources become available.
Measures of success (how will we know?) <ul style="list-style-type: none"> Increased hits on P4A page of local offer Increased satisfaction (Survey) Reduction in NEET 						
6.2	Increase opportunities for young people with SEND to secure employment, including the development of Supported Internships and Apprenticeships.					
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	Lead Action Owner: Deputy Headteacher Castle School Action Contributor(s): Managing Director Ways into Work / HR (WBC)	Priority 6: Preparation for Adulthood		August 2025: The Careers and Enterprise Company is developing a strategy which is a structured approach that provides young people with different levels of work experience throughout their educational journey. If schools can connect and integrate into this framework, it will be highly beneficial. Although currently in its pilot phase, the strategy is set to be implemented. We need to ensure any structured menu of work-related opportunity we develop links into this work.
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	Lead Action Owner: HR (WBC) Action Contributor(s): Deputy Headteacher	Priority 6: Preparation for Adulthood		March 2025: PfA group discussed the need to be mindful about having an effective monitoring process. August 2025: This action cannot be progressed until the structured menu of work-related opportunities has been developed.

			Castle School / Managing Director Ways into Work			
6.2.3	Work in partnership with 'Ways into Work' to offer supported internship placements at the Council	September 2026	Lead Action Owner: SEND Strategy Officer (WBC) Action Contributor(s): HR (WBC) / Managing Director Ways into Work	Priority 6: Preparation for Adulthood		<p>June 2025: Corporate Board paper was written in April 2025. Some changes have occurred since, and the report has been redrafted and sent for a slot at DMT prior to the report being head at Corporate Board.</p> <p>July 2025: Corporate Board paper is being presented at the board on Tuesday 5th August 2025.</p> <p>August 2025: The Corporate Board has approved the Council's initiative to become an employer offering Supported Internship placements. Following this endorsement, the SEND Strategy Officer has been tasked with preparing a presentation to share with the wider Senior Leadership Team (SLT), which is scheduled for September.</p> <p>The proposed approach involves individual service areas expressing interest in hosting a Supported Internship placement. Once identified, Ways into Work will collaborate closely with HR and the relevant service to 'job carve' a suitable role. The roles will be advertised in January, with assessments and interviews taking place in April and May. The aim is for placements to commence in September 2026.</p>
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	Lead Action Owner: HR (WBC) Action Contributor(s): SEND Strategy Officer (WBC)	Priority 6: Preparation for Adulthood		<p>August 2025: This is a longer-term action which cannot be progressed until work-related learning opportunities and Supported Internships are embedded within the organisation.</p>
6.2.5	Work with Newbury College and 'Ways into Work' to increase the number of supported internships available locally	March 2026	Lead Action Owner: SEN Manager – Post-16 (WBC) Action Contributor(s): Managing Director Ways into Work / Newbury College	Priority 6: Preparation for Adulthood		<p>June 2025: Over 10 students from Newbury college were put forward for supported internship in the last year. There was some delay in some of the internships starting whilst work to assess suitability and finding an appropriate work placement, matched to the young person's interests were sought.</p> <p>August 2025: The pilot year with Newbury College and within the West Berkshire geography was a complex journey but still resulted in some really positive outcomes and there is continued support for these young people from Ways into Work going forward.</p> <p>As a snapshot, there are 8 West Berkshire young people registered for a Supported Internship Placement for the academic year 2025-2026 including students at Newbury College, Brookfields School and Reading College.</p>
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	Lead Action Owner: Commissioning Team (WBC) Action Contributor(s): SEND Strategy Officer (WBC) / Managing Director Ways into Work	Priority 6: Preparation for Adulthood		<p>March 2025: New service starts on 01/04. It will be a combined commissioned children's and adults supported employment service.</p> <p>August 2025: There are no further updates at this time, as progress on this action remains dependent on the Commissioning Team being in post. For the latest recruitment update, please refer to action 4.1.3. However, Ways into Work continue to be highly engaged—particularly from a children's perspective—and will be working with us to deliver the priorities outlined in our successful NDTi grant application focused on internships work.</p>

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	Lead Action Owner: SEN Manager – Post-16 (WBC) Action Contributor(s): SEND Strategy Officer / (WBC) / West Berkshire Parent/Carer Forum	Priority 6: Preparation for Adulthood		<p>August 2025: Phase transfers for the next academic year will begin from September 2025. To support planning, we need to understand the level of interest in Apprenticeships and ensure we are targeting that interest appropriately.</p> <p>The Annual Review paperwork for Year 9 and above has been updated to better capture discussions around preparing for adulthood. However, it has been agreed that this revised paperwork will not be implemented at this stage, due to current capacity constraints within the SEND team that impact our ability to meet statutory duties related to Annual Reviews.</p> <p>Historically, a letter has been sent to families at the point of Phase Transfer to prompt conversations about next steps. Schools remain best placed to assess whether a young person is ready for an Apprenticeship pathway.</p> <p>It is important that we avoid a one-size-fits-all approach to Apprenticeships. We must be cautious not to over-promote opportunities that may not be available or suitable for every young person.</p> <p>The SEND Team will conduct the data gathering exercise as part of the Phase Transfer process.</p>
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	Lead Action Owner: SEN Manager – Post-16 (WBC) Action Contributor(s): SEND Strategy Officer (WBC) / Newbury College	Priority 6: Preparation for Adulthood		<p>August 2025: The Careers and Enterprise Company are completing market engagement work as part of driving forward the apprenticeship agenda. Suggested this action is picked up through the work as we develop a Berkshire wide SEND Employment Forum.</p>
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	Lead Action Owner: HR (WBC) Action Contributor(s): SEND Strategy Officer / SEN Manager – Post-16 (WBC)	Priority 6: Preparation for Adulthood		<p>August 2025: There are a number of high-quality training providers in the area, but no Apprenticeships. Some employers who do offer Apprenticeships may opt to use the cheaper training providers which in some cases means 100% online delivery for the 20% 'off the job' time. West Berkshire have recently signed the Salisbury Framework which is a procurement system with a pre-determined list of providers. The local training provider: West Berkshire Training Consortium is not on this list, which may limit the work the Council can do with them.</p>
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	Lead Action Owner: SEND Strategy Officer (WBC) Action Contributor(s): SEN Manager - Post-16 (WBC) / Managing Director Ways into Work	Priority 6: Preparation for Adulthood		<p>August 2025: Initial discussions have commenced with neighbouring Berkshire local authorities to launch a Berkshire-wide SEND Employment Forum. Draft Terms of Reference have been prepared and will be agreed at the inaugural meeting due to be scheduled for September 2025. This work is being supported by an Associate from the NDTi. First meeting in September 2025 will see the Black Country Forum share how they have embedded a cross Local Authority SEND Employment Forum.</p>

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	Work with local mainstream and specialist FE providers to improve provision for work-related learning.					
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	Lead Action Owner: SEND Strategy Officer (WBC)	Priority 6: Preparation for Adulthood		<p>March 2025: Being reviewed by Legal team. Believe a NASS standard contract agreement may be a better approach.</p> <p>August 2025: The legal team has prepared a draft letter intended for use with FE providers. However, before it can be adopted, the Interim Principal SEN Manager needs to gather some additional information.</p>
6.3.2	Implement transition checklist within Annual Review process, ensuring 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.	March 2026	Lead Action Owner: Interim Principal SEN Manager (WBC)	Priority 6: Preparation for Adulthood		<p>July 2025: A decision has been made not to implement the transition checklist at this time due to lack of capacity to fulfil our statutory duties with regards to Annual Reviews. It feels inappropriate to ask schools to complete this amended paperwork when we do not currently have the capacity to review, or process, it.</p> <p>August 2025: If West Berkshire does move to a SEN Hub, such as the Idox EHC Hub, all documentation will need to be reviewed and templates created, which will include the transition checklist. Therefore, at this time, it would be appropriate to wait for the decision regarding the SEN Hub and including the transition checklist as part of this work.</p>
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	Lead Action Owner: Head of SEND (WBC) Action Contributor(s): Interim Head of Early Years and Participation & Engagement (WBC) / Parent Champions	Priority 6: Preparation for Adulthood		<p>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.</p> <p>August 2025: This action is dependent on the appointment of a Head of SEND, a post which is not yet filled. The action will remain on hold until such time a Head of SEND is in post.</p>
Measures of success (how will we know?) <ul style="list-style-type: none"> • NEET data • Consistent offer across settings • Destination measures • Decrease in number of ISP placements • Increased number of ceased EHCPs 						
6.4	Work with Adult Social Care to ensure opportunities for young people with SEND to meaningfully engage and participate in their local community.					
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	December 2025	Lead Action Owner: Team Leader - Transitions (WBC) Action	Priority 6: Preparation for Adulthood		<p>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.</p> <p>August 2025: A draft directory is already in place, which requires some updating. The draft version is shared with clients and their families during their visits. There is also information available on the Council's website and Directory.</p>

	offering meaningful activities for young people who may not be able to access paid employment, ensuring the directory aligns with their needs and preferences.		Contributor(s): Social Worker ASC / SEN Manager - Post-16 (WBC)			
Measures of success (how will we know?) <ul style="list-style-type: none">Reduction in ISP placementsReduction in residential placements for 18-25 year olds						
6.5	Ensure pathways from children to adults' health services work smoothly and are clearly understood.					
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	Lead Action Owner: Community Children's Nurse & Specialist School Nurse Manager (BHFT)	Priority 6: Preparation for Adulthood		August 2025: Confirmed that letters are sent out to inform families of 14, 16 and 18-year-olds of right to have an LD health check from team in the west to support in engagement.
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	Lead Action Owner: Designated Clinical Officer (BOB ICB)	Priority 6: Preparation for Adulthood		August 2025: Will be picked up through One Page Service offer work. See update to action 2.2.2
Measures of success (how will we know?) <ul style="list-style-type: none">Number of LD Health checks completed						
7. Enablers						
No.	Task & Actions	Timeline	Owner	Governance 1 April 2025-31 March 2026	RAG Status *	Commentary
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	March 2026	Lead Action Owner: Strategic Support (WBC)	Data Task & Finish Group SEND Strategic Improvement Board		July 2025: The SEND Data Dashboard requires further development. The Internal Data Task Group has agreed that there should be a single, centralised dashboard that can be adapted for different purposes—such as strategic or operational use. A paper was presented to DMT, where it was agreed to pause publication of the current dashboard due to concerns around data quality. A meeting is scheduled for 7 August 2025 with wider education colleagues to agree on the key data

	leaders with continued effective oversight.					<p>points and prioritise the next phase of dashboard development.</p> <p>August 2025: In early August, a discussion was held with the wider education management team to emphasise the importance of applying the insights gained from the strategic review of the CapitaONE system. The aim is to reduce reliance on spreadsheets maintained outside the system, thereby improving data accuracy and ensuring information is accessible to those who need it.</p> <p>Development of the data dashboard is ongoing, with several colleagues focused on improving data accuracy and identifying key metrics for inclusion. This includes collaboration between the SEND Strategy Officer and health colleagues. The NHS has proposed a core set of SEND data points that would benefit both health and the local authority, helping to reduce duplication.</p> <p>Additionally, if the Idox EHC Hub is adopted, it offers a built-in, sophisticated data dashboard that could further enhance data visibility and reporting.</p>
7.2	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.	March 2026	<p>Lead Action Owner: Head of SEND (WBC)</p> <p>Action Contributor(s): SEND Strategy Officer (WBC)</p>	<p>Quarterly Multi-Agency Data Scrutiny & Accountability Meeting</p> <p>SEND Strategic Improvement Board</p>		<p>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. This enabler has been reworded in this delivery plan to ensure momentum around this area of work.</p> <p>August 2025: A data scrutiny and accountability meeting has been established and takes place ahead of the SEND Strategic Improvement Board. However, its impact has been limited so far, due to ongoing development of the SEND data dashboard and continued concerns around data accuracy.</p>
7.3	Routinely share SEND Data with schools (heads, governors and SENDCos) and use this to collectively identify actions that support improvement.	March 2026	<p>Lead Action Owner: Head of SEND (WBC)</p> <p>Action Contributor(s): Service Director Education & SEND (WBC)</p>	SEND Strategic Improvement Board		<p>March 2025: This work is delayed; there is a requirement to develop a mechanism of sharing data with schools.</p> <p>August 2025: No further updates. See update to enabler 7.2.</p>
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	<p>Lead Action Owner: Public Health</p> <p>Action Contributor(s): SEND Strategy Officer (WBC)</p>	<p>Priority 2: Early Intervention</p> <p>SEND Sufficiency Plan Task & Finish Group (Annual)</p>		<p>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.</p> <p>The SEND Sufficiency data will be shared with Public Health.</p> <p>August 2025: Public Health have now recruited a data analyst and are currently producing a 'State of the Nation' JSNA which will be going to the Health & Wellbeing Board in September to inform the Board's priorities. This report will set out the key health and social care needs of the population. Given the tight timeframe of this report, it is concise and not exhaustive and there has been limited opportunity for engagement with colleagues and partners. To address this, Public Health will be undertaking a review of the JSNA's structure, content, and delivery model which will run until Autumn/Winter 2025. The aim is to ensure the JSNA is fit for purpose in informing local decision making and to guide the development of a more systematic and collaborative approach, involving partners from across the system.</p>

7.5	Explore opportunities to digitise Education, Health and Care Plans (EHCPs).	December 2025	Lead Action Owner: Interim Principal SEN Manager (WBC)	Data Task & Finish Group		<p>March 2025: Opportunities have been explored with Idox EHC Hub and Agilisy's EHCP Plus with the latter offering a free trial. This is being explored with support from West Berkshire's transformation team.</p> <p>August 2025: Following a review of the available options, the Idox EHC Hub has been identified as the preferred solution. This is due to its potential to reduce the administrative workload for SEND team colleagues and its comprehensive support for the Annual Review process, an area where we are currently non-compliant.</p> <p>The Idox EHC Hub offers a full case management system that provides a more effective solution for both new statutory assessments and Annual reviews. Our current provider, CapitaONE/MRI have confirmed that no system enhancements will be made before 2026, rendering the platform inadequate for the operational needs of the SEND Team. In response to the need raised by the SEN Team and the inability of CapitaONE to provide a suitable solution, the SEND Strategy Officer is in the process of drafting a business case to support the adoption of the Idox EHC Hub.</p>
7.6	Develop a commissioning and quality assurance resource and function to support the placements of children and young people with SEND.	September 2025	Lead Action Owner: Service Director Education & SEND (WBC)	SEND Strategic Improvement Board		<p>August 2025: The structure of the new Commissioning Team is as follows:</p> <pre> graph TD SL[Service Lead: Commissioning] --> MD[Sufficiency and Market Development Lead] SL --> MD2[Recruitment & Publicity Officer] SL --> Q[Quality, Contracts & Complaints Manager] SL --> Q2[Contracts & Quality Assurance lead] SL --> Q3[Contracts Officer] SL --> Q4[SARs Officer] SL --> Q5[Complaints Officer] SL --> SO[Senior Brokerage Officer] SL --> BO1[Brokerage Officer] SL --> BO2[Brokerage Officer] SL --> BO3[Brokerage Officer] SL --> SC[Senior Commissioner: Joint Commissioning] SL --> SSL[SEND Strategy Lead] MD --- MD2 Q --- Q2 Q2 --- Q3 Q3 --- Q4 Q4 --- Q5 SO --- BO1 BO1 --- BO2 BO2 --- BO3 SC --- SSL </pre> <p>The following posts have been offered and are proceeding through the onboarding process:</p> <ul style="list-style-type: none"> • Service Lead • Contracts Officer • Quality Assurance Lead • Senior Brokerage Officer • Brokerage Officer <p>The following roles remain out for recruitment/have interviews scheduled:</p> <ul style="list-style-type: none"> • Joint Commissioner • Market Development Manager • 1x Brokerage Officer
7.7	Review and refresh the Quality	October 2025	Lead Action	SEND Strategic		August 2025: The agreement to use the Invision360 EHCP and Annual Review tools was signed

	Assurance Framework for EHCPs, an example will be provided.		Owner: SEND Strategy Officer (WBC)	Improvement Board		<p>in July 2025. Since then, a number of colleagues from across the Local Area Partnership have received training on the EHCP tool. The SEND Re-banding Review Lead has also shared examples of quality assurance (QA) frameworks from other areas with the SEND Strategy Officer, who plans to begin co-producing a local QA framework from September 2025, following the summer break. Colleagues from across the Local Area Partnership have been asked for their availability to partake in this co-production activity. The plan is to also use the learning from the Courageous Conversation on the quality of EHCPs to inform the framework.</p> <p>It is anticipated that the SEND team will begin using the EHCP tool from October 2025, starting with a group session.</p> <p>Multi-agency quality assurance work continues between West Berkshire, Wokingham, and Reading, with Wokingham set to host the next audit session in September 2025. These sessions will be embedded into the developing QA framework. The SEND Strategy Officer will also work with Invision360 to explore how the EHCP tool can support these multi-agency audits, ensuring that QA data is collected in a consistent and unified format.</p>
7.8	Work effectively with our partners to improve governance and oversight of SEND provision.	September 2025	Lead Action Owner: Commissioning Team (WBC)	SEND Strategic Improvement Board		August 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	Lead Action Owner: Interim Head of Early Years and Participation & Engagement (WBC) Action Contributor(s): SEND Strategy Officer (WBC)	SEND Strategic Improvement Board		<p>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.</p> <p>August 2025: The relationship with the PCF continues to go from strength-to-strength Joint visits to all Short Breaks providers have taken place with the PCF and LA this quarter and will feed into the Short Breaks procurement exercise later this year.</p>
7.10	Enhance the work to support the SEND Youth Forum, ensuring that leaders can respond to the views of children and young people.	March 2026	Lead Action Owner: SEND Strategy Officer (WBC)	SEND Strategic Improvement Board		<p>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 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.</p> <p>July 2025: The Parent Carer Forum (PCF) has raised concerns with the Service Director regarding the absence of a youth forum. The SEND Strategy Officer has also identified this as a significant gap and has suggested exploring whether the youth forum could be reinstated through the re-tendering of the SENDIASS contract, where it previously sat before being brought in-house. In parallel, there are ongoing discussions about broadening participation across children's services, including a previously developed bid for a dedicated participation team.</p> <p>August 2025: Children's Social Care has slightly increased their capacity in the Participation Team to further work with children in care and care leavers; this will ensure that those who are looked after with SEND have a forum to engage in and have their voice heard through this participation route.</p> <p>Regarding the development of a wider SEND Youth Forum, the SEND Strategy Officer has raised this proposal with colleagues in Procurement, who are currently overseeing the re-tendering process for SENDIASS services for the inclusion of a SEND Youth Forum within the future service offer however, for any provider to incorporate this element into their bid we would need to review</p>

						the existing budget to ensure feasibility as the current budget allocation would result in a reduced offer.
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"> Banding exercise Use of Element 2 Review of HNB spend 	December 2025	<p>Lead Action Owner: SEND Re-banding Review Lead (WBC)</p>	SEND Strategic Improvement Board		<p>March 2025: This work is ongoing through the outcomes of the SEND Banding Review and Schools Forum.</p> <p>August 2025 – Use of Element 2 Funding: The working group has produced a guide to SEND Funding for mainstream schools. It is in the process of being branded and is due to go out to schools in September. This includes information on the use of Element 2 funding.</p> <p>August 2025 – Banding Review: The mainstream working group has produced a framework for the new funding model for EHCPs in mainstream schools. Schools in the working group have tested it and fed back that the descriptors of levels of need are easy to apply. The SEND Service has been testing it over the July-August period which has informed minor amendments. Workshops are planned with schools in October 2025 to help them become familiar with/understand the new framework. The project lead is working with finance colleagues to model the funding levels. This will be taken to the working group in September 2025.</p> <p>The project lead is working with special schools to develop a simplified model based on descriptors of levels of need for special schools. Special school leaders have requested some minor changes which are being completed over August 2025 to take back to them in September 2025.</p> <p>The project lead is working with mainstream schools with SRPs and Designated Units to co-develop a simplified, fair, and transparent funding model based on descriptors of need. Visits took place over the summer term and descriptors are being drafted. Meetings are taking place with schools in September/October 2025 to agree these.</p>
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"> 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. 	March 2026	<p>Lead Action Owner: SEND Strategy Officer (WBC)</p> <p>Action Contributor(s): School Improvement (WBC)</p>	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 once Local Offer pathways have been determined.</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> <p>August 2025: There is a requirement to identify the most appropriate colleague/Team to maintain oversight of the SEN Information report information to ensure the Accessibility Policy is being adhered to.</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"> Continuous Improvement: Regular reviews and feedback will shape ongoing development, keeping the 	March 2026	<p>Lead Action Owner: Head of SEND (WBC)</p> <p>Action Contributor(s): SEND Strategy Officer (WBC)</p>	SEND Strategic Improvement Board		<p>March 2025: New enabler added to the delivery plan for 2025-2026.</p> <p>August 2025: Work is underway to review and update the content of the Local Offer. The Specialist Information Officer for Early Years and the Local Offer has asked the Interim Principal SEN Manager to review specific pages and make any necessary updates.</p> <p>Once there is confidence in the accuracy and quality of the information hosted, a co-production event will be held with stakeholders. This event will focus on testing how easily users can find information and on designing the structure of the Local Offer pathways—i.e. where and how information is presented.</p>

	<div>Local Offer relevant, accessible, and reflective of available support.</div> <div><div><div></div></div><div>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.</div><div>Accountable Leadership: An accountable officer will oversee the improvements, statutory compliance and co-production with families and stakeholders.</div></div>					
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*RAG Status				
Not started	Overdue/Unresolved Issue	Partial Completion	Started – On Track	Completed