

Education Inclusion Strategy 2022-2025

*"All children can flourish
and achieve, it's our
shared responsibility to
unlock their potential"*



Gloucestershire
COUNTY COUNCIL



Foreword

We are delighted to launch Gloucestershire's Education Inclusion and Special Educational Needs and Disabilities (SEND) strategies 2022-2025.

These strategies build on the work delivered through the Joint Additional and High Needs Strategies and following engagement with children, families, colleagues and partners set out the shared vision and priorities to continue our journey to enable children to live remarkable lives and keep children at the heart of what we do.

The strategies will further strengthen our partnerships, take learning from areas of continued development, and build on local strengths. The strategies are timely, as we start to emerge from a global pandemic that has had an unprecedented impact on all our children and young people, and particularly the most vulnerable.

Nationally and locally, we have seen the impact for children that have missed the developmental benefits provided by timely and available Education, Health and Social Care assessment and provision.

The early life, early identification, and early intervention support from multi agency services that support children and families was limited due to the pandemic. This coupled with parental confidence to use services that were available, and the current economic position has created a complex landscape of need for Gloucestershire to respond to.

An example is the socialisation and learning that children benefit from in attending early years' settings. Due to the restrictions placed on all of us by the pandemic we have seen increasing challenges for children in the early years stages of their lives with significant gaps in speech and language development, impacting on the preparation for school and wider community participation that we have previously perhaps taken for granted.

The lost learning and opportunities being part of a cohesive community for children and young people in our primary, secondary, special post-16 and colleges is also challenging, but again not as much as the loss of structure, socialisation, and personal development that education and community access provides for our young people.

Education is also a protective factor for many of our most vulnerable children; a place that isn't just focussed on learning but providing holistic support for their well-being and personal development. Consequently, we are seeing a rising number of vulnerable children and young people that need support across Education, Social Care, Health and the community and voluntary sector.

This rise builds on the increasing demand we have across Gloucestershire of children and families needing early support, interventions that have a meaningful impact from all services and a rise across all areas for statutory assessment and plans.

The two strategies we share with you here have been produced together, to ensure that we take a joined-up approach to address this rising level of need in all settings. They share common goals to ensure that:

- Locally we grow together and work collaboratively in a structured way with a shared vision that works in the best interests of children and young people
- Local funding is supporting earlier identification and intervention and that we address barriers that prevent access to earlier intervention
- Local specialist support is of high quality and available when its needed.

We are proud of the work that our services and teams undertake to support the children and young people in Gloucestershire. We believe that the vision and priorities that are set out in the strategies focuses our work on enabling children, young people, and their families to be able to access the information and the support they need to thrive.



Kirsten Harrison, Director of Education

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Introduction

We know how important a high-quality education is for children and young people. When it works well it provides not just a learning environment, but supports and enhances their aspirations for the future, whatever they may be. It is also a stabilising factor that provides consistency and structure for them, which when other things in their life are changing or turbulent, provides a sanctuary and safe place.

The challenge we face is that it doesn't always work well and that isn't good enough. There are too many children and young people that find accessing education really challenging which results in non-attendance, suspension or permanent exclusion, the levels of which, remain a significant concern for us in Gloucestershire.

We are particularly concerned about the high rates of permanent exclusion for children and young people with SEND and those from with a Black Caribbean heritage which are both above the national average. However, we want **all** children and young people to be able to benefit from the fantastic opportunities that education provides, so any child or young person that is missing education is a concern for us.

The solutions are not straightforward; the education inclusion landscape is a complex and challenging one, with many stakeholders that play critical roles in supporting the education system. The complexity was well articulated in [The Timpson Review](#) and certainly hasn't been helped by a global pandemic that has meant children and young people have missed large parts of their education over the last 2 years.

Whilst the landscape is complex and challenging, we are clear that there are common factors that we can address collectively. Adverse Childhood Experiences (ACES), early childhood trauma, mental health issues, speech and language delay, involvement in anti-social behaviour, and other risk factors all contribute to concerns in relation to attendance, behaviour and exclusion issues that education providers experience.

This strategy outlines the next phase of our work to address these challenges and ensure that the Gloucestershire education system is underpinned by an inclusive culture; a culture which provides the opportunity and encouragement for all children and young people to flourish and achieve their aspirations for the future.

The strategy builds on the work that has been delivered through the Joint Additional Needs and High Needs Strategies and retains a focus on:

1. Removing barriers and perverse incentives that work against inclusive practice.
2. Ensuring that there is high quality, evidence-based support available at the 'right time'.
3. Supporting effective multi-agency working that enables system leaders to work collaboratively in the best interests of children and young people.
4. Ensuring that we make best use of public money by maximising the value for money we achieve from the funding that is available.

What do we mean when we talk about the Education System and multi-agency working?

When talking about the education system we are referring to all schools and education providers and settings in the county including childcare and early years', primary, secondary and specialist schools, further education (often described as post 16 education), those that offer alternative provision and the Local Authority who support and work with schools and academies to ensure all children and young people aged 0-19 (25 with SEND) are able to access high quality education that prepares them for adulthood.

When talking about multi-agency working we are referring to the Education System working collaboratively with our colleagues in the Police, Youth Justice, Housing, Health, Social Care and the third sector.

What do we mean when we talk about working collaboratively and a shared responsibility?

These terms emphasise the importance of working together to support children and young people. When we use them, we are referring to everyone that is involved in helping a child to flourish and succeed. This includes families, early years and post 16 providers, schools, partners and support services and the Local Authority. Everyone has a role to play:

As education providers we will:

- Be aspirational for **all** children and young people.
- Understand and promote an inclusive culture.
- Provide good or outstanding education.
- Understand and respond holistically to barriers and underlying needs in education and learning, including the impact of Adverse Childhood Experiences through the use of Gloucestershire's Graduated Pathway of Early Help and Support.
- Support families to support their child, understand the challenges families may be facing and feel able to discuss any concerns they may have.

As parent, carers and families we will:

- Be aspirational for our child/children.
- Do all we can to encourage and help our child to attend regularly and be on time unless they are unwell.
- Encourage our child to learn and reach their potential by taking an active role in their education and activities.
- Ask for help or advice if we believe our child is struggling.

As the local authority we will:

- Be aspirational for all children.
- Enable all children to access high quality education and learning opportunities suitable for their needs and phase of development.
- Support and work in partnership with schools and other settings to develop a highly skilled workforce that keeps children and young people safe and enables them to reach their potential.
- Work in partnership with schools, other settings and partner agencies to identify the inclusion needs and priorities year on year, using hard and soft data, research and local intelligence.

Our vision

We want all children and young people in Gloucestershire to be ambitious and aspirational and to have access to an education that inspires them to exceed their ambitions, maximising their opportunities for the future.

We know that this isn't easy to achieve. Throughout their education there will be times when children and young people face pressures that make accessing education more difficult. These pressures can come in many forms and are often unpredictable, for example familial changes, health issues, transition from one education setting to another, a global pandemic, exam pressure etc. That's why we are going to focus on working together to build a sense of belonging and community in each school or setting.

By working together and prioritising the activities outlined in this strategy, we will help all children to thrive in their school or setting, attending, and attaining. When that is not possible, we will minimise the length of time children are out of school and reduce the number of school moves some of our children experience, by ensuring the right interventions and support are available in the right place and at the right time.

Building strong foundations

To deliver our vision it's important that the foundations of the local system are strong; that they support inclusion and provide an environment and culture of collaboration in which key stakeholders can support and challenge each other to deliver the best outcomes for children and young people.

Our focus on strengthening the foundations of the system has three elements:

1. **Funding systems that support inclusion and early intervention:** Developing our funding systems to ensure they are focussed on supporting whole setting inclusive practice and early intervention.
2. **High quality services and interventions that drive sustainable change:** Ensuring that we are investing in high quality evidence-based services and interventions that support children and young people, whole setting development and system change.
3. **Collaboration and shared vision:** To maximise the opportunities for children and young people. It's critical that all stakeholders in the system work collaboratively to support all children and that we have a shared understanding of inclusion and best practice; all stakeholders are clear on their responsibilities and that we are able to support, challenge and hold each other to account.

Features of the local system



Building strong foundations will provide us with a stable platform upon which we can continue to successfully develop the key features of our local system. The features of our local system shape the experience that we want people to have and drive decision making and planning. They are:

1. Evidence of, and a commitment to strong, inclusive leadership from all organisations and services that support children and young people.
2. A culture that adopts a graduated approach to early identification, effective assessment, and early intervention; ensuring holistic child and family-centred support is available when it's needed – "the right support at the right time".
3. That all organisations, services, and leaders understand and accept the shared responsibility and accountability we hold to provide the best support we can for the children and young people of Gloucestershire.
4. That we focus on sustainable long-term solutions that support whole school and system development.
5. Effective multi-agency working in which shared responsibility is a consistent theme.
6. To operate in an ACEs and Trauma-informed way, looking beyond external behaviours to understand the needs of children and young people and to respond to that in a restorative and relational way.
7. To ensure that all developments and interventions are data and research-led – we find out what works and apply it to our local context.
8. That there is, high-quality and effective support in place when children and young people transition between different settings and phases of education
9. That we remain focussed on the impact our work has on the outcomes for children and young people both in terms of their academic achievements and their social, emotional, health and wellbeing.
10. That everything we do is done collaboratively through co-production or engagement with key stakeholders, but most importantly, families, children and young people.
11. Workforce development – great people are at the heart of a great and sustainable education system and it's critical that we provide support to develop their skills and expertise.

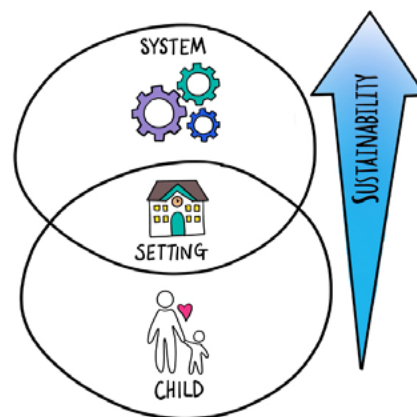
Underpinning principles of inclusive education

The principles underpinning this strategy are that:

- Every child and young person, regardless of their characteristics, needs or type of provision they access, receives a high-quality education that supports them to engage and succeed.
- All children and young people feel safe, connected, and accepted and have a trusted adult they can turn to for support.
- Behaviour is a form of communication and needs to be understood so it is responded to appropriately and effectively.
- All barriers to education and learning need to be identified early in order to be considered and responded to effectively to offer the right support, in the right place, at the right time.
- Families are at the heart of decision making. They work in partnership with schools and providers to develop plans that respond to their needs.
- We share a common language, understanding and approach to inclusion.
- All settings, services and provisions work together to provide an inclusive educational experience in the best setting for each child or young person.
- We take a holistic approach in which inclusion is an ethos central to our vision and policies, curriculum, and provision; where every member of our community feels valued, is proactively included and diversity is celebrated.
- We have high ambitions and expectations for all children and young people and take collective responsibility for closing the gap in their social, emotional, health and educational outcomes.

Sustainability model

In shaping our priorities, we have tried to find a balance between offering the best possible services and support that we can now, whilst ensuring that we consider capacity building models that support longer-term sustainability. In delivering our priorities, we will consider the following model, which recognises that investing support at a whole school, setting and system level will provide long-term sustainability for the system.



How will we monitor progress and measure impact?

There are strong governance arrangements in place to oversee and support the implementation of the Inclusion and SEND strategies. The SEND Improvement Board, a multi-agency board with representation from education, health and social care services and parents and carers, will provide expert advice, guidance and support to services leads, whilst also holding them to account for the delivery of the strategies.

Each strategy will have a clear action plan in place. The plan will clearly set out the key activities to be undertaken, the timeline for completion, key milestones and who is responsible for leading the activity. Progress against the action plans will be monitored by the SEND Improvement board and where necessary ensure remedial action is taken to maintain progress.

To measure the impact of our work we will engage an independent evaluator to develop an evaluation model that uses both quantitative and qualitative methodologies to gain a holistic view of the impact of our work. We expect the quantitative methodology to be based on a 'common outcomes framework'.

The framework will identify the key outcome data that will help measure success, for example, this might include increased attendance or reduced permanent exclusion of children with an EHCP. The qualitative methodologies will focus on the user experience and include case studies, interviews and focus groups with parents and carers and children and young people.





Our priorities 2022-2025

Priority 1:

Development of an inclusion baseline

The development of an inclusion baseline is becoming increasingly important. The variation of practice both locally and nationally is too broad, with some great practice taking place, but also too much poor practice. If we are to have a consistent and effective local inclusion offer, we must have a shared understanding of what good practice looks like, clear expectations of what support should be provided and clarity about the roles and responsibilities all stakeholders have.

What will we do?

Working with stakeholders across the system, we will develop an inclusion baseline that:

- Includes a clear set of principles to which we can collectively agree to deliver against.
- Clearly sets out what good practice looks like and the expectations children and young people and their families should have for the support they receive.
- Share data and best practice guidance to support improvement and hold each other to account
- Promotes the use of Gloucestershire's Graduated Pathway of Early Help and Support to identify and respond to holistic needs at the earliest opportunity as soon as concerns emerge.
- Sets out the roles and responsibilities of everyone in ensuring that we operate an inclusive education system – everyone has a role and responsibility.
- Provides support and training to further develop capacity and expertise in the workforce.
- Commission appropriate support for the local system.
- Make funding more accessible to support children and young people where their needs are above the baseline but don't meet thresholds for or need statutory support.

What impact will it have?

We expect the baseline to:

- Improve the consistency and quality of assessment, provision and practice for all children and young people.
- Improve access to and consistency of support for schools and other settings.
- Provide clear expectations for children and young people and their families of the support they should receive.
- Clarify the importance of the role children and young people and their families play in supporting inclusion.

Priority 2: Embedding a graduated approach to inclusion

Supporting children and young people across Gloucestershire to be able to access an inclusive Education offer relies on a broad understanding of their individual needs.

Adopting the Assess, Plan, Do, Review approach - [Gloucestershire's Graduated Pathway](#) - is a family centred, holistic and multi-agency approach to understanding and addressing unmet needs including barriers to education. The model is consistent with the [statutory guidance](#) for schools obliging them to provide a Graduated Approach for all pupils requiring Special Educational Needs (SEN) Support.

What will we do?

All children and young people in Gloucestershire should have their needs met at the earliest opportunity and as soon as concerns emerge. By working across organisational boundaries in pursuit of the 'whole picture' for a family, we believe we are most likely to have a sustainable impact on the lives and educational outcomes of children and young people.

To improve the use of the Graduated Pathway as a multi-agency approach in support of education inclusion and to work towards a culture where it is a shared priority we will:

- Ensure Inclusion priorities contribute to the robust governance arrangements for the multi-agency oversight and development of Gloucestershire's Graduated Pathway.
- Ensure Education Inclusion is a core principle of the shared understanding and application of the Graduated Pathway across GCC teams and services, schools, and our partner agencies.
- Ensure that schools and other settings receive the consistent advice and support they require to engage meaningfully with the Graduated Pathway as a vehicle to promote educational outcomes for children and young people. This should include an understanding of the intrinsic link with [Gloucestershire's Levels of Intervention](#).
- Develop the Inclusion system to have a more explicit emphasis on the importance of assessment (understanding needs) along the Graduated Pathway continuum.
- Develop digitalised platforms in support of more effective collaboration between schools and across agencies that prioritise earlier intervention and inclusion.

What impact will it have?

- Provide earlier identification of unmet needs for the child/ young person and wider family unit that are contributing to Inclusion barriers.
- Ensure Education needs are considered and addressed holistically alongside Care and Health needs that contribute to one plan.
- Support successful transitions between school/ setting phases as well as between different agencies who may be mobilised at various stages of a child/ young person's life in response to newly identified needs.
- Promote a consistent approach to identifying and removing barriers to an inclusive education across the continuum of non-statutory and statutory levels of intervention.



Priority 3: Improving access to education for specific groups

Our data demonstrates disproportionately high levels of exclusions for two specific groups of children and young people in Gloucestershire:

- Children and young people with Special Educational Needs and Disabilities (SEND).
- Ethnic minority students, particularly Black Caribbean, mixed ethnicity and 'Other White' students.

Rising levels of mental health issues amongst children and young people have also led to rising levels of reduced attendance or non-attendance in schools and other settings.

We have therefore identified these as priority groups where immediate action needs to be taken.

What will we do?

We will work in partnership to review and understand the issues facing these groups of children and young people across the county by:

- Establishing a working group focused on SEND students across all settings in order to take a collaborative approach to improving outcomes.
- Develop a clear action plan to improving outcomes and achievement of Black Caribbean, mixed ethnicity and 'other white' students across all settings.
- Mapping the mental health support services and resources available to children, young people and settings and identify where there are gaps and make recommendations (both preventative and reactive) at system, setting and child level.
- Working with partners, including schools, to respond to these recommendations and put into place at system, setting and child level those which will have the most impact both medium and long term. This will be likely to include commissioning specific and/or specialist support and provision as part of the response.
- Embedding the mental health non-attendance resources and related training developed by the Educational Psychology Service, Education Inclusion Service and partners.
- Clearly setting out what good practice looks like for all children and young people, what the expectations, roles and responsibilities are, and identify / undertake any specific support and training required.
- Identifying and action any system level changes required.

What impact it will have?

For all these groups of children and young people, there are specific issues impacting on their inclusion in its broadest sense and so targeted oversight of the issues they are facing is vital. Through this, we aim to achieve the following:

- Raised awareness across the system and review of practice;
- Increasing evidence of good practice at system, school and child level;
- Data and other evidence demonstrates a reduction in the number of children and young people disproportionality excluded from education;
- Clear processes, guidance and educational support for children and young people struggling to engage in, or stay in education due to mental health issues;
- Increased attendance and reduction in persistent absence and non-attendance.

Priority 4:

Working together: Effective multi-agency working

Supporting inclusion is a shared responsibility. Taking responsibility as an individual is important, but we must work better together if we want to effect real change and have the greatest impact for our children and young people. A key part of working better together is better multi-agency working - all the key agencies and services, including third sector partners, working together with their relevant education settings, children and young people and families to:

- help all stakeholders in the education system to develop a shared understanding of the local inclusion issues, agree priorities and develop a shared action plan to drive improvements sustainably.
- ensure that children and young people that are struggling to access education, or remain in education, are enabled through the mobilisation of Gloucestershire's Graduated Pathway, to access the right support in the right place at the right time and that resources are used in an efficient and effective manner.
- ensure that schools and other settings are well-supported by the key agencies and services to offer an inclusive education for all children and young people.
- identify system-wide issues that we all face and can support each other to tackle e.g. knife or drug crime, mental health issues etc.

What will we do?

Alongside the multi-agency collaborative working that already takes place, we have already started developing and operating further multi-agency models to support individual school -aged children and young people. These are referred to as Collaborative Education Inclusion Forums (CEIF) and consist of the [Team Around the Locality Cluster \(TALC\)](#) and [Intervention Circle \(IC\)](#). Similar support is also provided for Early Years settings through a Tier 3 multi-agency group.

Together they provide an opportunity for agencies to work together to identify and deliver solutions for children at Level 3 and 4 of the Graduated Pathway, who despite current levels of support, still experience barriers to education because of unmet needs.

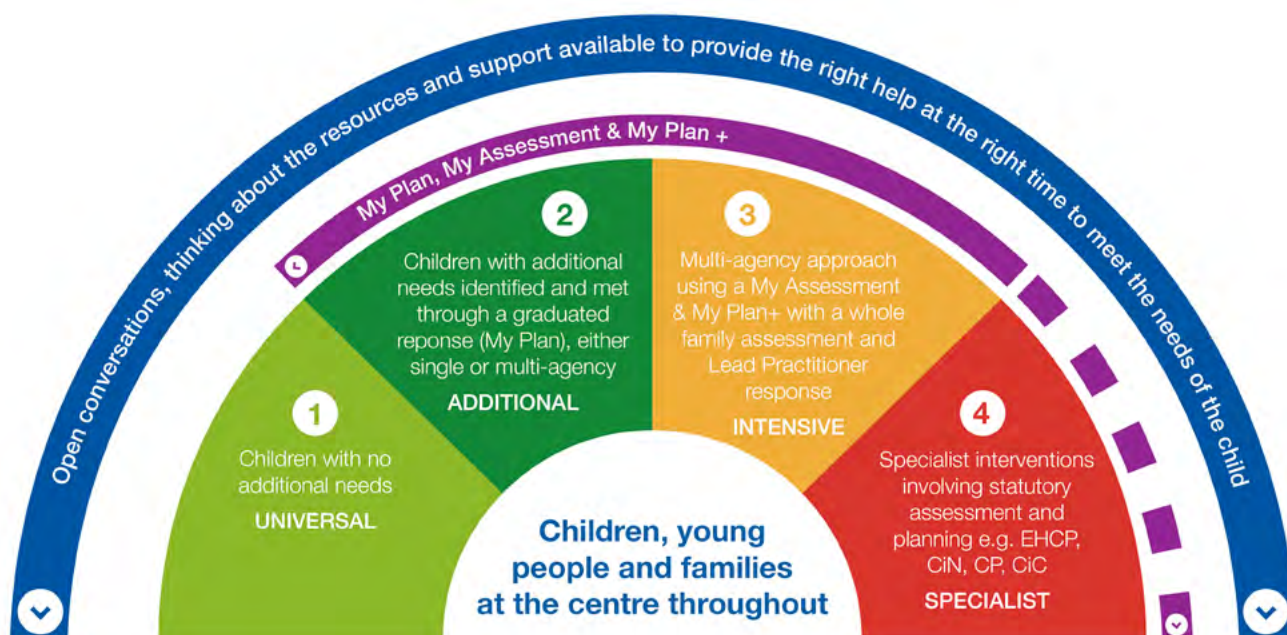
Building on the development of the Collaborative Education Inclusion Forums and in line with our ambition to focus on more sustainable models of support, we will also develop **Strategic Locality Inclusion Clusters (SLInCs)**. SLInCs will operate on a local area model, bringing together key agencies, alongside schools, EY settings and families to discuss and develop a shared understanding of the broader issues that are affecting children and young people in their local area. We are also working with our partners in Health to develop a 'single point of access' to support the delivery of plans to improve the mental health of children young people and future generations in Gloucestershire by:

- Providing more support and training to parents and everyone working with children and young people.
- Enabling services to work together better across mental health, care, and education to ensure children and young people can quickly and easily find and get the support they need.
- Promoting good mental health and wellbeing and enabling mental health support in schools and within all our diverse communities.

What impact will it have?

We expect this work to:

- Reduce the number of children and young people accessing support at Level 3 and 4 of the Graduated Pathway.
- Encourage and support stronger collaboration between schools and partner agencies across individual localities.
- Shape commissioning priorities to support whole-school and system development (sustainability model).
- Support a move towards a single point of access for schools to access services and support.
- Inform a revised training offer to further develop capacity and expertise in the school workforce thus increasing the development and facilitation of peer support models.



Priority 5:

Workforce development: Adverse childhood experiences, trauma informed approaches and Restorative Practice

A skilled and experienced workforce is essential to effective inclusion. Universal and specialist inclusion training and increasing awareness and training in ACEs, Trauma Informed approaches, Relational and Restorative Practice supports our vision for more inclusive and nurturing Schools and remains a priority. As our multi-agency working and expertise grows, we will identify further areas for workforce development in significant areas of need.

Why are we focussed on ACEs and Restorative Practice?

The [science](#) is clear about the impact ACEs and Trauma can have on children and young people, and can, without the right support, be significantly detrimental to their education, their mental health and wellbeing and their future life chances. The Gloucestershire ACEs strategy has recently been broadened to include the wider field of Trauma Informed Approaches.

Research shows that children and young people who have positive relationships and good resilience skills are better able to cope with the effects of Childhood trauma. A whole school approach to Relational and Restorative Practice focuses on building, maintaining and repairing relationships. Local and national evidence shows it has a positive impact on leaders, children, young people, and families creating a more [nurturing and inclusive school environment](#).

What will we do?

It is our vision and ambition that all children and young people are educated in an inclusive and restorative environment; an environment where there is an understanding of the impact of Adverse Childhood Experiences and Early Childhood Trauma. To achieve this, we will:

- Ensure that all children and young people can identify a safe and trusted adult who is available to support them when needed.
- Ensure all educators have access to training and professional development resources to enhance their skills and understanding around inclusion and the impact of ACEs and Trauma.
- Provide implementation support and guidance to schools wishing to implement a whole school approach to inclusion and Relational and Restorative Practice.
- Support education providers to establish a 'Relationship Policy' as part of their approach to pastoral and behavioural support.

What impact will it have?

We expect this training and support to:

- Develop a confident and highly skilled workforce.
- Support children and young people to develop the skills to be ready for learning.
- Increase School attendance and reduce persistent absence.
- Reduce suspension and permanent exclusion.
- Improve personal and educational outcomes for children and young people.

Priority 6: Alternative provision: Developing the local offer

As we emerge from the global pandemic, the number of young people struggling to engage in mainstream learning and education is increasing and the need for high quality, short-term and specialist alternative provision has never been greater. Effective Alternative Provision is an essential part of our local education system. It provides an opportunity for children and young people, who are unable to attend or struggling to engage in mainstream learning and education, with an opportunity to access short-term specialist support.

The local alternative provision offer comprises:

- Local Authority commissioned Alternative Provision Schools (APS)*
- An Alternative Provision Free School*
- Gloucestershire Hospital Education Service (GHES)*
- Third sector Alternative provision providers.

* Other than third sector providers, referrals into Alternative Provision can only be made by the LA or professionals involved in a child or young person's education or support.

What will we do?

In terms of the LA commissioned APS, both schools are currently judged 'Good' by Ofsted, but we share an ambition with the headteachers to achieve Outstanding provision across the county. In the last 12 months we have agreed, in partnership with the APS head teachers and other key stakeholders, [a vision](#) for the development of APS. Some progress has already been made with the opening of a new primary provision in Quedgeley and the development of a new service offer that is focussed on earlier intervention and support.

We will deliver the vision by prioritising:

- The Improvement of the buildings and facilities.
- The implementation of the new early intervention service offer, including outreach and satellite working to support those struggling to engage in education or at risk of exclusion.
- Increased capacity and support for primary provision.
- Enhancement of the therapeutic services available to the APS.
- Transitions into and out of alternative provision.

In addition to the development of the LA commissioned APS, we will maximise the opportunities and support provided by the third sector, which can provide flexible and specialist support where required and reduce the pressure on LA commissioned APS and mainstream schools. We will also work with the providers and school system to develop a directory of 'what works', enabling schools and commissioners to access a comprehensive, accessible and quality assured understanding of the services available, the children that they support and the effectiveness of the support.

What impact will it have?

By continuing the development of Alternative Provision we expect to:

- Help more children and young people to re-engage with school and learning and return to mainstream education.
- Increase attendance and reduce persistent absence in the mainstream setting, particularly linked to SEMH needs.
- Move LA commissioned provision to outstanding.
- Significantly improve access and use of third sector provision.
- Provide primary and secondary schools with access to a stronger more developed Alternative Provision market place.
- Reduce the numbers of children and young people needing to be permanently excluded.

“All children can flourish and achieve, it’s our shared responsibility to unlock their potential”

The SEND and Education Inclusion strategies were built on the work delivered through the Joint Additional and High Needs Strategies, following engagement with children, families, colleagues and partners. They set out the shared vision and priorities to continue our journey to enable children to live remarkable lives and keep children at the heart of what we do.

The strategies have further strengthened our partnerships, drawing on learning from areas of continued development, and building on local strengths.

The strategies, when first launched, were timely, as we started to emerge from the global pandemic that had an unprecedented, and ongoing impact on all our children and young people, and particularly the most vulnerable.

As the strategies come towards their review date, we have in prospect a period of significant change to the national SEND arrangements with the promise of a schools’ white paper in Autumn 2025. These changes will be informed by the conclusion and learning from the Department for Education’s Change Partnership reform testing Programme. These developments point towards potentially significant national reform which will have implications for our local arrangements. A review of these key local strategies will need to be informed by and aligned with any national changes these promised.

To ensure our review process is aligned with national developments, the current SEND and Education Inclusion Strategies will remain in place for a further 12 months until September 2026.