

Schools Forum

SEND Reform Plan update – September 2026

SEND Reform Plan

Key Dates

- Plan submitted 19th June
- Feedback on the plan expected shortly

Project Implementation progress

- Project management resources identified
- Project Documents – PID, Risk Register, Workstream TOR's, Comm's Plan established

Strategic Goal	Reform Plan Priority	Output
Early Identification, access and timely multi-disciplinary support	1/Make early, multi-disciplinary support the default response	Experts at Hand (EAH) deployed across all phases and localities, with clear access routes, response expectations and operating standards.
Consistent Inclusive practice, attendance and engagement across education	2/Reduce variation in inclusive practice across schools and trusts 3/Improve attendance, inclusion and engagement for children and young people with SEND	Co-produced Threshold of Need and graduated response embed across all schools and multi academy trusts, supported by quality assurance, targeted CPD and proportionate challenge. Clearer pathways for attendance, persistent absence, exclusions and emotionally based school avoidance (EBSA)
Co-production, confidence and shaping demand across the SEND system	4/Shift the system from managing demand to shaping demand 5/Lock in consistency through governance, monitoring and accountability	Integrated data, quality assurance and governance improve confidence and actively shape demand.
Strong local provision, mainstream capacity and system accountability	6/Strengthen mainstream capacity to meet predictable need locally	Inclusion bases established as time limited, needs led interventions aligned to priority need clusters, with clear entry and exit criteria and an explicit outreach and reintegration function.

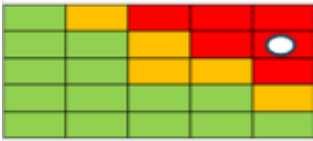
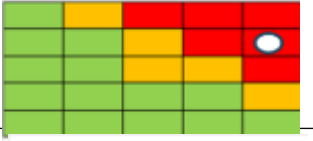
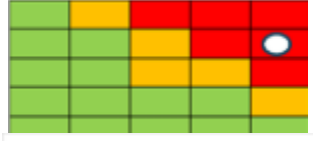
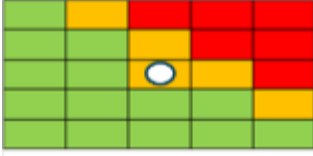
Workstreams

Workstream	Key Deliverables
1 – Specialist Support	Develop, deploy and monitor Experts at Hand
2 – Strengthening Inclusion	Inclusion Bases, Outreach, capital projects
3 – System Leadership	Placement monitoring, schools inclusion report, voice and participation. Data dashboard, evaluation
4 – Culture and Behaviours	Graduated Response, thresholds document, pathways, cross-MAT collaboration and QA.

Key Activity for the next period

- Establish EAH – key posts, offer, identification of schools
- Establish Inclusion Base support offer and timeline for developing new bases.
- Implement Rotherham Parent Forum Ltd – parental voice and confidence delivery plan
- Mobilise workstreams
- Finalise comm's and stakeholder plan
- Develop performance dashboard

Risks

Risk	Impact	Likelihood	Risk Rating ^Likelihood > Impact	Mitigation Summary
1.Workforce Capacity Recruitment/ Retention e.g. Therapy workforce constraints delay EAH impact	4	5		Joint LA/ICB recruitment; group models; commissioning
Inclusion base openings slip (estates/planning)	3	4		Early feasibility; trust MoUs; travel impact assessment
Increased demand for EHCP's	4	5		Universal offer agreement; QA reviews; SIT outreach
Financial Plan	4	5		Commissioning challenge (EHCP/ Special/ ISP); in-borough capacity; PfA routes
Data quality/latency hampers decisions	3	3		Single dashboard; definitions; QA cycles; training