

Slough Borough Council

Report To:	Cabinet
Date	28 May 2026
Subject:	SEND and Inclusion Strategy and Special Educational Needs and Disabilities (SEND) Update
Lead Member:	Lead Member for Children's Services and Lifelong Learning
Chief Officer:	Debbie Jones – Executive Director for People: Children
Contact Officer:	Neil Hoskinson – Director of Education
Ward(s):	All
Key Decision:	YES
Exempt:	NO
Decision Subject To Call In:	YES
Appendices:	Appendix 1 – Priority Action and Impact Plan Appendix 2 – December 2025 Safety Valve Monitoring Report

1. Summary and Recommendations

- 1.1 This report is the first Cabinet update since the Local Area Inspection Report was published and provides a summary of the key points. The Priority Action and Impact Plan [PAIP] that has been agreed with the Department of Education (DfE) and the Care Quality Commission (CQC) is included in the appendices. The PAIP has been coproduced with children, young people, education settings and families.
- 1.2 The report sets out the monitoring schedule leading up to the next full inspection that is due to take place three years from the publication of the report.
- 1.3 It is recommended that the service continues to provide quarterly updates to Cabinet to provide reassurance that the Priority Areas and Areas for Improvement identified by the inspectors are being effectively addressed. Cabinet is also asked to endorse the PAIP and the monitoring actions set within the PAIP Delivery Plan.
- 1.4 Deborah Glassbrook has been appointed as the SEND Commissioner by the Secretary of State for Education, Rt Hon Bridget Phillipson MP. The report sets out some of the key decisions that have been taken in line with the PAIP. This includes establishing a Strategic Improvement and Assurance Board supported by an Operation Delivery Group as well as working with senior finance officers in the LA to look at the budget for Statutory SEND services.
- 1.5 The latest Safety Valve Agreement monitoring report of the 2025 financial year was sent to the DfE in December. This report contains a summary of the key points, and the full monitoring report is available should more detail be required. This reports also

sets out a summary of the transformation work that is being carried out alongside the Safety Valve Agreement.

Recommendations:

Cabinet is recommended to:

- (a) Endorse the Priority Action and Impact Plan at Appendix 1 as agreed with the DfE and the CQC following the Local Area Inspection together with the three year monitoring programme [see Section 3.9].
- (b) Agree that the SEND service continues to provide quarterly updates to provide reassurance to Cabinet that the Priority Areas and Areas for Improvement identified by the inspectors are being effectively addressed.
- (c) Note the content of the latest Safety Valve Agreement monitoring report [Appendix 2] which was the final report submitted before the Agreement ended. Section 3.15 sets out information about the High Needs Stability Grant that has now replaced the Safety Valve.
- (d) Note that additional resources identified for delivering SEND improvements have been built into the Medium Term Financial Strategy following discussions at CLT and the SIAB Finance Subgroup chaired by the Best Value Commissioner. This will be reported in detail in the next Quarterly Update report.

Reason:

- 1.6 The purpose of this report is to provide assurance to Cabinet that a strong Priority Action and Impact Plan has been agreed following the Local Area Inspection and that this is supported by an agreed monitoring programme. The individual actions have been coproduced to address the Priority Actions and Areas for Improvement.
- 1.7 The inspection report judged that there are “widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently”. The actions to address these failings will be judged against agreed key performance indicators and set timescales measuring their positive impact on children and young people with SEND.
- 1.8 If Cabinet accepts the recommendation, progress against the 5 Priority Actions and 3 Areas for Improvement will be reported in quarterly update reports to Cabinet. Previously formal updates were provided against the Written Statement of Action on a quarterly basis to evidence that practice was improving. The need for such updates to continue is due to the weaknesses identified in the inspection.
- 1.9 The SEND and Inclusion Strategy, SEND Sufficiency Strategy and the Capital Investment Strategy set out our priorities and will now be reviewed in light of the inspection findings. As when the SEND and Inclusion Strategy was initially written, the update to the document will be co-produced with relevant stakeholders and include the outcomes we are trying to achieve, the actions we will take and how we will know when we have succeeded.

SEND Commissioner Review

As noted above the SEND Commissioner has been appointed and started work to assess the causal factors of the ongoing widespread and systemic failings in October 2025. There have been positive responses from the local partnership including Council officers, Education Providers, Health and the voluntary sector to support the work required and outlined in the Priority Action and Impact Plan to improve the timeliness and quality of service delivery which in turn over the next year should improve the lived experiences of the children and young people with SEND and their families.

There will need to be increased focus on the statutory obligations that the Council must deliver with the right support and resources identified and provided in order to meet what is required including all the actions that are outlined in the Priority Action and Impact Plan which are the direct responsibility of the Council.

A diagnostic assessment report has been completed and delivered to the Department for Education with a range of recommendations that are currently being considered by the senior officials before being presented to the Secretary of State for Education.

MHCLG Commissioner Review

The Councils participation in the DfE safety Valve programme, has not delivered the outcomes and financial efficiencies anticipated. The Council has a significant accumulated DSG Deficit and with persistent high costs, primarily from rising need, demand for Education, Health and Care Plans (EHCPs), improving service standards by addressing the weakness identified in the PAIP, the deficit in the DSG and General Fund Education budgets are forecasted to increase.

The DfE has closed the Safety Valve programme and is introducing a High Needs Stability Grant in 2026-2027 to cover 90% of eligible high-needs deficits, provided the Council submits an approved, evidence-based local SEND reform plans. Despite this and other additional funding, which aim to improve outcomes for children and young people and deliver a sustainable, less-costly delivery model, the transitional period requires significant upfront general fund investment. This will create an immediate financial pressure to be addressed to an affordable level in the council's medium term financial strategy, and a clear plan endorsed by partners, developed for addressing the residual 10% deficit in the medium term.

The SEND improvement programme must be considered a long-term whole-system reform, requiring investment in time and resources across the Council local partners and government. Strong Cabinet oversight will enable transparent tracking of the progress being made to improve SEND services in the borough and ensure that investment remains affordable and delivery remain aligned to the range of improvement, reform and transformation plans in place.

2. Background

On 4th August 2023, following the Written Statement of Action monitoring visit in February, the Secretary of State for Education issued a Statutory Direction to the Council in relation to its SEND services. This was due to a lack of progress made to address the seven areas of weakness identified in the SEND inspection. As a result, the remit of the then Children's Services Commissioner, Paul Moffatt, was extended to include SEND functions.

- 2.1 Between 7th and 11th July 2025 Ofsted and the CQC carried out an inspection into the local area SEND services. The judgement was that there are “widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently”.

As a result of the findings, Slough will receive a monitoring inspection within approximately 18 months and a full reinspection within three years. The local area partnership was also required to prepare a priority action plan to address the five priority action areas identified by the inspection team and included in the report. The team also identified three areas for improvement in their report.

- 2.2 Deborah Glassbrook has been appointed as the SEND Commissioner by the Secretary of State for Education, Rt Hon Bridget Phillipson MP to replace Paul Moffatt. She has established a Strategic Improvement and Assurance Board supported by an Operation Delivery Group as well as three sub groups for Finance, Communications and Data.

- 2.3 In 2023, due to the forecast deficit of £27.6M at the end of the 2022-23 financial year, the Council entered a Dedicated Schools Grant Safety Valve Agreement with the Department for Education [DFE]. SBC undertook to reach a positive in-year balance on its Dedicated Schools Grant (DSG) account by the end of 2025-26 and in each subsequent year. As part of the agreement, the DfE agreed to pay the Council an additional £10.8 million of DSG before the end of the financial year 2022-23. Because the agreed milestones were achieved, a further £4.41m was paid for 2023/24 (this included an additional payment of £1.17m that the DfE wanted to bring forward from the planned payment for 2024/25). In February 2024 the DfE confirmed that the £2.07m outstanding for 2024/25 would be paid in three instalments in 2025. For the remaining two financial years of the agreement (2025/26 and 2026/27), further instalments were expected totalling £9.72m million subject to the Council continuing to make satisfactory progress as evidenced in quarterly monitoring reports. Whilst £3.2m is due for 2025/26, the remainder has now been replaced by the High Needs Stability Grant, which will provide the Council with total funding (including Safety Valve paid to-date) equal to 90% of the deficit at the end of 2025/26. This position is being finalised as part of the Council’s outturn position.

2.4 Options Considered

Option 1 – Recommended

Endorse the PAIP and agree to receive quarterly update reports allowing Cabinet to scrutinise the actions

Option 2 – Not Recommended

Not to receive quarterly update reports moving forwards This is not recommended due to the high profile of the PAIP and the need for rapid improvement.

3. Local Area Ofsted / CQC Inspection

- 3.1 Between 7th and 11th July 2025 Ofsted and the CQC carried out an inspection into local area SEND services in Slough. The report was published on 6th November and found that there are “widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with SEND, which the local area partnership must address urgently”.

3.2 Priority Action Areas

- Local area leaders must establish a more effective partnership to ensure that there is a governance structure in place that provides effective oversight and monitoring of the whole SEND system; clear processes; including more strategic use of data.
- Local area leaders must urgently review arrangements and opportunities for joint commissioning across Slough, including robust oversight of the impact of all commissioned services.
- The local area partnership must prioritise systems to gather the views of parents, carers and children and young people with SEND to inform effective coproduction to inform their strategic planning.
- The local area partnership must take urgent action to improve the quality and effectiveness of children and young people's EHC plans and annual reviews.
- The partnership must develop and embed a clear process to ensure young people with SEND are better prepared for adulthood with access to the right support at the right time.

3.3 Areas for Improvement

Health leaders need to make further improvements to:

- ✓ waiting times for health assessments and community paediatric reviews;
- ✓ ensure that children and young people with a physical disability have their individual postural needs met
- ✓ ensure children and young people receive timely neurodevelopmental and OT diagnoses.

Education leaders should continue to develop their oversight, strategy and commissioning arrangements of suitable AP so that there is sufficient suitable provision that meets the needs of children and young people with SEND.

The local area partnership should continue to develop the effectiveness of the way in which the graduated approach is used across education, health and care to ensure identification and intervention at an earlier stage.

3.4 Strengths

There were also a number of strengths identified within the local area partnership. They judged that “partnership leaders are ambitious and determined. There is a clear commitment among leaders and practitioners across the partnership to make improvements to services for children and young people with SEND”. Inspectors acknowledged that that all the priority areas and areas for improvement had already been identified as concerns in the local area partnership self-evaluation information shared with the inspection team and were priorities in our improvement work. “Leaders are initiating plans and have made key appointments to enhance their capacity to deliver improvements”. However, the overall judgement was because “these improvements are still in their infancy, so it is too soon to gauge their impact”.

Other strengths identified:

- The partnership has begun to ensure that some suitable places and resources are allocated to children and young people with SEND. Inclusion panels comprising specialist teaching staff, local schools and special educational needs coordinators (SENCOs) now make informed decisions. There are some examples where children and young people with SEND are achieving well.
- Early years practitioners use partnership guidance to quickly flag concerns when children join settings. This means support and assessment pathways are quickly initiated.
- Targeted early help SEND outreach staff help families understand emerging needs, medical diagnosis, access support and navigate processes with empathy and cultural sensitivity.
- Some children and young people with SEND receive bespoke support from knowledgeable workers in the children with disabilities social work team.
- Children and young people with SEND who need residential school provision are provided with well-matched placements. These are close to home where possible. The partnership also provides highly valued packages of care and short breaks respite.
- A wide range of emotional and mental health services support the varied needs across the area. Recent reductions in waiting times are encouraging.
- Once accessed, neurodevelopmental assessments are thorough. The dynamic support register (DSR) is needs led, meaning children and young people access support while waiting for an assessment.
- The specialist children's health practitioner role has enabled swift and direct support through timely interventions, referrals and partnership liaison.
- Children and young people with SEND open to the youth justice service benefit from a multidisciplinary service that incorporates both child and adolescent mental health services and SALT professionals.

3.5 Priority Action and Impact Plan

As a result of the inspection findings, the Slough local area was required to develop a Priority Action and Impact Plan to address the five priority action areas identified in the report. We have taken the decision to include the three areas for improvement from the report into the plan as well.

The final draft of the Priority Action and Impact Plan (PAIP) was submitted within the agreed timescales on 22 January 2026. The DfE and Regional NHSE officials have reviewed and accepted the PAIP in its current form. Over the next 3–6 months, we will be further developing our baseline data which will support a review of the KPIs mapped against all actions.

A new governance structure based around a new SEND Improvement and Assurance Board (see below Section 3.6) is being embedded and will take the key role in

monitoring and, as necessary, amending the PAIP. One of their first actions will be to publish a strategic plan.

- 3.6 The PAIP is structured around seven themed areas, representing the most significant areas identified through the Ofsted inspection and wider local analysis:
1. Data, Systems & Governance (Priority Action)
 2. Commissioning & Alternative Provision (Priority Action & Area for Improvement)
 3. Parent, Carer and Children and Young People Engagement & Co-Production (Priority Action)
 4. EHC Plans & Annual Reviews (Priority Action)
 5. Preparation for Adulthood & Transitions (Priority Action)
 6. Graduated Approach & Inclusion (Area for Improvement)
 7. Health Pathways & Multi-Agency Integration (Area for Improvement)

- 3.7 As the PAIP introduction makes clear, inspectors acknowledged areas of progress and recognised the commitment and dedication of frontline professionals across the local area. However, the partnership accept that the pace, consistency and impact of improvement have not been strong enough. All leaders are ambitious and committed to ensuring that children, young people and their families receive the support they require at the right time. To achieve this we recognise that there needs to be a cultural shift towards a system that is inclusive, collaborative, transparent and relentlessly focused on

Our ambition is that within 12–18 months, services and experiences in Slough will be recognisably improved, restoring confidence among families and professionals. However, some areas of transformation — such as sufficiency planning, data system redesign, workforce development and SEND culture change — will require sustained work up to 2027 and beyond.

- 3.8 This PAIP has been developed collaboratively with partners across education, health, social care, early years, post-16 providers, the voluntary and community sector, and, crucially, parent carers and children and young people themselves. Their lived experiences and aspirations have therefore shaped the priorities and actions.

3.9 **Post Inspection Monitoring**

As a result of the findings, Slough will receive a monitoring inspection within approximately 18 months and a full reinspection within three years.

DfE and Regional NHSE officials will work closely with the local area over the three year period to monitor whether necessary progress is being made against the priority action areas. There will also be DfE “stocktakes” and “deep dives” at 6 monthly intervals focusing on the 5 areas in rotation ensuring that all of them are covered.

- 3.10 A highly experienced SEND Commissioner, Deborah Glassbrook, has been appointed by the Secretary of State for Education, Rt Hon Bridget Phillipson MP. She will chair the

new Strategic Improvement and Assurance Board which will be supported by an Operation Delivery Group.

There are also 7 Transformation Improvement Groups that will focus on each of the seven themes in the PAIP as well as SIAB sub-groups covering Data and Performance, Communications and Finance; with the finance group chaired by the MHCLG Best Value Commissioner.

- 3.11 An immediate focus has been to start to review the LA SEND service staffing levels by benchmarking against other local authorities and looking at the demand in the system. This work includes statutory officers, the inclusion team and short term capacity to bring the service up to an effective level.
- 3.12 There are still some issues around data accuracy. At the beginning of the year, we had 175 EHCP cases that were missing from the finance database and which had to be costed at average cost. By November 2025, this had reduced to 19 (i.e. less than 1% of all cases) and this is regarded as a natural lag in data processing.
- However, work is still needed to align all the different data sets with each other. Work is expected to be completed early in 2026 to build case tracking within the Capita One system rather than having a separate tracker for EHCNAs. Another immediate action is to consider what needs to be done to address the systems and data issues in Capita One. This will be supported by the new Education Software Working Party as well as the SEND Data sub-group.
- 3.13 Local Area Partnership Child Centred Audits started in January and will continue monthly using pupils from a different school each time. This is an opportunity to consider the support provided for individual pupils, the effectiveness of the statutory SEND process and lessons for improving future decision making.

SEND White Paper “Every Child Achieving and Thriving”

- 3.14 A white paper titled "Every Child Achieving and Thriving" was published by the government on 23rd February this year outlining significant reforms to the SEND system in England. The new SEND arrangements would provide additional funding to mainstream schools to allow them to meet a wider range of needs, reducing need for specialist provision with a focus on earlier identification and quicker access to support without the current levels of bureaucracy. EHC plans would be retained only for the most complex cases with all other children and young people with SEND receiving Individual Support Plans from their school.

There is now a period of consultation on the reforms before they are brought into effect. Assuming that the proposals do not change following the consultation, assessments for the new system will not start until September 2029, so there will be no changes to the support received via EHC plans before at least September 2030. For most children and young people with an EHC plan, it will be determined if an EHC plan continues or if an Individual Support Plan is more appropriate when they reach a normal transition point in their education. This means that it will take ten years from introduction for all pupils to transition to the new arrangements. They will also benefit from “triple lock protection” so that placements and other support will remain in place during the process.

Safety Valve Agreement [SVA] / High Needs Stability Grant [HNSG]

- 3.15 The government announced that the Safety Valve Agreement programme would end on 1st April 2026. As part of the transition to the new SEND process, all local authorities will be entitled to support with their DSG deficits. The first phase of this process will introduce a new High Needs Stability Grant [HNSG] to address 90% of deficits accrued up to the end of 2025/26. The grant will be paid subject to a Local SEND Reform Plan being developed collaboratively by local area partnerships and agreed with the DfE.

SBC is forecast to carry forward £18.9m at the end of 2025/26 - £39.4m gross deficit less £20.5m safety valve payments. The HNSG will be paid in Autumn 2026 once the DfE has approved the Local SEND reform plan reducing the deficit carried forward for 2025/26 to £3.9m. The Local SEND Reform Plan will integrate the key elements from the existing Safety Valve / DSG Deficit Reduction plans already in place. The plan will also be informed by the Priority Action and Impact Plan. SBC will continue to receive support from our expert SEND adviser and financial adviser as it develops and implements its local SEND reform plan.

- 3.16 The last Safety Valve Agreement monitoring report was sent to the DfE in December. This included a summary of the Local Area Inspection report and was clear that, despite the overall judgement, “there was no evidence that any actions within the SVA management plan had a detrimental impact on the support offered to young people with SEND nor that SBC was failing to deliver statutory services”.

There has been some turnover of SEND Case Officers since the last report and a low level of vacancies in the team since the start of this academic year. This coupled with the large increase in EHCNA requests since September 2025 means that the level of overdue assessments rose again to peak at 78 in October but has now been removed. Work has now started to focus on a similar programme to reduce the backlog in annual reviews. Additional benchmarking activities and incentivising the roles will support successful recruitment.

- 3.17 The Local Area Inspection found other strengths that are already mitigating the DSG position.

- ✓ Rigorous SEND panel processes.
- ✓ Early years practitioners ensure that support and assessment pathways are quickly initiated.
- ✓ Targeted early help SEND outreach staff to understand emerging needs.
- ✓ The use of appropriate packages of care and direct payments
- ✓ Young people have their needs met close to home where possible.
- ✓ The engagement from children, young people, families and partners.

- 3.18 The Inclusion Support Fund project, together with the bid was successful and will be a key driver for rapid and effective improvements in SEND. Discussions have already begun to look at the potential for a transformation programme aligned to the priorities within our ISF programme to allocate High Needs Funding differently to schools which has the potential to significantly mitigate the DSG deficit by the end of 2026/27. Residential school provision is well-matched.

SEND Transformation Actions

- 3.19 The SEND service is working with the transformation project team and finance colleagues on two important pieces of work. The first was to support a capacity review of the current SEND service by providing benchmarking information from other local authorities and to align to the increase in demand for EHC plans and annual reviews in recent years. This will ensure that the service has the capacity to improve rapidly against the weaknesses identified by the inspection team.
- 3.20 The second piece of work is to look at how the service delivery could be transformed in order to meet this increased demand in a more agile and effective way in the future. Importantly, this work is informed by best practice in SEND by strengthening early identification and support by ensuring:
- there is a robust Graduated Response in all mainstream settings ensuring that local area inclusive practices include appropriate provision for children and young people without the need for an EHC plan
 - there is investment in outreach support for education settings through SEND support teams, nurture-based interventions and sharing the best inclusive practice.
 - there is a targeted programme of training and support for education staff at all levels.
 - that SEND, health and early help support are fully integrated.

- 3.21 This transformation programme will be delivered in three distinct phases:

Phase 1 Diagnostic and Model Build

Phase 2 – Scenario Modelling and Insight

Phase 3 – Application and Embedding the Model

Phase 1 will be completed by the end of March and includes the following actions:

Analysing budget drivers including the key areas of spend (including placements, transport, therapies, EHCP growth etc.).

Segmenting the SEND cohort by the different need types (Autistic Spectrum Disorders, Social and Emotional Mental Health, Speech, Language and Communication etc.) as well as placement type, locality.

Tracking demand trends by reviewing 3–5 years of EHC plan growth, tribunals, top-up funding.

Benchmarking against statistical neighbours and regional averages (cost per EHC plan, percentage of placements in specialist settings, tribunal rates etc.).

Mapping the SEND system by looking at pathways, early identification, assessment, panel decisions, placements, and annual reviews.

Potential Five-Year Savings Profile

- 3.22 This approach could deliver a credible, evidence-led mechanism to manage SEND demand and cost over the medium term. While savings would not be immediate, the transformation programme would look at structural overspend and could allow savings to accrue over time. This would be achieved both by reducing spending in key areas through efficiencies and through cost avoidance.

4.1 ***Financial Implications***

The financial context for SEND, including the end of the Safety Valve arrangements and the introduction of the High Needs Stability Grant are set out in section 3.15. Officers are in the process of finalising the Council's 2025/26 outturn position.

The Council's budget and MTFs, approved by Full Council in February anticipated a cumulative DSG High-Needs Block deficit (after HNSG) of £25m by the end of 2026/27, with the potential for this to rise to £50m by 2027/28. The budget also included a £1.3m initial allocation to address General Fund staffing pressures in the SEND service.

Through the SEND Strategic Improvement and Assurance Board and Finance Sub-Group, work is under way to assess the General Fund and DSG implications of work required to clear backlogs, improve the service and mobilise to deliver the requirements set out in the White Paper. Government funding for elements of this is anticipated, but allocations for Slough have not yet been announced. Further information will be provided when proposals on these matters have been finalised.

There is currently no confirmation of the extent to which DfE will fund deficits anticipated for 2026/27 and 2027/28 and, if they do, what would happen to the residual balances held by the Council. Scenario planning for the 2027/28 Budget and MTFs process is underway.

4.2 ***Legal implications***

- 4.2.1 The Council and partner agencies have a number of key statutory responsibilities to children and young people with SEND. These include duties set out in the Children and Families Act 2014, the Children Act 1989, the Children Act 2004, the Care Act 2014 and the Childcare Act 2006. Partner agencies include health agencies, Slough Children First and early years providers, schools and colleges.
- 4.2.2 The SEND Code of Practice: 0 to 25 years provides statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. The code sets out the process for identifying, and meeting the additional needs of children and young people in specific circumstances including agreeing Education, Health and Care plans and carrying out annual reviews. There is a specific focus on looked after children, care leavers, children educated at home and children in youth custody.

4.3 Risk management implications

4.3.1

	Risks	Potential Impact	Mitigating Actions	Update April 2025
1	Pressure of increasing demand for EHC plans is high compared to the local system capacity. The level of neuro-diverse needs and diagnoses of ADHD and autism are significant factors.	Currently all local authorities are seeing an increased demand for EHC plans. Failure to produce EHC plans within statutory timescales would mean that children and young people do not receive the right support early enough.	Additional locum EPs in place and revised SEND statutory processes are maintaining a higher level of EHC plans. Additional staffing will be provided to ensure that there is sufficient capacity to address the increased demand. This will include a short term team to address annual reviews as was successfully implemented last year for EHC plans.	A new staffing structure is being agreed and is built into the Medium Term Financial Plan for the Council. Timeliness for EHC plans has improved to in line with the latest National Average but the backlog for annual reviews is large and increasing
2	An increased number of EHC plans, and support required in Section F, has financial implications for the Council.	The Safety Valve Agreement (SVA) has now ended and the government has pledged to remove 90% of the HNB deficit for all councils. This is subject to the successful submission of a Local Area Reform Plan [LARP].	All the previous conditions within the SVA have been maintained to manage the SEND demand. The LARP is being completed by dedicated staff with support from partners.	The LARP is on track to be completed by the June 19 th deadline

3	<p>There is a risk that the Local Area Partnership may not have sufficient capacity across children's services, education, health, and wider partners to deliver the actions required within the Priority Action Plan.</p> <p>This includes workforce, financial resources and leadership capacity.</p>	<p>Risk of not achieving expected improvements for children, young people, and families.</p> <p>Delays in delivering Priority Action Plan milestones;</p> <p>Inconsistent implementation across agencies;</p> <p>Reduced quality of outputs;</p> <p>Diminished partner confidence;</p>	<p>Complete capacity and resource mapping across all partner agencies.</p> <p>Prioritise and sequence actions to align with realistic delivery capacity.</p> <p>Secure dedicated programme resources</p> <p>Escalate resourcing issues through governance for rapid decision-making.</p>	<p>SIAB Subgroup for Finance established.</p> <p>SEND Commissioner is regularly meeting with the Section 115 officer to discuss financial arrangements</p> <p>LGA review of SEND governance carried out.</p> <p>Additional capacity agreed to support the PAIP.</p> <p>ICB have additional capacity around Local Area Reform Plan.</p> <p>Timescale Change Assurance Process agreed by ODG and SIAB.</p>
4	<p>An increasing number of complaints received internally and to the LGSCO. As well as timeliness (see above 3) complaints often relate to communication and non provision of therapeutic support.</p> <p>The SEND Code of Practice includes a number of issues for local authorities around parental preference and</p>	<p>Historic service issues are now generating an increasing number of complaints. As well as reputational damage to the Council this has already led to compensation claims in two cases. Further compensation claims are highly likely.</p> <p>All local authorities are currently seeing a significant level of appeals to the</p>	<p>A new approach has been agreed with the Monitoring Officer and the Complaints Team to address this risk.</p> <p>A complaints and communication tracker is now in place and there is agreement for additional staffing.</p> <p>Slough SEND and Inclusion Strategy to be agreed by all partners to ensure that the Code of Practice is followed.</p>	<p>Historic poor practice is still leading to complaints to the LGSCO and tribunals and there have been a number of negative judgements. Although these have involved generally low levels of compensation, there is still a reputational impact.</p> <p>Additional capacity has been brought into the Tribunals and Resolutions team to address tribunals and complaints.</p>

	legal duties to provide therapeutic support.	Tribunal Service. Currently the decisions have not had significant impact financially or in terms of service delivery.		
5	Lack of consistent approach to SEND in mainstream schools around the graduated approach.	Children and young people's SEND needs not met. Increased cost to the council with more requests for EHC plans	New Experts at Hand service to be launched following the SEND White Paper launch to support inclusion support across all settings.	Graduated Approach in place and the Inclusion team are monitoring the implementation in Slough schools. LARP being drafted to include a co-designed structure for the Experts at Hand Service.
6	Failure to secure enough non-maintained places for pupils requiring resource provision or a special school.	Children and young people's SEND needs not met. Increased cost to the council with more independent school places needed.	SEND Sufficiency Working Party established and SEND needs added to the Place Planning Board TOR.	The new Arbour Vale Satellite Centre is now open and will alleviate the majority of the demand for special school places over the next two years. The SEND Sufficiency Working Party and accurate data will key to managing this demand.
7	Recruitment and retention issues due to the SEND service being largely interim.	As stated in the main report, there has been recent turnover in the SEND Case Officer team, and this is likely to continue until a permanent team is in place.	A Recruitment and Retention policy has been developed alongside consistent SEND processes and data management to minimise the impact of staff changes.	The Recruitment and Retention policy has been implemented and the roles in the structure have been amended accordingly. HR capacity has been allocated for recruitment to the new structure.

8	<p>There is a risk that the Local Area Partnership lacks consistent, high-quality, and accessible data across partner agencies to establish robust KPI baselines, demonstrate performance, or track progress against the Priority Action Plan.</p> <p>The absence of integrated datasets and a recognised single source of truth may result in unreliable performance monitoring, difficulty evidencing impact, and reduced confidence in decision-making.</p>	<p>Inability to baseline key performance indicators; Limits the ability of partners to proactively understand need, identify gaps, and measure improvement across children's services</p> <p>Delays in reporting and monitoring;</p> <p>Reduced transparency; weak evidence base for delivery;</p> <p>Increased risk of not achieving improvements for children, young people, and families;</p> <p>Challenges demonstrating progress during inspections or external scrutiny.</p>	<p>Develop and implement a LAP-wide data strategy, agreed by all partners.</p> <p>Establish a single source of truth through integrated dashboards or shared reporting platforms.</p> <p>Conduct a data maturity assessment to identify gaps, quality issues, and system interoperability challenges. Implement clear data-sharing agreements and information governance arrangements.</p> <p>Assign data owners and introduce a routine data-refresh cycle</p>	<p>The accuracy of the SEND Survey (see</p> <p>A data subgroup has been established across the partnership to work on mitigating actions.</p> <p>Data Cleansing and Improvement Action Plan drafted in discussion with officers and partners.</p>
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4.4 **Environmental implications**

4.4.1 There are no known environmental implications arising from this report.

4.5 **Equality implications**

4.5.1 In the last academic year, 2022/23, over 389,000 pupils in England had an EHC plan and a further 1.1 million were receiving SEND support without a plan. Therefore over 17% of all pupils are classed as having SEND. The most common type of need for those with an EHC plan is autistic spectrum disorder but a rapidly increasing number have social, emotional, mental health issues. Earlier identification and meeting their additional needs will have a positive impact on their educational outcomes and wider life chances. Work is ongoing on the latest SEND Survey, and this will give more

detailed data to identify whether characteristics around gender, age or race are over-represented in Slough and to ensure that there is appropriate targeting of support. Since the last survey, a great deal of effort has been put into ensuring that the information in our database is accurate.

4.6 Corporate Parenting Implications

- 4.6.1 The majority of Children Looked After [CLA] by local authorities have SEND and will often have suffered instability in their education. CLA children and young people are nine times more likely to have an EHC plan than their peers but also likely to not have had their needs accurately assessed as early due to these gaps in schooling. Any improvements in overall SEND services will have an obvious positive impact on the CLA cohort in terms of meeting their needs and mitigating the impact of previous educational issues. The Virtual School Headteacher ensures that SEND support is a key priority in Personal Educational Plan meetings. Where amendments to EHC plans and additional support for pupils without a plan are requested, the CLA team will advocate for the child or young person and liaise with the school and SEND Service.
- 4.6.2. Similarly, young people with SEND must be a priority in Preparation for Adulthood work to prepare them for moving away from school and into positive adult pathways. This includes post 16 education and training places, support for employability, independence training and supported internships.

5. Background Papers

None



Slough Local Area Partnership SEND Priority Action and Impact Plan



Introduction

In July 2025, Ofsted and the Care Quality Commission (CQC) undertook a joint Area SEND inspection of the Slough Local Area Partnership.

While inspectors acknowledged areas of progress and recognised the commitment and dedication of frontline professionals across the partnership, they were clear that the pace, consistency and impact of improvement have not been strong enough. The partnership accepts these findings in full. We recognise that too many families in Slough have experienced frustration, delays, and fragmented support. We apologise to every child, young person, parent and carer who has been affected.

Inspectors identified significant and systemic weaknesses across the SEND system, including delays in key processes, inconsistency in the quality and timeliness of Education, Health and Care (EHC) plans, weak communication pathways, and insufficient coordination across education, health and social care. These weaknesses have too often resulted in children, young people and their families not receiving the support they require at the right time.

This Priority Action & Impact Plan sets out how the Slough Local Area Partnership will deliver urgent, sustainable and system-wide improvements over the next 18 months and beyond. It has been developed collaboratively with partners across education, health, social care, early years, post-16 providers, the voluntary and community sector, and, crucially, parent carers and Children and Young People themselves. Their insights, experiences and expectations have shaped the priorities and actions outlined in this plan.

The inspection highlighted systemic issues that require immediate and coordinated action. These include a lack of consistent early identification, insufficient specialist school places, delays in health assessments and therapies, variable application of the graduated approach, and limited shared understanding of SEND needs across the system. Inspectors also identified strengths that this plan will build on — including dedicated practitioners, examples of strong inclusive practice, emerging data improvements, and increasing engagement with Slough's Children and Young People and Parent / Carers.

Delivering real and sustained improvement in Slough requires more than procedural change. It demands a cultural shift towards a system that is inclusive, collaborative, transparent and relentlessly focused on improving the lived experiences of children, young people and their families. This plan therefore addresses not only operational issues but also expectations around leadership, accountability, communication, behaviours and shared responsibility.

The plan is structured around seven themed areas which include the priority actions and areas of improvement, representing the most significant areas identified through the Ofsted inspection and wider local analysis:

1. **Data, Systems & Governance (Priority Action)**
2. **Commissioning & Alternative Provision (Priority Action & Area for Improvement)**
3. **Parent, Carer and Children and Young People Engagement & Co-Production (Priority Action)**
4. **EHC Plans & Annual Reviews (Priority Action)**
5. **Preparation for Adulthood & Transitions (Priority Action)**
6. **Graduated Approach & Inclusion (Area for Improvement)**
7. **Health Pathways & Multi-Agency Integration (Area for Improvement)**

Our ambition is that within 12–18 months, services and experiences in Slough will be recognisably improved, restoring confidence among families and professionals. Some areas of transformation — such as sufficiency planning, data system redesign, workforce development and SEND culture change — will require sustained work up to 2027 and beyond. This plan therefore sets out both immediate corrective actions and foundations for long-term systemic change.

We are realistic about the capacity challenges across the partnership. Therefore, we are prioritising actions that will deliver the most critical improvements first, while ensuring that responsibilities, milestones and outcomes are clear and achievable. We also acknowledge the wider context: national SEND and AP reforms expected during this Parliament. This plan has been designed to be adaptable and future-proofed to ensure alignment with emerging statutory expectations.

Above all, we recognise that trust has been damaged. Through transparent and frequent communication, genuine co-production, consistent delivery and clear evidence of impact, the partnership is committed to rebuilding confidence and ensuring that Children and Young People with SEND in Slough receive the right support at the right time.

Vision

Our vision is that every child and young person with special educational needs and disabilities (SEND) in Slough:

- **Is identified early** and their needs understood well

- **Receives timely and high-quality assessments and support**
- **Has access to inclusive education and appropriate provision**
- **Feels heard, valued and genuinely involved** in shaping decisions

- **Is supported through clear, coordinated pathways,** including transitions into adulthood
- **Is enabled to thrive, achieve their aspirations, and lead happy, healthy and fulfilling lives**

This vision can only be delivered through a system that is transparent, ambitious, equitable, and accountable to the families it serves.

Governance and Accountability

To provide strong leadership, clear oversight and rigorous accountability, Slough has established a strengthened SEND Improvement & Assurance Board (SIAB). The SIAB is independently chaired and brings together senior leaders from:

- **Slough Borough Council** (Education, Adult Social Care and Commissioning)
- **Slough Children First** (Children's Social Care)
- **Frimley Integrated Care Board (ICB)**
- **Frimley Health NHS Foundation Trust**
- **Berkshire Healthcare NHS Foundation Trust**
- **HCRG (Health & Care Research Group) Care Group**
- **Schools, colleges and early years settings**
- **Slough Children Young People & Parent / Carers**
- **Voluntary and community sector organisations**

To ensure transparency and alignment across the wider system, the SIAB reports to the Slough Health and Wellbeing Board, reinforcing SEND as a whole-system priority. The Board also works with advisers from the Department for Education and NHS England, ensuring that local improvement aligns with regional and national expectations.

The SIAB will meet monthly and provide:

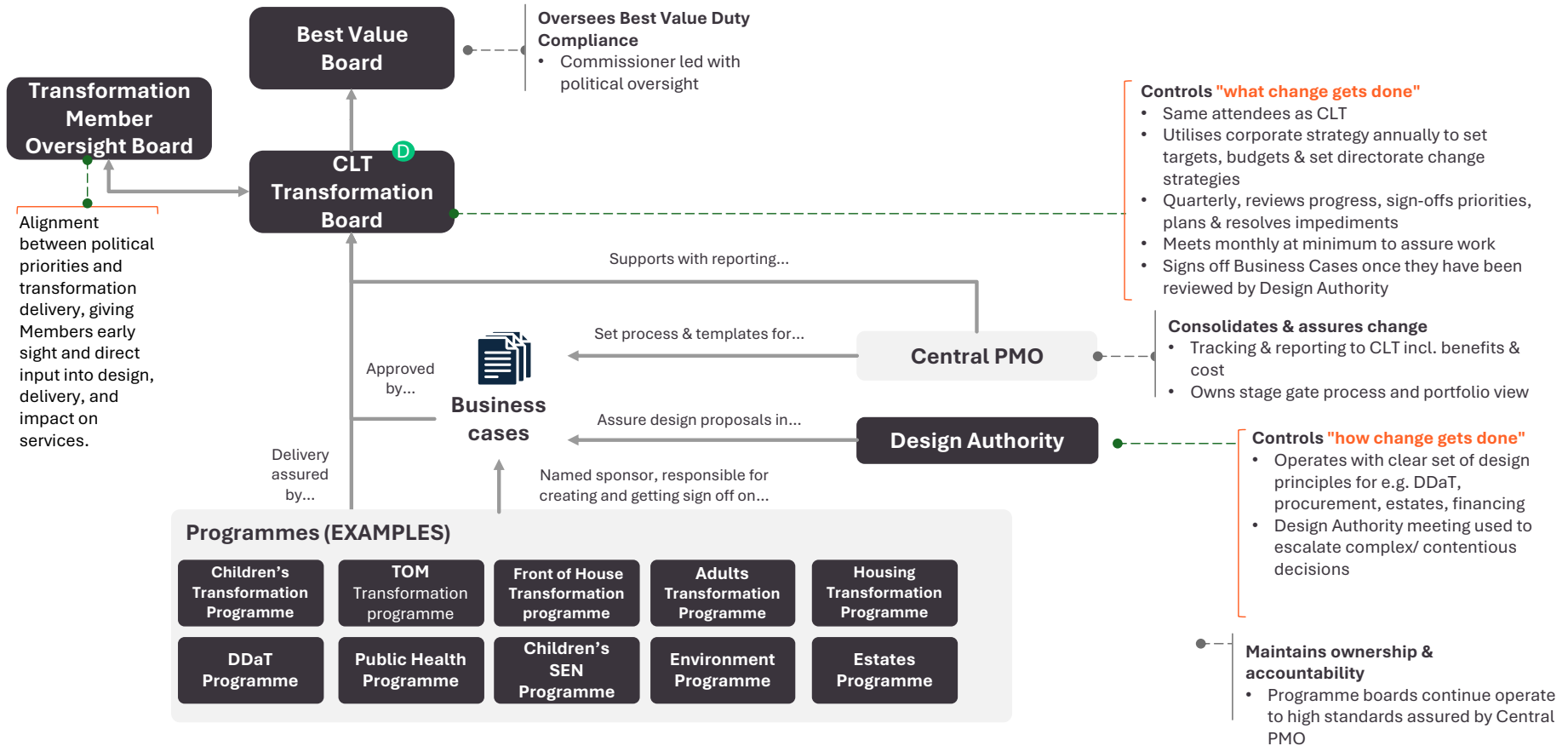
- Clear strategic direction
- Robust challenge and support
- Transparent oversight of delivery
- Escalation of risks, barriers and resource issues
- Assurance that improvements are making positive, tangible differences for children, young people and families

The SIAB is supported by seven multi-agency improvement transformation groups aligned to the priority areas in this plan. Each subgroup is jointly led by senior leaders from the Council and the Integrated Care Board, with dedicated health, education, social care and parent carer representation. These subgroups meet regularly, track progress against delivery milestones, monitor risks, and escalate issues that require SIAB intervention.

Through this strengthened governance structure, the partnership is committed to delivering the urgent changes required and embedding long-term, sustainable improvements that create a SEND system families can trust and work with.

Governance Structure

Target state | Propose to move towards a single change portfolio



Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Theme 1: Data, Systems & Governance – Priority Action						
This Priority Action Impact Plan sets out how the local partnership will strengthen joint governance, oversight and use of data across the SEND system. The focus is on measurable improvement, system accountability and demonstrable impact for Children and Young People (Children and Young People) with SEND.						
Desired outcome for Children and Young People:						
Children and Young People with SEND, and their families, will experience a joined-up, well-governed system that understands need, plans proactively and delivers the right support at the right time. Decision-making will be transparent, evidence-based and informed by lived experience.						
The partnership will:						
Strengthen SEND governance and system leadership through a reconfigured Strategic Improvement & Assurance Board (SIAB).						
Establish a single, trusted understanding of SEND need through a robust SEND Needs Assessment and Joint Strategic Needs Assessment (JSNA).						
Improve data quality, integration and reporting to support oversight, challenge and improvement.						
Embed effective use of data at all levels of SEND governance and delivery.						
1.1	Strengthened governance and accountability - Reconfigure SEND governance to provide effective oversight system leadership and clear accountability across education, health and care.	SEND Improvement and Assurance Board (SIAB) reconfigured with independent chair and refreshed membership.	Action Owner (Lead): SEND Commissioner Accountable Officers (Joint): Director of Children’s Services (Slough Borough Council) Director for Children, Mental Health & Learning Disabilities (NHS Frimley Integrated Cre Board)	December 2025	SEND governance is strengthened through a single, authoritative partnership board with independent challenge. System leadership is clarified, with clear roles, responsibilities and decision-making authority across education, health and care. Oversight of SEND improvement is more consistent, transparent and effective.	Clear, joined-up accountability ensures SEND priorities are delivered consistently across the system, improving coordination, timeliness and outcomes for Children and Young People with SEND.
		SEND Improvement and Assurance Board (SIAB) transformation-groups established with clear	Action Owner (Lead): SEND Strategic Lead Supporting Action Owners (by	February 2026	Strategic priorities are translated into focused delivery through accountable transformation groups. Clear data ownership improves the quality	

	Terms of Reference, data ownership and escalation routes.	function): Director of Education (People – Children), Slough Borough Council – education sub-groups Integrated Care Board SEND Head of Transformation – Commissioning subgroup SBC Commissioning Lead – Commissioning subgroup Integrated Care Board (ICB), Children and Young People, SEND Transformation Lead – health sub-groups SEND Operational Lead / Assessment Manager – operational delivery alignment Slough Borough Council Performance & Insight Lead – data ownership clarity		and reliability of performance reporting. Risks and underperformance are identified early and escalated appropriately for system-level action.	
	SEND Improvement Assurance Board (SIAB) subgroups to be set up for communication, finance, data and quality assurance.	Action Owner: DFE SEND Commissioner	February 2026	To ensure the fundamental aspect are in place and enable the statutory duties of the partnership to be delivered. The impact of system and processes to be reviewed for efficiency and timeliness in supporting the statutory functions of the partnership.	
	The Local Government Association (LGA) Advisor to undertake a detailed review of Governance across the Local Area Partnership	Action Owner (Lead): Local Government Association (LGA) Advisor	March 2026	To ensure that Governance is fit for purpose and that independent recommendations will be implemented from June 2026 with agreed impact measures being trialed from June 2026 to July 2027	
	Partnership workshops delivered to align leaders and workstreams to	Action Owner (Lead): SEND Strategic Lead	February 2026	Leaders and workstreams have a shared understanding of system priorities, accountability and assurance expectations.	

		SEND Improvement Assurance Board (SIAB) expectations.	Co-Owners: Director of Education (People – Children), Slough Borough Council Director for Children, Mental Health & Learning Disabilities, NHS Frimley Integrated Cre Board		Consistency improves in how progress, risks and impact are reported across the SEND system. Partnership ownership of SEND improvement priorities is strengthened.	
		Revise SEND & Inclusion Strategy agreed and published.	Responsible lead: SEND Strategic Lead Accountable for assurance and sign-off: SEND Strategic Improvement & Assurance Board (SIAB) Supporting partners: Public Health (JSNA) Slough Borough Council Education and SEND NHS Frimley Integrated Care Board Children and Young People & SEND leadership	March 2026	SEND priorities are clearly defined, evidence-led and aligned across the local authority, NHS and commissioned services. Strategic planning reflects current and future need, including sufficiency and workforce considerations. Children and Young People and families can see how their needs and lived experience inform SEND priorities.	
1.2	SEND Needs Assessment and Joint Strategic Needs Assessment (JSNA) development – Develop a comprehensive SEND Needs Assessment to underpin strategic planning, sufficiency and commissioning.	SEND population profile completed, including trend and cost forecasting.	Responsible lead: Director of Public Health Supporting partners: Slough Borough Council Public Health SEND Strategic Lead (Slough Borough Council) Slough Borough Council Performance & Insight Designated Clinical Officer for SEND (DCO)	June 2026	The partnership has a shared, evidence-based understanding of the current and projected SEND population in Slough. Emerging pressures, trends and cost drivers are clearly identified, enabling proactive rather than reactive planning. Financial and sufficiency risks are understood earlier, supporting more sustainable decision-making across education, health and care.	Resources and services are planned around actual and emerging needs, reducing delays and pressure points.

	Preparing for Adulthood cohort datasets linked and assured.	<p>Responsible lead: Director of Education (People – Children), Slough Borough Council</p> <p>Supporting partners: Children’s Insight Lead, Slough Borough Council SEND Strategic Lead NHS Frimley Integrated Care Board Children and Young People & SEND Transformation Lead Adult Social Care representatives Designated Clinical Officer for SEND (DCO)</p>	June 2026	<p>Accurate, linked datasets provide a clear picture of outcomes, pathways and gaps for young people preparing for adulthood.</p> <p>Transition risks are identified earlier, reducing cliff edges between children’s and adult services.</p> <p>Strategic planning for education, employment, health and independence is informed by reliable cohort-level intelligence.</p>	
	Children and Young People and parent/carer co-production embedded in the SEND element of the Joint Strategic Needs Assessment.	<p>Responsible lead: SEND Strategic Lead (Slough Borough Council)</p> <p>Supporting partners: Parent Carer Forum Designated Social Care Officer for SEND (Slough Childrens First) Designated Clinical Officer for SEND (DCO) Public Health NHS Frimley Integrated Care Board engagement leads</p>	June 2026	<p>Lived experience meaningfully informs the SEND Needs Assessment and Joint Strategic Needs Assessment, alongside quantitative data.</p> <p>Strategic priorities better reflect what matters most to Children and Young People and families.</p> <p>Trust and transparency between families and the partnership are strengthened.</p>	
	SEND Strategy and Sufficiency Strategy demonstrably aligned to Joint Strategic Needs Assessment findings.	<p>Responsible lead: SEND Strategic Lead (Slough Borough Council)</p> <p>Accountable for assurance:</p>	June 2026	<p>SEND strategic priorities and sufficiency planning are demonstrably needs-led and evidence-based.</p> <p>Commissioning decisions reflect current</p>	

			SEND Strategic Improvement & Assurance Board (SIAB) Supporting partners: Director of Children's Services, Slough Borough Council NHS Frimley Integrated Care Board Children and Young People & SEND leadership Public Health Designated Clinical Officer for SEND (DCO)		and future demand rather than historic patterns. Clear alignment between needs, strategy and delivery improves system coherence and impact.	
1.3	Improved data quality and system insight – Deliver a single, child-centered SEND dashboard to support oversight and improvement.	Audit and reconciliation of trackers, Capita ONE and auxiliary systems completed.	Responsible lead: Slough Borough Council Performance & Insight Lead Supporting partners: SEND Assessment Team Manager SEND Operational Lead SEND Annual Review Manager ONE Systems & School Support Officer NHS Frimley Integrated Care Board Children and Young People & SEND Transformation / Data Lead NHS Berkshire Health Foundation Trust NHS Frimley Health Foundation Trust	May 2026	Data duplication, inconsistency and gaps across SEND systems are identified and addressed. A single, agreed approach to data entry and data ownership is established across the partnership. Confidence in the accuracy and reliability of SEND data improves, strengthening system assurance.	Earlier identification of risk and emerging need enables timely, coordinated intervention, improving outcomes and experiences for Children and Young People with SEND.
		SEND dashboard redesigned to focus on needs, outcomes and adulthood pathways.	Responsible lead: Children's Insight Lead, Slough Borough Council Supporting partners: Slough Borough Council Performance	May 2026	The SEND dashboard provides a clear, child-centered view of need, demand and outcomes rather than service activity alone. Leaders are able to track trends, pressures and impact across the SEND system more	

		<p>Lead SEND Strategic Lead SEND Operational Leads NHS Frimley Integrated Care Board Children and Young People & SEND Data Leads NHS Berkshire Health Foundation Trust NHS Frimley Health Foundation Trust</p>		<p>effectively.</p> <p>Adulthood outcomes are visible, supporting improved oversight of transitions and Preparing for Adulthood pathways.</p>	
	<p>Health, social care, alternative provision, elective home education, and adult services data integrated and aligned with NHS England dashboards.</p>	<p>Responsible lead: Head of Transformation, Special Educational Needs and Disabilities and All – age Neurodiversity Performance Lead</p> <p>Supporting partners: Slough Borough Council Performance & Insight Head of Technology, Digital, Data & Technology, Slough Borough Council SEND Operational Leads Adult Social Care representatives NHS Berkshire Health Foundation Trust NHS Frimley Health Foundation Trust</p>	<p>December 2026</p>	<p>A holistic, system-wide view of SEND need, provision and outcomes is available across education, health and care.</p> <p>Alignment with NHSE dashboards enables regional benchmarking and external assurance.</p> <p>Improved visibility of cross-system pathways reduces fragmentation and supports coordinated planning.</p>	
	<p>Qualitative feedback mechanisms embedded to capture lived experience.</p>	<p>Responsible lead: SEND Strategic Lead (Slough Borough Council)</p> <p>Supporting partners: Designated Social Care Officer for SEND (Slough Childrens First)</p>	<p>August 2026</p>	<p>Lived experience of Children and Young People and families is routinely captured and used alongside quantitative data.</p> <p>Strategic decisions are informed by both performance data and real-world experiences of SEND services.</p>	

			Designated Clinical Officer for SEND (DCO) Parent Carer Forum Children's Insight Lead, Slough Borough Council NHS Frimley Integrated Care Boards engagement leads		Trust and transparency between families and the partnership are strengthened.	
1.4	Embedding effective use of data and quality assurance- Ensure leaders and practitioners use quantitative and qualitative data consistently to assess progress and drive continuous improvement across the SEND system.	Systems and Performance Data Sub-Group established and reporting to SIAB.	Responsible lead: Director of Education (People – Children), Slough Borough Council	August 2026	Data oversight and assurance are strengthened through a dedicated sub-group with clear reporting lines into SEND Improvement Assurance Board.	Decision-making across education, health and care shifts from reactive to preventative, enabling Children and Young People with SEND to access the right support earlier and experience improved outcomes.
		Quality Assurance (QA) Sub-Group to be established to provide systematic triangulation of data, practice, and lived experience across education, health and care. Quality Assurance Sub-Group to align with existing governance arrangements and support consistent assurance, learning, and improvement across the SEND system.	Supporting partners: SEND Strategic Lead Slough Borough Council Performance & Insight Lead Children's Insight Lead, Slough Borough Council NHS Frimley Integrated Care Board Children and Young People & SEND Transformation / Performance Lead ONE Systems & School Support Officer		Leaders have regular, structured opportunities to review trends, risks and performance across the SEND system. System issues identified and escalated earlier, supporting timely corrective action.	
		Partnership-wide data literacy and data-entry training delivered.	Responsible lead: SEND Strategic Lead (Slough Borough Council)	September 2026	Staff and partners understand how accurate data entry and interpretation directly affects system oversight and outcomes for Children and Young People.	
			Supporting partners:		Consistency and quality of data improves	

			<p>Slough Borough Council Performance & Insight Head of Education SEND Assessment Team Manager SEND Operational Lead NHS Frimley Integrated Care Board Children and Young People & SEND Quality / Transformation Leads Slough Childrens First Principal Social Worker / Designated Social Care Officer</p>		<p>across education, health and care.</p> <p>Workforce confidence in using data to inform planning, delivery and challenge increases.</p>	
		<p>Routine SEND Improvement Assurance Board assurance cycles using dashboard intelligence embedded</p>	<p>Responsible lead: Director of Education (People – Children), Slough Borough Council</p> <p>Joint accountability: Director for Children, Mental Health & Learning Disabilities, NHS Frimley Integrated Care Board SEND Strategic Lead Supporting partners: Slough Borough Council Performance & Insight Children’s Insight Lead, Slough Borough Council SEND Operational Leads</p>	<p>January 2027</p>	<p>Dashboard intelligence is routinely used to inform SEND Improvement Assurance Board challenge, decision-making and commissioning.</p> <p>Progress against priorities is tracked consistently, with clear actions and follow-up.</p> <p>Governance moves from descriptive reporting to active assurance and improvement leadership.</p>	
1.5	<p>Oversight and quality assurance framework implemented (linked to 5.4)</p>	<p>Annual review process, Preparation for Adulthood paperwork and related SEND guidance strengthened, with a specific focus from Year 9 (age 14) onwards</p>	<p>Responsible lead: Education, Health and Care Plan Priority Action and Impact Plan Lead</p> <p>Co-leads: SEND Strategic Lead; Education & Preparation for</p>	<p>July 2026</p>	<p>Consistent expectations for high-quality Preparation for Adulthood planning embedded across education, health and care.</p>	<p>Young people with SEND are better prepared for adulthood, supported to achieve their aspirations, and more likely to</p>

			Adulthood Lead Designated Social Care Officer Designated Clinical Officer Quality Assurance Group			progress into sustained education, employment, training, independent or supported living.
1.6	Multi-agency Quality Assurance framework implemented (linked to 4.4)	Review, strengthen, and embed Quality Assurance processes and audit tool	Responsible lead: Quality Assurance Group Co-leads: SEND Strategic Lead	May – July 2026	Audit processes aligned to statutory and quality standards.	Children, young people, and families are actively involved in Quality Assurance processes, ensuring plans and reviews are meaningful and responsive.

We will know we have met our desired outcomes and made an impact on this priority area when:

- Children and Young People with SEND experience a well-governed, joined-up system where their needs are understood, and support is planned and delivered proactively.
- Governance, oversight, and decision-making are transparent, consistent, and evidence-based across education, health, and care.
- Leaders and practitioners routinely use high-quality, accurate, and integrated data to identify emerging needs, track progress, and intervene early.
- Co-produced insights from Children and Young People and families meaningfully inform strategic planning, commissioning, and service delivery.
- There is demonstrable alignment between SEND strategy, sufficiency planning, and operational delivery, reducing delays and fragmentation.

Indicative Assurance Measures / KPIs:

- % of SEND Improvement Assurance Board meetings with completed sub-group reports and clear escalation of risks (target: 70% from baseline).
- Number and proportion of data sets reconciled and integrated across SEND systems (target: 50% from baseline).
- % of SEND dashboards updated regularly and used in SEND Improvement Assurance Board decision-making cycles (target: 50% from June 2026).
- % of leaders and practitioners completing data literacy and data-entry training (target: 90%+).
- Number of decisions, commissioning actions, or policy changes informed by linked cohort data and Joint Strategic Needs Assessment (year-on-year increase).
- % of Preparing for Adulthood cohort datasets linked and quality-assured (target: 75%).
- Evidence of co-production in Joint Strategic Needs Assessment and SEND planning (e.g., Children and Young People and parent/carer feedback incorporated, evaluated by qualitative reports).
- Timeliness of reporting against agreed KPIs and metrics across governance, strategy, and operational delivery (target: quarterly updates).

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Theme 2: Joint Commissioning and Alternative Provision (AP) – Priority Action & Area for Improvement						
Local area leaders must urgently review joint commissioning arrangements and ensure robust oversight of commissioned services, including immediate action to address gaps in essential equipment and alternative provision.						
Desired outcome for Children and Young People:						
Children and Young People with SEND in Slough have their needs met through well-coordinated, responsive and jointly commissioned services, including timely access to suitable education, Alternative Provision and essential support, enabling them to achieve positive outcomes.						
2.1	Develop joint commissioning and sufficiency framework to ensure strategic delivery of high-quality, value-for-money graduated SEND provision including Alternative Provision, aligned to current and future need. Urgent commissioning gaps addressed and baseline understanding established	Immediate action plan implemented to address urgent commissioning gaps identified by inspection (essential equipment).	Delivery lead: Slough Borough Council Commissioning Lead Supporting partners: NHS Frimley Integrated Care Board Children and Young People & SEND SEND Operational Leads Education settings (for equipment assurance) NHS Berkshire Healthcare Foundation Trust Community Equipment Provider	March 2026 March 2026 April 2026	Urgent gaps identified by inspection are addressed through time-limited commissioning actions. Clear oversight of delivery timescales and escalation routes is established. Review of Equipment Service and data oversight established	Faster access to essential support and equipment. Increased confidence that services are joined-up and responsive to need.
		Health, education and social care commissioned services mapped across the SEND pathway.	Delivery lead: Public Health Lead Supporting partners: Slough Borough Council Commissioning Slough Childrens First Commissioning	June 2026	A whole-system map of commissioned SEND services across the 0–25 pathway. Clear understanding of overlaps, gaps and pressure points identified by the Joint Strategic Needs Assessment and lived experience of Children, Young people and	

			NHS Frimley Integrated Care Board SEND Strategic and Operational Leads		their families.	
		Children and Young People, parent/carer and stakeholder experience of commissioned services reviewed.	Delivery lead: SEND Strategic Lead / Engagement Lead Supporting partners: Parent carer forum Voluntary and community sector Education and health providers	June 2026	Lived experience evidence directly informs commissioning priorities. Strengths and weaknesses in current services are clearly articulated.	
		SEND Directory of Services developed and published on the local offer.	Delivery lead: Slough Borough Council Commissioning Lead Supporting partners: Performance & Insight Communications NHS Frimley Integrated Care Board	June 2026	A clear, accessible directory of SEND services available to families and professionals. Improved transparency about what support is available and how to access it.	
2.2	Evidence-led SEND joint commissioning framework developed Evidence base consolidated to inform commissioning priorities	Joint Strategic Needs Assessment, SEND Needs Assessment, health inequalities report and sufficiency data consolidated into a single commissioning evidence pack.	Responsible lead: Public Health Lead Co-leads: Children's Insight Lead (Slough Borough Council) SEND Strategic Lead	June 2026	A shared, robust evidence base is available and understood across partners, providing a clear picture of current and future SEND need.	Services are jointly commissioned using a shared evidence base, resulting in more timely, coordinated and needs-led support for Children and Young People with SEND.
		Partnership agreement on strengths, gaps, duplication and priority areas for improvement.	Responsible lead: Head of Transformation – NHS Frimley Integrated Care Board Co-leads: Slough Borough Council	May 2026	There is a shared understanding of where the system is working well and where urgent improvement is required.	

			Commissioning Lead			
		Joint SEND commissioning framework and outline plan drafted and agreed in principle.	Responsible lead: Head of Transformation – NHS Frimley Integrated Care Board Co-leads: Slough Borough Council Commissioning Lead Public Health Lead	July 2026	A clear framework sets out how partners jointly plan, commission, monitor and review SEND services.	
2.3	Graduated SEND Sufficiency and Alternative Provision strategy implemented	Graduated model of specialist and Alternative Provision agreed	Responsible lead: SEND Strategic Lead Co-leads: Lead for SEND Commissioning SEND Specialist Provision Leads Designated Clinical Officer for SEND (DCO)	July 2026	A borough-wide graduated model clarifies how mainstream, specialist, Alternative Provision and outreach provision meet different levels of need.	More Children and Young People are educated in appropriate local provision, improving stability, outcomes and value for money.
		Placement criteria and banding arrangements implemented	Responsible lead: Lead for SEND Commissioning Co-lead: SEND Strategic Lead	July 2026	Transparent and consistent criteria support equitable placement decisions and better value for money.	
		Sufficiency and Alternative Provision monitoring and governance embedded	Responsible lead: SEND Strategic Lead Co-leads: Slough Borough Council Performance Lead SEND Strategic Lead	July 2027	Leaders have ongoing oversight of need, placement, cost and outcomes, enabling proactive planning.	
2.4	Post-16 and Preparation for Adulthood pathways	Post-16 specialist provision mapped and gaps identified	Responsible lead: SEND Strategic Lead	June 2026	A clear picture of post-16 capacity and gaps informs future commissioning.	Young people with SEND experience clearer pathways

	strengthened		Co-lead: Lead for SEND Commissioning			into education, training and employment, improving independence and long-term outcomes.
		Preparation for Adulthood pathways strengthened	Responsible lead: Lead for SEND Commissioning Co-leads: Further Education and Skills Leads Employment and Apprenticeship Partners	July 2026	Commissioned pathways support education, employment, independence and community inclusion.	
2.5	Co-produced joint SEND commissioning strategy agreed and implemented	Joint commissioning framework formally agreed	Responsible lead: Director of Education SEND Commissioner Slough Co-leads: Slough Borough Council Commissioning Lead Public Health Lead	July 2026	Clear shared principles, roles and responsibilities guide SEND commissioning.	Co-produced joint commissioning delivers more coordinated, timely and effective services for Children and Young People with SEND.
		Joint SEND commissioning strategy co-produced and agreed	Responsible lead: Director of Education SEND Commissioner Slough Co-leads: SEND Strategic Lead Parent Carer Forum Representative	November 2026	A co-produced strategy reflects lived experience and evidence of need.	
		Joint Commissioning Action Plan implemented and embedded	Responsible lead: Director of Education SEND Commissioner Slough Co-leads: Slough Borough Council Commissioning Lead	January 2027	Commissioning activity moves to business-as-usual, with services redesigned and recommissioned against impact measures.	

We will know we have met our desired outcomes and made an impact on this priority area when:

- Children and Young People with SEND have timely access to appropriate education, alternative provision, and essential support.
- Services are planned, commissioned, and monitored collaboratively across education, health, and social care, reflecting evidence, lived experience, and identified gaps.
- Placement decisions are transparent, consistent, and equitable, with families and providers confident in the processes.
- Post-16 and Preparation for Adulthood (PFA) pathways are clear, accessible, and deliver improved outcomes for independence, employment, education, and community inclusion.
- Commissioning activity is routinely reviewed and informs business-as-usual decision-making, with clear accountability and measurable impact.

Indicative Assurance Measures / KPIs:

- % of urgent commissioning gaps addressed within agreed timescales (target: 50%).
- Completion of SEND service mapping, including alternative provision and essential support (target: June 2026).
- % of commissioned services demonstrating alignment to shared evidence base and Joint Strategic Needs Assessment priorities (target: 75%).
- % of placements meeting agreed banding and sufficiency criteria (target: 75%).
- % of Preparation for Adulthood pathways with clear post-16 plans and support (target: 50%).
- % of commissioning decisions informed by Children and Young People, parent/carer, and stakeholder feedback (target: 60%).
- % of joint commissioning frameworks and strategies formally agreed and implemented on schedule (target: 75%).
- Reduction in reliance on out-of-borough placements and improved local provision sufficiency (measured annually).
- Increased family satisfaction and confidence in SEND services (measured via surveys and engagement feedback, qualitative feedback and self report).

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
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Theme 3: Parent/Carer/Children and Young People Co-Production (Priority Action)

The local area partnership must prioritise systems to gather the views of parents, carers and children and young people with SEND to inform effective co-production. Leaders should use these views to inform their strategic planning for, and evaluation of, SEND services to improve the outcomes and experiences of children and young people with SEND.

Desired outcome for Children and Young People:

Children, young people, and parent carers are actively involved in shaping services, co-producing Education Health Care Plans, influencing strategy, and developing skills and confidence to participate meaningfully in decisions that affect their lives.

3.1	Children and Young People recognise changes they have made known	SEND participation Officer appointed.	Responsible lead: SEND Leadership Co-leads: Education Settings, Schools will take a whole school approach SEND participation Officer SEND Board Designated Clinical Officer Designated Social Care Officer	February 2026 Delivery will begin when the SEND Participation Officer role is appointed. Q4 2026 progress will be reviewed through quarterly workshops and surveys to collect qualitative data.	Young people will report having more positive social experiences within the school settings their peers and will report feeling more socially included. Young people will report feeling more supported in education environments by staff, as more staff will understand their needs and sensory / emotional experiences of the world. Children and Young People with additional needs report being more included by All Children and Young People in Education develop a stronger understanding of neurodiversity, SEND, accommodations (Reasonable adjustments) and difference. They will have a more inclusive and respectful approach to classmates with SEND as they will understand the	Children and Young People experience more inclusive, respectful, and supportive school environments. Improved understanding of neurodiversity and SEND among peers leads to reduced social exclusion and more prosocial interactions. Staff are better equipped to meet diverse needs,
		Establish key baseline measurements of prosocial experiences, social exclusion & Inclusion.				
		Workshop impact measurement tool co-created with young people that enables capture of small steps to ultimate goal and outcome.				
		Survey tool co-created with young people that aligns with workshop data to enable analysis and effective evidence of impact not just activity.				

		<p>Review and refresh both workshop and survey in style and medium for all ages and abilities.</p> <p>Evidence response to young people's inclusion needs made known, by:</p> <ul style="list-style-type: none"> •The upskilling of staff and •Promoting & developing students understanding of neurodiversity, difference and inclusion •Challenging and holding to account Children and Young People of exclusion behaviors and language <p>Completing reports/survey on: school approaches to inclusion:</p> <ul style="list-style-type: none"> •Progress and impact •School survey of SEND Children and Young People •School attitude survey of all Children and Young People 			<p>importance of inclusion.</p> <p>There will be more consequences for students that use negative language or make negative remarks to pupils because of SEND. This will be taken more seriously.</p> <p>Staff are more confident by being better informed and equipped and: through increased training and upskilling to improve inclusion and meeting needs of children with SEND in their setting.</p> <p>Stronger accountability and delivery of continuous improvement through regular contributions to the SEND Improvement Board, leading to tangible actions that improve outcomes and strengthen trust between young people, services, and leaders</p> <p>Young people will have real power to shape services, making sure support is meaningful, relevant, and responsive to their needs</p>	<p>leading to greater confidence, consistent support, and positive school culture.</p> <p>Young people's voices influence school practices and policies, fostering accountability and continuous improvement in inclusion.</p>
3.2	<p>Young people will receive more practical support in preparation for adulthood in response to their</p>	<p>Co-produced a series of workshops or "Roadshows" on PFA topics, supported by information and guidance on the local offer and</p>	<p>Responsible lead: SEND Participation Officer Together As One</p>	<p>Feb 2026. The new SEND Participation Officer can start</p>	<p>Young people gain practical knowledge and skills in key Preparation for Adulthood areas, including careers, finances, independent living, healthy relationships, and travel.</p>	<p>Young people demonstrate greater independence, confidence, and readiness for</p>

definitions of success.	mediums identified by young people.	Co-leads: PAIP lead for PFA & nominated individuals The Education Settings Designated Social Care Officer	the development & delivery of workshops	Increased confidence and independence in navigating education, work, and community environments. Improved ability to make informed choices about post-16 education, employment, and life pathways. Enhanced engagement with supportive services and community opportunities. Young people feel empowered and prepared for the next stage of their life, aligned with their own definitions of success.	adulthood, with increased participation in education, work, and community life. They are better equipped to make informed choices about their future, reducing Not in Education, Employment, or Training (NEET) risk and promoting sustained positive outcomes. Families and professionals report improved engagement and understanding of young people's aspirations and needs.
	Identified and delivered in accessible venues used by young people and online options.				
	Establish baseline measurements and progress metrics of Preparation For Adulthood The SEND Youth Forum members highlighted that this will include options to engaging and accessible workshops and sessions on healthy romantic relationships, careers, financial independence, and independent living.				
	Development of a Inclusive travel Strategy				
	Preparation for adulthood will include promoting independent travel, including travel training sessions when needed, to build confidence on taking public transport, and the recognition of safe community spaces.				
More students will be given access to the SEND Careers Day which was hosted by			April 2026 Baseline measurements agreed		
			September 2026		
			September 2026		
			May 2026		

		Together as One and Slough and Langley College.				
3.3	Young people shape decision-making, strategy, and commissioning.	Commissioning, developed a co-production timetable aligned with their cycle	Responsible lead: Commission Priority Action Impact Plan Lead & nominated individuals. Co-leads: The SEND Participation Officer, Human Resource Leads across the partnership and all senior SEND professionals.	April 2026	Young people are actively involved in shaping commissioning, strategy, and workforce development, ensuring services reflect their needs and aspirations.	Decision-making, commissioning, and workforce planning are more child-centred, resulting in services that better meet the lived experiences and priorities of young people. Increased trust, engagement, and satisfaction among Children and Young People and families, with tangible improvements in service quality and responsiveness. Young people develop confidence, self-advocacy skills, and a sense of ownership over the services that affect their lives.
		Workforce development developed a co-production timetable aligned with their cycle.		April 2026	Children and Young People perspectives are systematically captured and influence SEND board decisions, policies, and service planning.	
		Children and Young People Forum working in partnership with the SEND Improvement and Assurance Board and regularly sharing their views and experiences in meetings.		June 2026	Recruitment and service evaluation processes consistently incorporate youth input, strengthening transparency, accountability, and relevance.	
		Young people will work with leaders and decision makers to ensure that services are supporting Children and Young People and families as intended from the perspective of Children and Young People.		April 2026	Services and interventions are co-produced with Children and Young People, leading to more responsive, effective, and meaningful support. Children and Young People report feeling empowered, listened to, and included in decision-making processes across education, health, and care.	
		Children and Young People will contribute to the SEND Impact and Assurance Board.		April 2026		
		Board Agenda and forward planning create opportunity for Children &		April 2026		

		<p>young People contribution in a range of ways</p>				
		<p>There will be a dedicated section in the meeting agenda dedicated to young people's experiences and suggestions. This will be followed by actions about how these points can be followed up to improve the experiences of our Children and Young People and families.</p>		<p>April 2026</p>		
		<p>The Children and Young People will have a range of ways to contribute, including through video, written summary of their experiences and in person attendance. The views of the young people will be sent through prior to each meeting from the SEND Participation Officer. Topics and questions can be requested by the board members if there is a particular area that they would like to cover.</p>		<p>April 2026</p>		
		<p>Children and Young People will influence which services are commissioned and will</p>		<p>April 2026</p>		

		contribute to the service specifications.				
		Staff recruitment will evidence increased Children and Young People contribution via topics/questions, panel or viewing 1-page profiles of the candidates		April 2026		
		Evidence of involvement in the evaluation of services.		September 2026		
		Building on Young Inspectors a program of secret shopper of services, ensuring commissioned provision reflects real needs and preferences of the young people.		September 2026		
3.4	Effective coproduction of individuals Educational Health Care Plans and Its Review This area aims to make Educational Health Care Plans clearer to understand, and more child centred. Children and Young People will better understand their plans, feel	Production of information on readily available resources such as the child-friendly videos on the SENDIASS website that explain key processes and terms related to the Educational Health Care Plans and the Learning Support Forms that were co-produced with the SEND Youth Forum and SENDIASS.	Responsible lead: Priority Action Impact Plan, Educational Health Care Plan lead & nominated individuals Co-leads: All education staff, teaching assistants and SENCOs will inform families of the videos that are available to teach their children about how they can develop their understanding of the different processes so that they can contribute in a meaningful way. Designated Social Care officer	September 2026	Young people will have a greater understanding of their Educational Health Care Plans, Individual Education Plans, Annual Reviews through the use of readily available resources and being directly included in decision making where possible. Young people will feel more involved in decisions about their education and feel that the provisions provided at school are tailored to their support needs as best as possible.	Increased understanding and self-advocacy: Young people will gain a clearer understanding of their Educational Health Care Plans through accessible, child-friendly resources, enabling them to confidently advocate for themselves and actively participate

	confident contributing to them, and directly shape what is included about their lives and aspirations.	Available on the Local Offer, links promoted for use on school websites and in communication bulletins.	Designated Clinical Officer	September 2026		in decisions about their education and support.
		<p>These resources must be readily available to young people prior to their annual reviews, and they should be encouraged to use them in preparation By:</p> <ul style="list-style-type: none"> • Refreshed guidance to Schools • Production of guidance for Children and Young People • Production of guidance for Parent Carers • Revised Annual Review paperwork has prompts and reminders to make available these resources and guidance. • Revised annual review returned paperwork captures both participation/co- 		July 2026		<p>More personalised, meaningful Educational Health Care Plans: By contributing to what is included in their plans, Children and Young Plans will ensure their Educational Health Care Plans truly reflect their lives, goals, and aspirations, strengthening their ability to self-advocate and ensuring plans are child-centred and relevant to their individual needs.</p> <p>More Educational Health Care Plans Quality Assurance as good or higher</p> <p>Quality Assurance of Section A is consistently good or higher.</p>

		<p>production by Children and Young People and how this was done.</p> <p>Developed within regular surveys and participation workshop metrics on</p> <ul style="list-style-type: none"> • Preparation for annual reviews • Participation and method at annual; reviews 				
3.5	Establishment & Development of Parent Carer Forum	Parent Carer Forum formally established with Terms of Reference and membership.	Responsible lead: SEND Participation Officer Local Authority SEND Lead	April 2026	A representative, active Parent Carer Forum in place.	Parent carers have meaningful opportunities to influence SEND strategy, policy, and service design, ensuring services better reflect the needs and experiences of Children and Young People. Wider engagement beyond the Forum ensures diverse voices are heard, promoting inclusivity and equity. Clear communication of
3.6	A participation program for parent carers outside of the forum	Co-produced workshops, surveys, and focus groups delivered to wider parent carers.	Responsible lead: SEND Participation Officer Education Settings	April 2026	Wider parent carer community engaged, beyond the Forum.	
3.7	Opportunity to be involved in coproduction in addition to parent carer forum involvement	Parent carers invited to participate in co-production groups, service design sessions, and recruitment panels.	Responsible lead: SEND Participation Officer, Commissioning Leads	From January 2026 ongoing	Parent carers contribute to commissioning, policy, and workforce development.	
3.8	Effective engagement and participation program across the year	Engagement calendar developed and implemented, including workshops, surveys, consultation events, and feedback loops.	Responsible lead: SEND Participation Officer, Education Settings Local Authority, Designated Clinical Officer for SEND (DCO)	September 2026	Consistent opportunities for parent carer participation throughout the year.	

3.9	Improved communication of developments, progress, impact and next steps – including opportunities to contribute	‘You said, we did’ evidence bank maintained and regular updates published via email, newsletters, and website	Responsible lead: SEND Participation Officer, Communications Team, Designated Clinical Officer for SEND (DCO)	September 2026	Parent carers kept informed about actions taken in response to their feedback.	progress and outcomes builds trust, demonstrates accountability, and strengthens collaboration between parent carers, Children and Young People, and leaders. As a result, services are more responsive, co-produced, and effective, improving outcomes and experiences for children, young people, and their families.
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We will know we have met our desired outcomes and made an impact on this priority area when:

- Children and Young People, and parent carers report feeling actively involved, listened to, and empowered to influence decisions, strategy, and service design.
- Evidence shows Children and Young People and parent carers have contributed meaningfully to co-production, commissioning, policy, workforce development, and individual Educational Health Care Plans.
- Schools and services demonstrate measurable improvements in inclusion, participation, and responsiveness to feedback from Children and Young People and parent carers.
- Parent carers and Children and Young People recognise that their input has shaped services, with visible changes documented through surveys, workshops, “You said, we did” updates, and co-produced outputs.
- Engagement is sustained across the year, with diverse voices represented, including those beyond formal forums.
- Staff and leaders report increased confidence and capability in responding to Children and Young People and parent carer input, embedding co-production into practice.

Indicative Assurance Measures / KPIs (qualitative self-reports):

- Number and diversity of Children and Young People and parent carers participating in forums, workshops, surveys, focus groups, and co-production activities.
- Evidence of Children and Young People and parent carer contributions in commissioning decisions, service specifications, policies, and workforce development.
- Results from surveys and workshop feedback showing improved understanding, satisfaction, and confidence in participation.
- Regular monitoring via the SEND Board, with “You said, we did” updates published and reviewed.
- Quality Assurance of Education Health Care Plans and annual reviews shows increased child-centeredness and meaningful participation.

- Reports of positive social and educational experiences for Children and Young People, including reduced exclusion, increased prosocial behaviours, and improved peer relationships.

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Theme 4: EHC Plans & Annual Reviews (Priority Action)						
The local area partnership must urgently improve the quality and effectiveness of Children and Young People's Education Health Care plans and annual reviews. Education Health Care plans should accurately reflect current education, health, and care needs and provision, while annual reviews are completed within statutory timescales. All plan amendments must reflect updated needs and incorporate the views of children, young people, and their families.						
Desired outcome for Children and Young People:						
Children and Young People with SEND have accurate, up-to-date Education Health Care plans that reflect their current needs and aspirations, and annual reviews are conducted on time, with high-quality multi-agency input.						
4.1	Revised Education Health Care Plan template co-produced and implemented	Co-produce revised Education Health Care Plan template with Children and Young People, parents/carers, and multi-agency partners	Responsible lead: SEND Strategic Lead Co-leads: Education Health Care Plan Quality Assurance Group, Parent/Carer Forum Representative Designated Social Care officer Designated Clinical Officer for SEND (DCO)	June 2026	Template reflects Children and Young Peoples voice, strengths, transitions, and preparation for adulthood (PfA).	Education Health Care Plans accurately reflect the needs and aspirations of Children and Young People, leading to improved educational, health, and social outcomes.
		Adopt partnership-owned template across services	Responsible lead: SEND Strategic Lead Co-leads: Director of Children Services oversight, SEND Operational Leads	June 2026	Shared understanding of high-quality Education Health Care Plans across partners.	
		Issue guidance on	Responsible lead:	July 2026	Professionals understand expectations,	

		quality expectations including voice of child and preparation for adulthood	SEND Strategic Lead Co-leads: Quality Assurance Group Chair(s) of the Strategic Transition Group		producing aspirational, person-centred plans.	
		Multi-agency Quality Assurance audit measures impact of template changes	Responsible lead: Multi-agency Quality Assurance Group Co-leads: SEND Strategic Lead	November 2026	Quality Assurance confirms Education Health Care Plans are high-quality, inclusive, and aligned to outcomes.	
4.2	Multi-agency training and development delivered	Develop partnership training plan and package	Responsible lead: SEND Strategic Lead Co-leads: Training Lead, Designated Clinical Officer for SEND (DCO) Parent/Carer Forum Representative	April 2026	Training meets partnership needs and ensures shared understanding of “good”.	Professionals provide better-informed advice, resulting in Education Health Care Plans that are aspirational, person-centred, and aligned to the needs of Children and Young People.
		Deliver training across education, health, and social care	Responsible lead: Training Lead Co-leads: SEND Operational Leads Designated Clinical Officer for SEND (DCO)	May 2026 Onwards	Professionals equipped to contribute high-quality, SMART advice.	
		Evaluate impact of training on advice quality and professional contributions	Responsible lead: SEND Strategic Lead Co-leads: Quality Assurance Group Principal Social worker (Academy)	April 2027	Measurable improvement in advice quality and Education Health Care Plans outcomes.	

			Designated Social Care Officer Designated Clinical Officer for SEND (DCO)			
4.3	Pathways for new international arrivals and out-of-borough Children and Young People strengthened	Analyse needs, barriers, and initial contact points	Responsible lead: SEND Strategic Lead Co-leads: Inclusion Team Designated Social Care Officer Designated Clinical Officer for SEND (DCO)	April 2026	Identified gaps and barriers for new arrivals.	Children and Young People new to the area receive timely, coordinated support, ensuring continuity of education and access to services.
		Design exception pathways avoiding compromise of statutory processes	Responsible lead: Inclusion Team Co-leads: SEND Operational Lead	August 2026	Clear, safe pathways in place for new arrivals and out-of-borough Children and Young People.	
		Publish accessible guidance promoting graduated response, inclusion, and independence	Responsible lead: SEND Strategic Lead Co-leads: Quality Assurance Group	December 2026	Guidance available and implemented by all partners.	
4.4	Multi-agency Quality Assurance framework implemented	Review, strengthen, and embed Quality Assurance processes and audit tool	Responsible lead: Quality Assurance Group Co-leads: SEND Strategic Lead Designated Clinical Officer for SEND (DCO)	Embedded from July 2026	Audit processes aligned to statutory and quality standards.	Children, young people, and families are actively involved in Quality Assurance processes, ensuring plans and reviews are meaningful and responsive.
		Align Quality Assurance with Children and Young People and parent/carer expectations	Responsible lead: Quality Assurance Group Co-leads:	October 2026	Quality Assurance process reflects lived experience.	

			Local Offer Team Designated Clinical Officer for SEND (DCO)			
		Embed Children and Young People & parent/carer participation in Quality Assurance	Responsible lead: Quality Assurance Group Co-leads: Engagement Lead Designated Clinical Officer for SEND (DCO)	December 2026 onwards	Participation mechanisms established.	
4.5	Central monitoring and updating of annual reviews	Create scheduling system, guidance, forms, and Quality Assurance process	Responsible lead: SEND Operational Lead Co-leads: Quality Assurance Group Designated Clinical Officer for SEND (DCO)	June 2026	Annual reviews scheduled and monitored across partnership.	Children and Young People have timely, high-quality annual reviews that ensure their Education Health Care Plans remain accurate and responsive to their evolving needs.
		Produce quarterly performance reports on annual reviews	Responsible lead: SEND Operational Lead Co-leads: Performance & Insight Team Quality Assurance Group Designated Clinical Officer for SEND (DCO)	September 2026	Performance regularly monitored; barriers identified and addressed.	
		Update Education Health Care Plans to reflect current needs, aspirations, and Preparation for Adulthood	Responsible lead: SEND Operational Lead / EHCP Officers Co-leads: SEND Strategic Lead Designated Social Care Officer	Ongoing 2026-2027	All plans up to date, person-centred, and preparing for next transition.	

			Designated Clinical Officer for SEND (DCO)					
4.6	South East SEND Leaders' Improvement Programme (SESLIP) partner review of statutory Education Health Care Plans governance, processes and procedures South East SEND Leaders' Improvement Programme to undertake an independent partner review of statutory Education, Health and Care Plan (EHCP) review governance, processes, and procedures across: <ul style="list-style-type: none"> • Statutory SEND Team • Key partner agencies • Education settings, schools, and colleges 	Scope and conduct South East SEND Leaders' Improvement Programme partner review of Education Health Care Plans annual review governance, compliance, and practice	Responsible lead: SEND Strategic Lead Co-leads: South East SEND Leaders' Improvement Programme SEND Operational Leads Education, Health and Care Partners	June 2026	Clear, independent assessment of statutory compliance, governance effectiveness, and consistency of Education Health Care Plans annual review practice Agreed, measurable improvement actions embedded across the partnership	Children and Young People and their families experience a more effective, transparent, and legally compliant Education Health Care Plans annual review process. Reviews are timely, meaningful, and genuinely reflective of Children and Young People's needs, aspirations, and lived experiences. Stronger governance and partnership accountability ensure sustained improvement, reduced variability across settings, and increased confidence in the local area's statutory SEND responsibilities.		
		Agree outcomes, recommendations, and impact measures					June 2026	Strengthened governance, accountability, and assurance for Education Health Care Plans reviews Improved consistency and quality of review experiences across all settings
		Implement agreed actions and monitoring framework						June 2026 – July 2027

We will know we have met our desired outcomes and made an impact on this priority area when:

- Children and Young People have up-to-date, person-centred Education Health Care Plans that reflect their current needs, aspirations, and preparation for adulthood (PfA).

- Annual reviews are conducted on time, with high-quality multi-agency input, and include Children and Young Peoples voice and parent/carer feedback.
- Multi-agency staff demonstrate consistent understanding of quality expectations and produce SMART, aspirational advice.
- New international arrivals and out-of-borough Children and Young People access safe, timely, and coordinated pathways.
- Quality Assurance processes show continuous improvement, with Children and Young People and parent/carer participation embedded in the review of plans.
- Central monitoring enables timely updates and systemic oversight of all Education Health Care Plans and annual reviews.
- Independent partner review South East SEND Leaders' Improvement Programme confirms strengthened statutory compliance, effective governance, and sustained improvement in Education Health Care Plans annual review quality and timeliness.

Indicative Assurance Measures / KPIs:

- % of Education Health Care Plans using the revised template (target: 25%) by the end of June 2026.
- % of Education Health Care Plans demonstrating inclusion of Children and Young People voice, strengths, and PfA planning (target: ≥75%).
- % of staff trained in multi-agency Education Health Care Plans advice and Quality Assurance expectations (target: 75%).
- % improvement in quality of advice and EHCP outcomes as evidenced through QA audits (target: measurable increase from baseline).
- % of annual reviews completed within statutory timescales (target: ≥20%).
- % of new international arrivals and out-of-borough Children and Young People with defined, safe exception pathways in place (target: 75%).
- % of Education Health Care Plans amendments reflecting updated needs and aspirations post-review (target: 20%).
- Quarterly monitoring reports produced, with barriers identified and remedial actions taken (target: 75% completed).
- Children and Young People and parent/carer participation embedded in Quality Assurance processes (target: 75% of Quality Assurance cycles).

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
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Theme 5: Preparation for Adulthood and Transitions (Priority Action)

The partnership must develop and embed a clear process to ensure young people with SEND are better prepared for adulthood with access to the right support at the right time, enabling sustained education, employment, training, and independent living.

Desired outcome for Children and Young People:

Clear information, guidance, and early planning on preparing for adulthood, ensuring young people's aspirations are considered and acted on, with a focus on the 4 Preparation for Adulthood outcomes (Education/Training, Employment, Independent Living, Community Participation).

5.1	Slough SEND Partnership Preparation for Adulthood Strategy	Establish PFA working group	Responsible lead: SEND Strategic Lead Co-leads:	January 2026	Cross-partnership working group established with clear roles and responsibilities.	Young people have clarity about pathways and access to timely,
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	co-produced and launched		Slough Borough Council & Slough Childrens First Transitions Leads, Designated Social Care Officer NHS Frimley Integrated Care Board Preparation for Adulthood Lead, Parent Carer Forum Representative, Young People's Forum Berkshire Healthcare Foundation Trust Other identified Health Providers			coordinated support that promotes inclusion, independence, and preparation for adulthood.
		Draft Preparation for Adulthood Strategy shared for consultation	Responsible lead: SEND Strategic Lead Co-leads: Slough Borough Council Transitions Lead; NHS Frimley Integrated Care Board Preparation for Adulthood Lead; Parent Carer Forum; Young People's Forum	June 2026	Draft strategy consulted with young people, parents/carers, schools, colleges, professionals, and local businesses.	
		Final strategy published with accessible guides	Responsible lead: SEND Strategic Lead Co-leads: Communications Lead, Parent Carer Forum, Young People's Forum	November 2026	Clear, accessible PFA strategy available for all stakeholders, outlining pathways, early identification of support needs, and inclusive planning.	
5.2	Engagement with young people on Preparation for Adulthood needs	Plan and implement engagement approaches	Responsible lead: Youth Engagement Lead (Slough Borough Council) Co-leads: Parent Carer Forum;	February 2026	Inclusive consultation approach developed, including outreach to Global Majority communities.	Young people's voices shape Preparation for Adulthood planning, ensuring pathways are relevant, inclusive, and
		Collate and report	Young People's Forum	April 2026	Feedback documented, demonstrating	

		feedback	Designated social Care Officer & Head of Service for Children in our Care and Care experienced Young People		quality co-production and influence on strategy.	responsive to their aspirations.
5.3	Preparation for Adulthood toolkit developed and implemented	<p>Draft Preparation for Adulthood toolkit reviewed and adapted following consultation with young people, parent carers, and partners.</p> <p>Toolkit, including “My Preparation for Adulthood Plan” and supporting guidance, finalised for partnership-wide use.</p> <p>Toolkit formally launched and training delivered to key staff across education, health, and social care.</p> <p>Monitoring and feedback process established to evaluate toolkit usage and impact on Preparation for Adulthood</p>	<p>Responsible lead: Head of SEND Transitions / Preparation for Adulthood Lead</p> <p>Co-leads: Slough Borough Council & Slough Childrens First Transitions Leads; SEND Strategic Lead; Designated social Care Officer, Parent Carer Forum, Designated Clinical Officer for SEND</p>	July 2026	Toolkit, including “My Preparation for Adulthood Plan” and accessible guidance, adapted for wider consultation and partnership use.	A practical, co-produced toolkit empowers young people and professionals to plan effectively for adulthood, improving readiness and outcomes.
5.4	Oversight and quality assurance framework implemented	Annual review process, Preparation for Adulthood paperwork and guidance strengthened, with a	<p>Responsible lead: Education Health Care Plan Priority Action Impact Plan Lead</p> <p>Co-leads:</p>	July 2026	Consistent expectations for high-quality Preparation for Adulthood planning embedded across education, health and care.	Young people with SEND are better prepared for adulthood, supported to

	specific focus from Year 9 (age 14) onwards	SEND Strategic Lead; Education & Preparation for Adulthood Lead Designated Social Care Officer Designated Clinical Officer for SEND (DCO) Quality Assurance Group			achieve their aspirations, and more likely to progress into sustained education, employment, training, independent or supported living.
	Create a centralised annual review process enabling metrics on outputs (actions) and outcomes (impact)	Responsible lead: Education Health Care Plan Priority Action Impact Plan Lead Co-leads: Governance & Data Priority Action Impact Plan Group	July 2026	System-wide visibility of timeliness, quality and impact of Preparation for Adulthood planning.	
	Development of agreed expectations and practice standards for Preparation for Adulthood, incorporating national and local guidance	Responsible lead: Education Health Care Plan Priority Action Impact Plan Lead Co-leads: SEND Strategic Lead; Parent Carer Representative; Education Lead & Designated Social Care Officer	September 2026	Clear, shared standards drive improved consistency and quality of Preparation for Adulthood planning.	
	SEND dashboard enhanced to include Preparation for Adulthood destinations and outcomes	Responsible lead: Governance & Data Priority Action Impact Plan Group Co-leads: Education Health Care Plan Priority Action Impact Plan Lead	May 2026	Leaders have real-time intelligence on destinations, outcomes and pressure points.	
	Preparation for Adulthood audit tool developed and baseline	Responsible lead: Education Health Care Plan Priority Action Impact Plan Lead	October 2026	Baseline established for quality and impact of Preparation for Adulthood planning	

		audit completed	Co-leads: Quality Assurance Leads; Designated Social Care Officer Designated Clinical Officer Parent Carer Representatives			
		Follow-up audit completed to measure impact of strategy and toolkit	Responsible lead: Education Health Care Plan Priority Action Impact Plan Lead Quality Assurance Group Co-leads: Governance & Data Priority Action Impact Plan Group	April 2027	Demonstrable improvement in Preparation for Adulthood quality and outcomes	
5.5	Develop and implement a Post-16 SEND Sufficiency Plan	Baseline analysis of current post-16 provision completed • Provision mapped by type (mainstream, specialist, alternative provision, further education, supported internships, independent provision) • Analysis of placement patterns, travel distances, costs and outcomes	Responsible lead: SEND Strategic Lead Co-leads: SEND Commissioning Lead; Further Education & Post-16 Lead; Governance & Data Priority Action Impact Plan Group	June 2026	Clear system-wide understanding of current post-16 SEND provision and pressures.	Young people with SEND access timely, appropriate post-16 pathways that reflect their aspirations and support successful transitions into education, training or employment. Reduced reliance on out-of-area placements improves stability, inclusion and long-term outcomes.
		Demand forecasting and transition pipeline agreed • Projected demand based on Education Health Care Plans cohort, Year 9+ reviews	Responsible lead: SEND Strategic Lead Co-leads: Governance & Data Priority Action Impact Plan Group; Education & Social Care Transitions Leads	June 2026	Forward-looking planning enables early intervention and market shaping.	

	<p>and demographic data</p> <ul style="list-style-type: none"> • High-risk cohorts identified early (complex needs, out-of-area, Not in Education, Employment, or Training (NEET) risk) 	<p>Public health (Joint Strategic Needs Assessment) Commissioning Leads</p>			
	<p>Post-16 SEND Sufficiency Plan agreed and published</p> <ul style="list-style-type: none"> • Clear priorities for local provision development • Alignment with SEND Strategy, Preparation for Adulthood Strategy and Joint Commissioning Framework 	<p>Responsible lead: SEND Strategic Lead</p> <p>Co-leads: SEND Commissioning Lead; NHS Frimley Integrated Care Board Representative</p>	June 2026	A shared, evidence-based plan guides investment and commissioning decisions.	
	<p>Commissioning and business engagement plan implemented</p> <ul style="list-style-type: none"> • Engagement with Further Education providers, employers and local businesses • Development of supported internships, apprenticeships and employment pathways 	<p>Responsible lead: SEND Commissioning Lead</p> <p>Co-leads: Economic Development Lead; DWP/Employment Partners; Further Education Colleges</p>	September 2026	Stronger local market responds to current and future SEND demand.	
	<p>Sufficiency plan monitored through governance and data assurance</p>	<p>Responsible lead: Governance & Data Priority Action Impact Plan Group</p> <p>Co-leads:</p>	Ongoing (from Sept 2026)	Ongoing oversight ensures responsiveness and value for money.	

			SEND Strategic Lead; Commissioning Leads			
5.6	Training & development plan for Preparation for Adulthood Including capturing and sharing of best practice	Development of the plan - Guides - Videos - Online training - Training events person & virtual - Development opportunity visits, events, mentoring/shadowing	Responsible lead: SEND Strategic Lead Co-leads: Workforce Development Lead (Slough Borough Council) Slough Childrens First Principal social worker (Academy) Integrated Care Board Learning & Development Lead Slough Borough Council Communications Team	June 2026 July 2026 October 2026 October 2026 December 2026	Working group established using draft strategy to inform Consultation on what people feel they need Published plan & access to resources Monitoring and analysis of take up & participation at training and events Report on the monitoring	A confident, skilled workforce delivers consistent, high-quality Preparation for Adulthood planning across the partnership. Young people benefit from earlier, clearer and more ambitious preparation for adulthood.
5.7	Create a graduated post-16 support offer and strengthen SEND Preparation for Adulthood coordination	Graduated post-16 support model developed • Map existing post-16 pathways (college, apprenticeships, internships, supported employment) • Identify gaps and inconsistencies • Agree graduated support model (universal / targeted / specialist) Co-produced post-16	Responsible lead: SEND Strategic Lead Co-leads: Slough Borough Council & Slough Childrens First Transitions Leads; Post-16 Education Lead; SEND Strategic Commissioning Designated social Care Officer & Head of Service for Children in our Care and Care experienced Young People	Jan–Feb 2026 October	Clear, consistent post-16 support expectations across the partnership. Accessible guidance supports informed	Young people with SEND experience clearer, better-coordinated post-16 pathways with the right support to access education, training and employment. Improved guidance and coordination reduce drop-out, increase participation and support more

	<p>guidance published</p> <ul style="list-style-type: none"> • Establish Young Peoples reference group / forum • Produce young person-friendly post-16 guide • Produce professional guidance • Publish on Local Offer 	<p>SEND Strategic Lead</p> <p>Co-leads: Slough Borough Council Communications Team; Young People's Forum; Post-16 Providers</p>	<p>2026</p>	<p>choices and consistent advice.</p>	<p>successful transitions into adulthood.</p>
	<p>SEND Preparation for Adulthood Coordinator role established</p> <ul style="list-style-type: none"> • Business case to Cabinet • Contingency plan if not approved • Recruitment, appointment and induction • Role operational (college liaison, business/DWP links, Local Offer oversight, Adult Social Care interface) 	<p>Responsible lead: SEND Strategic Lead</p> <p>Co-leads: SEND Strategic Lead; Slough Borough Council Human Resources; Integrated Care Board Workforce Lead</p>	<p>Feb–Aug 2026 (Cabinet dependent)</p>	<p>Improved coordination, accountability and market development for post-16 SEND.</p>	

We will know we have met our desired outcomes and made an impact on this priority area when:

- Young people with SEND have clear, timely, and coordinated preparation for adulthood plans, including access to education, training, employment, independent living, and community participation.
- Co-produced strategies, toolkits, and guidance are widely used by professionals, and young people report that their aspirations are included and acted on.
- Preparation for Adulthood planning is consistently high-quality across education, health, and care, with embedded monitoring and Quality Assurance processes.
- Post-16 provision meets local demand, reducing reliance on out-of-area placements, and there is evidence of improved transition outcomes.
- Training, guidance, and workforce development have increased staff confidence and capacity to support Preparation for Adulthood effectively.
- The SEND Preparation for Adulthood coordinator role is operational and effectively liaises with colleges, employers, and adult services, improving pathways and

opportunities.

Indicative Assurance Measures / KPIs:

- % of young people with a co-produced “My Preparation for Adulthood Plan” (target: ≥60%).
- % of annual reviews from Year 9 onwards incorporating Preparation for Adulthood considerations (target: 100%).
- % of Preparation for Adulthood toolkit users trained and reporting confidence in application (target: ≥75%).
- % of post-16 pathways aligned with local provision, apprenticeships, supported internships, and employment opportunities (target: 50%).
- % of staff completing Preparation for Adulthood training modules and accessing resources (target: 75%).
- Baseline and follow-up audits of Preparation for Adulthood plans show measurable improvement in quality, engagement, and outcomes.
- % of young people reporting they feel prepared for adulthood and supported in making choices (survey target: ≥75%).
- Post-16 SEND coordinator operational within agreed timeframe and monitoring business engagement, Local Offer, and college liaison (target: 60%).
- Governance reports show regular oversight, monitoring, and actions taken to address gaps or risks.

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
Theme 6: Graduated Approach – Area for Improvement						
The local area partnership should continue to develop the effectiveness of the graduated approach across education, health, and care to ensure earlier identification of SEND needs and timely, effective interventions.						
Desired outcome for Children and Young People:						
Children and Young People with SEND have their needs identified early, receive appropriate, timely support, and experience consistent, high-quality interventions across education, health, and care settings. Early identification and intervention lead to improved educational, health, and social outcomes, reducing the likelihood of escalation to statutory Education, Health and Care Needs Assessments.						
6.1	Increase knowledge of SEND Code of Practice and Graduated Approach across education, health, and council staff	Collate and publish data for number and type of 'SEND Student Support' pupils across schools in Slough Timetabled Local Authorities SENDCo meetings with Graduated Approach as standing agenda item Training for SEND Governors on SEND Code of Practice Early Years staff training on Graduated Approach knowledge	Responsible lead: Inclusion Manager (Slough Borough Council) Co-leads: Data Manager, Head of Early Years Education and Childcare Services Health colleagues Designated Clinical Officer for SEND (DCO) Designated social Care Officer Principal Social worker (Academy)	February 2026 From January 2026 From March 2026 April 2026	All partners know the size and profile of cohorts; Graduated Approach Quality Assurance occurs half-termly; Governors understand statutory duties; Early Years staff confident in Graduated Approach application.	Consistent, high-quality early intervention across settings; staff able to embed Graduated Approach into daily practice; Children and Young People receive support earlier
6.2	Ensure mainstream settings have access to assessment	Publish early identification pathways and timelines for the 4 SEND areas	Responsible lead: Inclusion Manager	June 2026	Clear, consistent identification of 'SEND Student Support' pupils; all schools understand next steps for support and interventions.	Earlier assessment and support for Children and young people; all

	pathways, resources, and training to identify barriers to learning	Health guidance on accessing assessment pathways Schools provided access to Special Needs Assessment Profile online SEND assessment tool	Co-leads: Health Providers, Early Years Leads	June 2026 June 2026		stakeholders use pathways effectively
6.3	Ensure structured internal systems for classroom support, school-based interventions, and access to external intervention routes	Use Special Needs Assessment Profile and other programmes to support OAP The Early Years Foundation Stage special educational needs and disabilities assessment toolkit is used across early years settings. Develop directories for training/resources	Responsible lead: Inclusion Manager Co-leads: Head of Early Years Education and Childcare Services, Specialist Advisors (Educational Psychologist, Speech and Language Therapist, and Occupational Therapist)	June 2026 June 2026 June 2026	Schools consistently assess pupil needs; Ordinarily Available Provision interventions; Early Years settings share good practice	Consistent adaptive teaching; early identification; reduction in need for Education, Health and Care Needs Assessments
6.4	Ensure SENCOs are sufficiently supported to fulfil statutory duties	Ensure Local Authorities Inclusion Service is fit for purpose Assign mentors for new SENDCos SENDCo cluster group and termly meetings with health/social care	Responsible lead: Inclusion Manager (Slough Borough Council) Co-leads: Health Leads, Social Care Leads	June 2026 January 2026 Termly from Feb 2026	New SENDCos supported; consistent messaging across Slough; partnership working strengthened	Stronger, confident SENDCos; improved partnership working; consistent high-quality support for Children and Young People
6.5	Improve parent/carer knowledge and engagement in Graduated Approach	Revamp Local Offer website with clearer Graduated Approach explanation Use Health Inequalities	Responsible lead: Inclusion Manager Consultant Headteacher	June 2026 March 2026	Parents/carers understand Graduated Approach responsibilities; families supported to engage effectively	Families feel informed and empowered; Children and Young People receive

	in Slough to design family support	Co-leads: Head of Early Years Education and Childcare Services, Parent/Carer Forum Representatives Public Health representative Integrated Care Board Representative		earlier, more consistent support; stronger home-school partnerships
	Link Early Years initiatives to Graduated Approach		April 2026	
	Engage parent/carer and Children and Young People groups for co-production		From April 2026, ongoing	

We will know we have met our desired outcomes and made an impact on this priority area when:

- All stakeholders (schools, health, families, and Children and Young People) demonstrate confidence in the Graduated Approach and SEND Code of Practice.
- Annual Graduated Approach audit shows consistent good practice across all settings.
- Earlier identification of SEND needs leads to more timely interventions, reducing reliance on statutory Education, Health and Care Needs Assessments.
- Improved adaptive teaching and targeted interventions result in better educational outcomes for Children and Young People.

Indicative assurance measures / KPIs:

- % of Educational settings including early years, schools and post 16 institutions completing Graduated Approach Quality Assurance audit termly (target ≥50%)
- 80% of schools are using the ordinarily available provision documents and all schools are applying the adaptive teaching approach for all SEND pupils.
- % of SEND governors trained on SEND Code of Practice (target 100%)
- % of Children and Young People receiving early intervention aligned with Graduated Approach pathways (target ≥75%)
- 75% of early years settings completing the early years inclusive environmental audit from January 2026
- Feedback from parents, carers, and Children and Young People on understanding Graduated Approach and engagement in support (survey rating ≥50% positive)

Ref	Actions	Milestones	Who is responsible officer for delivery?	When will we deliver this milestone?	Outcomes	Key positive impact
<p>Theme 7: Health – Area for Improvement</p> <p>Health leaders need to make further improvements to the following areas:</p> <ul style="list-style-type: none"> • Waiting times for Children and Young People accessing community paediatric assessments and reviews. • Ensure that Children and Young People with physical disabilities have their individual postural needs met using appropriate structured assessment frameworks and specialist equipment recommended by therapists. • Timely access to orthotics services • Timely diagnosis across neurodevelopmental pathways and occupational therapy services <p>Desired outcome for Children and Young People:</p> <p>1. Improved Access and Reduced Waiting Times Children and Young People receive timely assessments from a range of Community and Acute services, with waiting times reduced to clinically appropriate standards to support early identification and intervention</p> <p>2. Implementation of the Integrated and Responsive Cerebral Palsy Pathway (CPIP) Children with cerebral palsy access a fully integrated care pathway that enables early detection of deterioration, timely specialist referral, and regular review. Orthotic assessments occur promptly, supporting mobility, preventing complications, and improving quality of life.</p>						
7.1	<p>Reduce waiting times for Community Paediatric assessments and reviews</p>	<p>Develop and implement Community Paediatrics Improvement Plan</p>	<p>Responsible leads: Transformation Lead – SEND, NHS Frimley Integrated Care Board Berkshire Healthcare NHS Foundation Trust Service Lead</p> <p>Co-leads:</p>	<p>June 2026</p>	<p>Clear improvement actions in place to reduce waits and address capacity pressures.</p>	<p>Earlier assessments lead to timelier support and improved outcomes for Children and Young People.</p>
		<p>Community Paediatric waiting times monitored routinely at SEND Board and Data</p>		<p>March 2026</p>	<p>System-wide oversight of waiting times and escalation routes established.</p>	

		Subgroup	Designated Clinical Officer (DCO), Berkshire Healthcare NHS Foundation Trust Service Leads			
7.2	Develop, embed and monitor the new needs-based neurodevelopmental pathway	Implement Berkshire Healthcare Trust's revised referral pathway for neurodevelopmental needs for Children and Young People	Responsible leads: Transformation Lead – Neurodiversity, NHS Frimley Integrated Care Board Berkshire Healthcare NHS Foundation Trust Service Lead Co-leads: Designated Clinical Officer, Berkshire Healthcare NHS Foundation Trust Service Leads Designated Social Care Officer	January 2025 (completed to be further evaluated June 2026)	Improved quality of referrals and prioritisation of need.	Children and Young People are assessed through a consistent, needs- led pathway, ensuring those with the greatest need are prioritised and receive timely, appropriate support.
		Promote the pathway to schools through training and communication.	Responsible leads: Transformation Lead – SEND, NHS Frimley Integrated Care Board Berkshire Healthcare NHS Foundation Trust Service Lead Co-leads: Designated Clinical Officer, Berkshire Healthcare NHS Foundation Trust Service Leads	January 2026	Improved understanding and consistent use of pathway.	
		Pathway effectiveness monitored through SEND dashboard and Integrated Care Board governance	Responsible lead: Transformation Lead – SEND, NHS Frimley Integrated Care Board Co-leads: Berkshire Healthcare NHS Foundation Trust Service Leads, Slough Borough Council Performance	October 2025 (completed to be further evaluated June 2026)	Data-driven oversight and continuous improvement.	
7.3	Deliver East Berkshire	Launch all 7 workstreams, including	Responsible lead:	September 2025	Early, inclusive support embedded across schools and services.	Children and Young People receive

	Neurodivergent Partnership Programme (2025-2027)	Partnerships for Inclusion of Neurodiversity in Schools (Partnerships for Inclusion of Neurodiversity in Schools) and early identification tools.	Educational Consultant Head of Transformation, Children's mental health, SEND and all-age Neurodiversity	(completed to be further evaluated June 2026)		earlier, more inclusive and better-coordinated neurodiversity support across education, health and care, reducing escalation and improving outcomes.
		Begin Partnerships for Inclusion of Neurodiversity in Schools (PINS) activities in selected primary schools.	Co-leads: Designated Clinical Officer (DCO) Frimley Integrated Care Board Neurodiversity Transformational Lead Frimley Integrated Care Board	March 2026	Schools supported to meet needs earlier.	
		Implement a new all-age model of care and commission appropriate support services.		March 2027	Children and Young People benefit from a seamless all-age pathway that removes transition gaps and delivers timely, needs-led support.	
		Complete a full mapping of neurodiversity services and publish a roadmap for the partnership		September 2025 (completed to be further evaluated June 2026)	Clear understanding of pathways and gaps.	
7.4	Strengthen partnership oversight of health assessment waiting times	Standardised reporting for all health assessments implemented (therapies, mental health, neurodevelopmental).	Responsible lead: Head of Transformation, Children's mental health, SEND and all-age Neurodiversity	February 2025 (completed to be further evaluated June 2026)	Consistent, reliable waiting time data.	Improved transparency and joint oversight of health waiting times enables the partnership to act earlier, reduce delays and improve access to timely assessments for Children and Young
		Quarterly review of data to identify trends and action.	Co-leads: SEND Board Transformation Lead – SEND, NHS Frimley ICB	October 2025 (completed)	The system has a clear view of waiting times and can act to reduce delays.	

				to be further evaluated June 2026)		People.		
7.5	Improve timely access to Orthotics services	Orthotics Improvement Plan developed and implemented.	Responsible lead: Transformation Lead – SEND, NHS Frimley Integrated Care Board	June 2026	Clear actions to reduce orthotics waits.	Improved access to orthotics services ensures Children and Young People receive timely assessments and interventions, reducing delays and supporting their health, mobility, and independence.		
		Orthotics waiting times reviewed at SEND Board.		March 2026	Regular oversight of performance.			
		Review the effectiveness of the new diary template in highlighting and offering urgent appointments.		April 2026	The system has a clear view of waiting times and can act to reduce delays and understand need.			
7.6	Mobilise the Integrated Therapies contract to deliver a needs-led model of support	Begin implementation of the East Berkshire integrated therapies contract across Slough	Responsible lead: Head of Transformation, Children’s mental health, SEND and all–age Neurodiversity	July 2025 (completed to be further evaluated June 2026)	Children access speech and language, occupational therapy, and physiotherapy more quickly. Groups previously excluded are now included.	Reduction in therapy waiting times (monitored quarterly).		
		Expand the workforce and infrastructure to improve responsiveness.		Co-leads: Designated Clinical Officer (DCO) Frimley Integrated Care Board Transformation Lead – SEND, NHS Frimley ICB			June 2026	Increased satisfaction and confidence among families, schools, and professionals.
		Extend therapy access to children in Alternative Provision, Elective Home Education, Education Other Than at School, and those missing education.		Slough Borough Council Commissioning Lead Berkshire Healthcare NHS Foundation Trust Service Lead			June 2026	
		Deliver a universal offer alongside targeted and					June 2026	

		specialist services, with clear pathways for moving between levels of support.				
7.7	Implement Cerebral Palsy Integrated Pathway (CPIP)	Update current data re number of children/young people with a diagnosis of Cerebral Palsy in Slough.	Responsible leads: Berkshire Healthcare NHS Foundation Trust Service Lead Transformation Lead – SEND, NHS Frimley ICB Co-leads: Designated Clinical Officer (DCO) Frimley Integrated Care Board	February 2026	Children and Young People to access the Cerebral Palsy Integrated Pathway.	Children and Young People with cerebral palsy access a coordinated, all-age pathway that delivers timely, specialist care, improves health outcomes, and reduces gaps in service provision.
		Based on a pilot already completed, calculate clinical and non-clinical workforce required to deliver a full Cerebral Palsy Integrated Pathways offer.		March 2026		
		Complete final draft of proposed Cerebral Palsy Integrated Pathways offer for Slough		June 2026		
		Share proposal with Integrated Care Board and Local Authority Commissioners and jointly agree next steps.		July 2026		

We will know we have met our desired outcomes and made an impact on this priority area when:

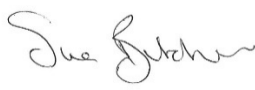
- Children and Young People consistently receive timely, needs-led health assessments across community paediatrics, neurodevelopmental services, orthotics, and therapies.
- Children with cerebral palsy and other complex needs access a coordinated, integrated, all-age pathway.
- Waiting times for all health assessments and interventions are reduced and maintained at clinically appropriate levels.
- Families, children, and young people report improved satisfaction with access, responsiveness, and coordination of services.

- Professionals are confident in using consistent, evidence-based referral pathways and tools, with a clear understanding of expected standards.

Indicative assurance measures / KPIs:

- Monthly and quarterly monitoring of waiting times and service performance at SEND Board and Data Subgroups.
- Use of dashboards, audits, and service mapping to track access, timeliness, and outcomes.
- Evidence of early identification and timely interventions through data on referrals, assessments, and therapy delivery.
- Uptake of training and implementation of standardised pathways (e.g., neurodevelopmental, Cerebral Palsy Integrated Pathway, Partnerships for Inclusion of Neurodiversity in Schools).
- Feedback from children, young people, families, schools, and professionals demonstrating improved experience, coordination, and outcomes.
- Documented improvement actions completed, with clear escalation and governance routes operational.

APPENDIX 2 – SAFETY VALVE MONITORING REPORT

SAFETY VALVE PROGRAMME OVERVIEW			
LA Name	Date Report Submitted	Name & Email Address of Key Personnel	
Slough BC	3 rd December 2025	CEO:	Will Tuckley Will.Tuckley@slough.gov.uk
		S151 Officer:	Ian O'Donnell IanODonnell@slough.gov.uk
Signed off by S151 Officer	Signed off by Director of Children's Services	DCS:	Sue Butcher Sue.Butcher@slough.gov.uk
Ian O'Donnell	Sue Butcher 	Other key contacts for Safety Valve:	Mark-HakSanders Director of Financial Management Mark.HakSanders@slough.gov.uk Neil Hoskinson Director of Education Neil.Hoskinson@slough.gov.uk

Is your LA's Safety Valve plan on track?	Yes/No	Commentary
<p>Is the LA delivering appropriate support for children and young people? <i>Safety Valve agreements do not in any way release LAs from their obligation to fulfil their statutory duties to children & young people with SEND.</i></p>	Yes	<p>Since the last report was written our Local Area Inspection has taken place and the report has been published. The overall judgement was that “there are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with special educational needs and/or disabilities (SEND), which the local area partnership must address urgently”.</p> <p>However, there was no evidence that any actions within the SVA management plan had a detrimental impact on the support offered to young people with SEND nor that SBC was failing to deliver Statutory SEND Services. We have added a section below setting out the main findings in the report.</p>
<p>Is the LA moving towards reaching an in-year balance? <i>If yes, please include the projected year</i> <i>If no, is the LA doing everything appropriate to contain costs?</i></p>	No	<p>The in-year deficit on the High Needs Block for 2025/26 is £12.5m. Cabinet has agreed a Sufficiency Strategy in summer 2025. New provision at Arbour Vale Special School will expand local specialist places by 80 in 2026/27. Officers are working with local mainstream resource bases to expand provision and ensure their focus is appropriate for local needs. Rigorous SEND panel processes are in place to ensure compliance with Code of Practice and consistency in funding approvals. Schools Forum again agreed to transfer 0.5% of funding from Schools Block to support HNB in 2026/27. Demand, however, remains high with new EHCP cases outstripping ceased ones by an</p>



		estimated 266 net new cases in 2026/27. While this remains the position and without a substantial increase in on-going High Needs funding, it appears to be infeasible to get to a balanced in-year position in the near future.
<p>Is the LA moving towards full eradication of the DSG deficit? <i>If yes, please include the projected year</i> <i>If no, is the LA doing everything appropriate to prevent excessive growth in deficits?</i></p>	No	<p>The efforts described in the previous box indicate that an in-year balanced position is elusive, which inevitably points to a growing deficit, rather than a shrinking one. The latest forecast points to a £34m cumulative DSG deficit by the end of 2026/27 financial year. Some of the assumptions underpinning this about greater reliance on external specialist provision may need to be revised (modestly downward) as recent decisions about expanding local specialist provision assist in absorbing demand. With a forecast in-year overspend for 2026/27 of £20.6m (ignoring the Safety Valve contribution) the cumulative deficit in subsequent years looks likely to increase.</p> <p>We have been notified that our Inclusion Support Fund bid was successful and will be a key driver for rapid and effective improvements in SEND. Discussions have already begun to look at the potential for a transformation programme aligned to the priorities within our ISF programme to allocate High Needs Funding differently to schools which has the potential to significantly mitigate the DSG deficit by the end of 2026/27. We would welcome the involvement of the DfE Safety Valve Team in this transformation planning and will include the SEND Commissioner, DfE Adviser and all our settings, partners and families in co-designing the programme.</p>
<p>Is the LA delivering on all the conditions set out in their SV agreement? <i>If no, has the workstream been updated or replaced to adapt to current circumstances?</i></p>	Yes	<p>The section later in this report indicates that progress on the conditions is green for all except the first one about managing demand for EHCPs, which is an amber.</p>

	Yes/No	Commentary
<p>Is your LA's Safety Valve capital project on track?</p>		<ul style="list-style-type: none"> SBC is committed to an additional 80 special school satellite places and 20 mainstream specialist places to develop its post sixteen pathways and to further increase its graduated offer of specialist setting provision. This is on top of the 40 places already achieved with a capital programme at Arbour Vale Special School (including significantly expanding the carpark) and the same number at Millside SEMH School at Haybrook College. These projects have been included in the Capital Investment Strategy approved by Cabinet this month together with the following future projects to develop



		<p>additional places locally and reduce the need for children to be placed out of area.</p> <ul style="list-style-type: none">✓ Improvements for high needs pupils in maintained schools✓ Improvements to existing resource bases/units or new bases✓ Early Years projects• There is further information below in the section relating to the biggest drivers of positive change.
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Ofsted / CQC Area SEND Inspection July 2025

Our Area SEND inspection took place between 7th and 11th July this year and the report was published on 6th November. The overall judgement was that “there are widespread and/or systemic failings leading to significant concerns about the experiences and outcomes of children and young people with special educational needs and/or disabilities (SEND), which the local area partnership must address urgently”.

The report found 5 Priority Action Areas and 3 Areas for Improvement (5+3) and we have included this in the positive change session because the Priority Action and Improvement Plan will drive improvements across the local area at pace.:

Priority Action Areas

1. establish a more effective partnership to ensure that there is a governance structure in place that provides effective oversight & monitoring of the whole SEND system; clear processes; including more strategic use of data.
2. urgently review arrangements & opportunities for joint commissioning across Slough, including robust oversight of the impact of all commissioned services.
3. prioritise systems to gather the views of parents, carers & children & young people with SEND to inform effective coproduction to inform their strategic planning.
4. take urgent action to improve the quality & effectiveness of children & young people’s EHC plans & annual reviews.
5. develop & embed a clear process to ensure young people with SEND are better prepared for adulthood with access to the right support at the right time.

Areas for Improvement

1. Health leaders need to make further improvements to:
 - ✓ waiting times for health assessments & community paediatric reviews;
 - ✓ ensure that CYP with a physical disability have their individual postural needs met
 - ✓ ensure CYP receive a timely neurodevelopmental & Occupational Therapy diagnoses.
2. Education leaders should continue to develop their oversight, strategy & commissioning arrangements of suitable AP so that there is sufficient suitable provision that meets the needs of children & young people with SEND.
3. The local area partnership should continue to develop the effectiveness of the way in which the graduated approach is used across education, health & care to ensure identification & intervention at an earlier stage.

Strengths Identified

We were pleased that Ofsted found that our self evaluation was accurate and the Priority Actions matched the priorities in our SEF document. This was evidence that our multi-agency audit process and participation work to capture the voice of the young person and their family is supporting our decision making. As a result the report states:



“there is a clear commitment from leaders and practitioners across the partnership to make improvements to services for children and young people with SEND. Leaders are initiating plans and have made key appointments to enhance their capacity to deliver improvements. These improvements are still in their infancy, so it is too soon to gauge their impact”.

A number of other strengths were identified in the report that are having a positive impact on the Safety Valve programme. These included:

- ✓ Inclusion panels - suitable places and resources are identified.
- ✓ Residential school provision is well-matched.
- ✓ Early years practitioners ensure that support and assessment pathways are quickly initiated.
- ✓ Targeted early help SEND outreach staff help us to understand emerging needs.
- ✓ Appropriate packages of care or direct payments are used to meet identified needs.
- ✓ Young people have their needs met close to home where possible.
- ✓ A wide range of emotional and mental health services support.
- ✓ Once accessed, neurodevelopmental assessments are thorough

Post Local Area Inspection Programme

Priority Action and Impact Plan

- ✓ A new, highly experienced SEND Commissioner being appointed (Deborah Glassbrook)
- ✓ The SEND Improvement Board being relaunched as a SEND Improvement and Assurance Board
- ✓ It has been agreed that the Board will focus primarily on the 5+3 actions. However, since this includes the Graduated Approach, this will include inclusion across the local area.
- ✓ Reviewing the role of the Slough Education Partnership Board and the Operations Group.
- ✓ Coproduction sessions have been arranged to discuss the Priority Action and Impact Plan

Future actions will include:

- The Priority Action and Improvement Plan will be finalised by the SEND Improvement and Assurance Board to be sent to the DfE by 19th December 2025.
- A SEND Education Summit is being chaired by the SEND Commissioner on 7th January 2026.
- After 6 months there will be a Deep Dive into the Priority Areas and Areas for Improvement.
- A monitoring inspection will be carried out within approximately 18 months.

The next full reinspection will be within approximately three years.



This quarter, the biggest drivers of positive change have been (up to 3):

School Capital Investment Strategy

On November 17th 2025, Slough Cabinet approved the new School Capital Investment Strategy. A key element of the strategy shows how SBC will use capital funding to ensure that we have sufficient high quality education places to meet current and projected demand. The strategy has been informed by the SEND Sufficiency Strategy that was detailed in our previous report and the SEND 2 Census. The strategy includes a number of individual capital project streams:

- ✓ An expansion of special schools places at Arbour Vale School and Millside SEMH base
- ✓ Projects to develop additional Early Years SEND places in the Local Area
- ✓ Improvements and expansion of Specialist Resource Provision
- ✓ Improvements to support pupils with EHC plans in mainstream settings including
- ✓ Conversion of previous Childrens Centre buildings to provide SEND places

Inclusion Support Fund and Learning from Our Successful Early Years Approach

We have been notified that our Inclusion Support Fund bid was successful and will be a key driver for rapid and effective improvements in SEND. Approximately £400k will be provided to fund a project team that includes a Consultant Headteacher, Data Analyst, Family Engagement Coordinator and an Inclusion & Preparation for Adulthood Coordinator. This team will work in partnership with a short term EP team and a series of SENDCo triads. There will be a Communication and Behaviour Conference in early 2026.

The focus of the project is children and young people with SEND (including new to the area) but without an EHC plan to gather clinical evidence to support a shift towards early support & intervention. This will build on and refine the SEND & Inclusion Strategy. We received strong feedback about the strength of the bid and it aims to match the likely direction of travel in the imminent Education White Paper.

The project will seek to build on the success being achieved by the Early Years SEND team and their Early Years SEND Toolkit. As the local area inspection report states, "While in the early years some families experience an encouraging start, this strength of practice is not continued as children get older. Nursery and early years settings accurately identify developmental needs using Slough's tailored early years SEND tools, and for some children, multi-agency support is provided quickly".

The SEND and Inclusion Strategy, Graduated Approach and Lived Experience Evidence

The SEND and Inclusion Strategy and Graduated Approach are now fully in place and form the basis of the support activities that form the Team Around the SENDCo approach. This was part of the "clear commitment among leaders and practitioners across the partnership to make improvements to services for children and young people with SEND" that inspectors found. The strategy is already helping to ensure that more children and young people in Slough remain within mainstream education. However, the strategy is still in its infancy and it is too soon to gauge the impact fully.

There has been a focus on youth voice evidence for the last twelve months and this was a significant element in the local areas evidence bank for the inspection. SBC has now agreed to fund Together as One who run the SEND Youth Forum to continue to provide lived experience evidence for the next three years. This was found to be strong evidence in the local area inspection where inspectors found that young people "spoke positively with inspectors about opportunities they have as part of the 'Together as One' SEND youth focus group. This provides a positive experience for some young people where they can make friends and advocate for important service development".



The lived experience evidence we have gathered shows the emerging impact of the SEND and Inclusion Strategy and the Slough Graduated Approach (although the local area inspection report shows that there is still inconsistency in the implementation across all settings). At a recent Question Time on SEND, members of the SEND Youth Forum gave evidence that they felt that SEND was better understood now than previously and one young person praised the amount of support she had received since moving to a Slough school compared to her last local authority. Other panel members confirmed this increase in support, particularly around neurodiversity and, although waiting lists are still too long, young people reported that their schools support them as if they had a diagnosis while they are waiting for a decision. We were disappointed that this positive feedback from children and young people did not feature more prominently in our inspection report, but the inspectors felt the improvements were “still in their infancy”.

The inconsistency in the implementation of the strategy and Graduated Approach will be one of the Areas for Improvement following the inspection. It will be important to renew the strategy following the local area inspection and one of the Areas for Improvement is to evaluate how the “graduated approach is used across education, health & care to ensure identification & intervention at an earlier stage”. The Graduated Approach will also be informed by the clinical evidence gathered during the Inclusion Support Fund project.

This quarter, the biggest barrier(s) to successful implementation of the Safety Valve plan have been (up to 3):

The pressures on the Safety Valve Agreement identified in the last report largely remain in place. The demand for EHC plans has remained at the same level and this is coupled with increasing complexity of need, particularly in early years. As a result, the average top up funding level and the number of children and young people requiring funding are significantly higher than at the time the agreement was written.

In the recent reports we have acknowledged that the SVA is no longer on track. The High Needs Block is now forecasting a £12.5m in-year deficit for 2025/26 financial year. The new SEND Sufficiency Strategy includes a number of potential mitigations for future actions to offset future pressure but the data quality issues we reported have hampered progress in translating these into fully a fully-costed programme.

Other Barriers to Implementation

Changes Within the Statutory SEND Team

Following the inspection, we reviewed and streamlined our SEND leadership roles. Previously there were 8 leadership roles and the decision was made to reduce this by two roles in order to reduce costs and to streamline systems. This also allowed two highly experienced managers to be brought into the team. The new structure is a short-term solution until we can recruit permanent postholders. Although the new structure is already proving more aligned to business as usual and transformation priorities, and we have also been able to bring in two experienced managers, it has taken a little time to establish the new roles and onboard the new staff.

The two roles that were ended were for Head of SEND and the SEND Commissioner with these roles absorbed into other posts as shown below.

- ✓ Principal Educational Psychologist / Head of SEND
- ✓ SEND Commissioner / Ofsted Lead

There has been some turnover of SEND Case Officers since the last report and a low level of vacancies in the team since the start of this academic year. This coupled with the large increase in EHCNA requests since September 2025 means that the level of overdue assessments rose again to peak at 78 in October but has started to fall again to 66 in November. The previous large backlog of cases has been



removed but we had hoped that the overdue level would be lower by. The majority of the current overdue cases are also less than 10 weeks overdue.

Work has now started to focus on a similar programme to reduce the backlog in annual reviews. Additional benchmarking activities and incentivising the roles will support successful recruitment.

Data Quality

We reported three aspects to our data concerns, all of which have progressed satisfactorily:

- **EHCP database accuracy.** At the beginning of the year, we had 175 EHCP cases that were missing from the finance database and which had to be costed at average cost. By November 2025, this had reduced to 19 (ie less than 1% of all cases) and this is regarded as a natural lag in data processing.
- **Single dataset for Slough school high needs cases.** We introduced this before the end of the summer and it is working effectively.
- **Single dataset for out of borough, FE and independent & non-maintained schools.** We have developed this and is operational, but on-going operational processes to support it are being worked on.

Work is also underway to build case tracking within the Capita One system rather than having a separate tracker for EHCNAs. This work is expected to be complete early in 2026 in time for the next SVA report.

High Needs Benchmarking

The LA needs to revisit and rework the original Safety Valve plan to refresh for existing circumstances (eg data, average costs and Sufficiency Strategy mitigations). It would be most helpful if the DfE were able to provide an updated version of the benchmarking tool that was provided in 2022 to assist with this exercise.

This quarter, the best examples of stakeholder engagement around the Safety Valve plan have been (up to 3):

- The Local Area inspection generated a great deal of engagement from children, young people, families and partners. This will be helpful in our Safety Valve programme to inform future actions.
- The new SEND Commissioner, Deborah Glassbrook, is carrying out a wide range of consultation activities with settings and other partners.
- There is a significant programme of coproduction activities around the development of our Priority Action and Impact Plan. This has included a refresh of the SEND Improvement Board, the Operations Group and the Slough Education Partnership Board.
- Participation remains a strength and SBC has agreed to fund the SEND Youth Forum for three years from April 2024 to ensure that we continue to gather lived experience evidence from CYP with SEND. The participation data they have already secured over the last 18 months has been key to understanding the impact of strategic decision making. This was very useful during the inspection process and in drafting the Priority Action and Impact Plan.
- The DCS, the Elected Member for Education, the Director of Education and other key staff have attended a number of sessions with headteachers around SEND and Inclusion.



- The Southeast Sector Led Improvement Programme have agreed to host a SEND Courageous Conversation but this has been delayed due to the inspection. It will be rearranged for the new year if the SEND Commissioner feels that it would support other activities.
- Currently we don't have a Parent Carer Forum [PCF] which is a risk. A parent engagement event in August, led by Contact, was well attended but did not identify a group to take on this role. Another very successful Family Fun Day took place this month and is hoped to identify a range of parents across the local area to form a PCF.

Alongside your Safety Valve financial and narrative monitoring reports, please share with us the latest strategic data dashboard utilised by your governance oversight board for Safety Valve. NB This should not be something created for the DfE Safety Valve monitoring process; if you do not have a strategic data dashboard, just let us know.



SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>
<p><u>Condition 1:</u></p> <p>Managing demand for EHCNAs and EHCPs</p>	<p>Update 4 (April 25)</p> <p>AMBER</p>	<ul style="list-style-type: none"> This agreement condition has remained Amber because the level of requests for EHC Needs Assessments remains a significant pressure on service delivery and the High Needs Block (HNB). However, the new Section 151 Officer will be reviewing all the RAG ratings before the next report and, given the predicted future HNB position and the fact that the mitigations in place will not bring it into balance, we may consider moving this to RED even though there has not been a significant change in the level of demand The level of requests for EHCNAs is considerably higher than at the time the SVA was agreed and has increased across 2025. Since the start of this academic year, 134 EHCNAs were received in the first three months. This is an average of 44.6 for September to November inclusive. This will obviously have a negative impact on the High Needs Block overall position since, if the average remains at this level, we would receive 535 EHCNAs in the academic year 2025/26 which is more than 50% higher than in 2024/25. However, it is hoped that the increase, although clearly higher year on year, will not remain at this very high level in the future (although we received more EHCNAs in November than the previous two months).
	<p>Update 5 (July 25)</p> <p>AMBER</p>	<ul style="list-style-type: none"> At the time of the last report, the level of overdue assessments that has featured as a significant risk in previous monitoring reports that reached a peak in September 2024 of 209, had fallen to under 50 and was expected to be completely cleared by October 2025. In reality the level rose again to peak at 78 in October but has started to fall again to 66 in November. However, we also reported that the number of young people waiting more than 30 weeks for a final plan had dropped considerably and this pattern has maintained. Timeliness has also improved since the start of the academic year with 39% of final plans completed in the 20-week timescale in November compared to 23% in September. Clearly this will continue to rise as the pressure of overdue cases continues to reduce. The SEND Sufficiency Strategy and SEND Capital Investment Strategy have both been agreed by Slough Cabinet and will ensure that sufficient SEND places are available in the next 2/3 years. Work is nearing completion of three significant capital projects at Arbour Vale School main site, an additional satellite site and at Millside SEMH unit which is part of Haybrook College.
	<p>Update 6 (Nov 25)</p> <p>AMBER</p>	<ul style="list-style-type: none"> Accurate decision making by the panel, informed by comprehensive educational psychology reports, ensures that appropriate funding and training will ensure that CYP continue to have their needs met in mainstream settings. This was found to be a strength of the local area SEND system in the recent inspection. Accurate decision making has ensured that the percentage of plans that name a mainstream setting remains above local and national averages. As stated earlier in the report as a driver of positive change, the SEND and Inclusion Strategy and Graduated Approach are helping to support children and young people to remain in mainstream settings. Although it is too soon to fully assess the impact, they shape the support offered to SENDCos and are beginning to be more reliably applied. However, as an Area for Improvement, we will seek to ensure more consistency across all settings and will use the learning from the Inclusion Support Fund project to support this work. The starting point is to evaluate how the “graduated approach is used across education, health & care to ensure identification & intervention at an earlier stage”.

SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>
<p>Condition 2:</p> <p>Independent Non-Maintained Special School (INMSS)</p>	<p>Update 4 (April 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • There has been no significant change in this Condition since the last report. We have an accurate breakdown of placements and funding levels for all CYP with an EHC plan. This has informed the SEND Sufficiency Strategy and Capital Investment Strategy approved by Cabinet. The Sufficiency Strategy states that we will use INMSS only when “it is not reasonable to place in local specialist provision and where the INMS sector can use specialist approaches and provide specialist facilities or health interventions not normally available locally”. • Slough has established strong decision making around managing demand and expectations for through weekly panel meetings to ensure that INMSS placements are only made after all other options have been exhausted. As a result, Slough has remained above local, statistical neighbour and national benchmarks for the percentage of pupils with an EHC plan remaining in mainstream settings and the large majority of new EHC plans still name mainstream schools (including SRPs). As the Graduated Approach becomes more established, this will help to ensure that more CYP should be able to remain in mainstream settings.
	<p>Update 5 (July 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • Previously we used INMSS settings when places were not available in local area special schools. The Capital Programme now agreed will ensure that this is not the case. On top of this, with Cabinet support, capital projects for classrooms and a larger Satellite Base at AVS and for the SEMH provision at Haybrook College will provide additional capacity. This means that we have sufficient places to meet the need for special school placements locally unless the needs of the CYP could only be met in an INMSS placement. As part of the commissioning work supporting the High Needs Place Change Process 2026 to 2027, we have negotiated increased numbers in the special school satellite bases including at Priory, Marish and Godolphin specialist mainstream provision settings
	<p>Update 6 (Nov 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • The strategy has identified a high level of funded places at a lower banding of between £10k and £15k and will now consider opportunities for the re-location of cohorts within the special school sector, across primary, secondary and post 16 stages of education, into buildings/colleges, with local spare capacity. Further work with post 16 providers and colleges could release further places. • However, there are an increasing number of CYP that maintained special schools are unable to support due to the complexity of their needs that may still require INMSS settings. The increase in tribunals nationally is also increasing the pressure on special school places and we have cases where families are requesting INMSS settings (although in recent months these requests have generally not led to an INMSS direction by the tribunal). • Since September, commissioning work has begun to review all existing INMSS placements (with EP support) to identify potential savings and preparation for adulthood work will look at transitions to independence and ceasing EHC plans.

SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>
<p>Condition 3:</p> <p>Post 16</p>	<p>Update 4 (April 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • So far good decision making by the assessment panel and increasing the number of commissioned places locally has allowed post 16 education to be delivered for young people with EHC plans locally and at a lower average cost than national benchmarks. The number of commissioned places locally has again been increased in our ESFA return to provide more placed in September 2025. Therefore, we remain on track to achieve the SVA agreed targets. • However, there is increasing demand for post 16 placements as larger EHC plan cohorts move into Key Stage 5. The strategy sets out that SBC will be “working closely with our CYP to increase the range of options for post 16 young people, preparing for adulthood. Our approaches will also reduce reliance on independent placements over time, including lengthy travel arrangements for our Slough CYP”. • A significant piece of work since the last report was completed has been a review of the Post-16 places to be commissioned at our main provider, Windsor Forest Group. The High Needs Place Change Process 2026 to 2027 involves not only an accurate prediction of the number of places Slough is commissioning at the three colleges but also, because the MAT is located in the local area, how many places other local authorities are requiring.
	<p>Update 5 (July 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • Currently the majority of pupils at AVS in post 16 have relatively low levels of funding (under £15k) and have Moderate Learning Difficulties. In future it may be possible for these young people to transition into a more inclusive, wider range of options in local colleges that will further increase their independence. The launch of enhanced travel training will further support independence. • We are also seeing higher levels of top up funding being requested by colleges and our SEND Commissioner will use the newly established Post 16 audit processes covered in previous reports to audit all post 16 placements to ensure that requests are proportionate. Where possible, this will also allow us to cease plans effectively where appropriate and identify lower cost alternative placements where outcomes are not high enough. This will be supported, where necessary, by commissioning new educational psychology reports.
	<p>Update 6 (Nov 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • From January 2026 we will implement costed and approved programmes of work for post 16 provision, which will be set out in the improvement programme. This will involve reviewing the current banding system and establishing mechanisms for determining the level of need and in doing so ensure provision is sustainable and not dependent on individual banding funding. • The Preparation for Adulthood Strategy and Toolkit, coproduced with the youth group “Together as One, will also be reviewed following the local area inspection based on a full analysis of transition data for this cohort in September / October 25. • There are regular meetings with colleges to focus on progression and check that young people are on track to achieve their predicted outcomes. Decisions to continue to fund young people for the similar courses are being challenged and only agreed if it can be demonstrated that a key outcome is still to be achieved.

SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>
<p>Condition 4:</p> <p>Additional Resource Provisions (ARPs)</p>	<p>Update 4 (April 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • There have not been any significant changes in this Condition area since the last report. Slough has a well-developed mainstream specialist offer, supporting 224 children across all statutory key stages. Overall Slough has the capacity to commission 287 places in 16 settings so there is capacity available to increase both the number and the size of ARP provision are being explored. • Panel processes ensure that pupils are placed appropriately in all resource provisions and to ensure full compliance with the SEND Code of Practice (2015). We have reviewed existing ARP placements as part of the Sufficiency Strategy development to ensure that only young people with an ARP setting identified in their EHC plan are filling a commissioned place. All placements in ARPs are supported by 'Spend to Save' business cases.
	<p>Update 5 (July 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • Capital funding has been allocated to support the remodelling of ARPs around the four Categories of Need in the new Capital Investment Strategy. Work has begun to develop additional Early Years places in a Children's Centre to increase the capacity for assessing children under five with SEND Work on the Dingley's Promise model. Whilst the majority of provisions operate on the basis that the children are integrated into mainstream for some of the day, there are some very effective provisions that operate specialist provision that caters for children who spend the majority of their time in the specialist provision. As a result, levels of top up funding vary considerably with 42% receiving up to £10k but 18% over £30k. This more typically equates to special school funding levels and shows that ARPs are providing a higher level of support than is usual. • Following the approval of the SEND Sufficiency Strategy, the Capital Investment Strategy supports the opportunity to further develop and re-align existing ARP provision. Whereas previously it was assumed that rising demand for placements outside of mainstream classrooms would mainly mean an increase in special schools, in our new Slough Graduated Approach, ARPs will feature strongly.
	<p>Update 6 (Nov 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • The work to cleanse our SEND data and provide a coherent, single data set will inform our understanding of needs across the local area and how ARPs fit into our future demand analysis. This will be informed by the Inclusion Support Fund project work. As set out in our recent local area inspection report, a key Priority Action is to "review governance and oversight that are essential to drive suitable joint commissioning of services and provision". This will include a review of the continuum of provision that needs to be mapped and costed, to ensure Slough is able to meet the needs of the majority of its children and young people, where possible locally. • This commissioning work will build on the agreed SLAs with the 18 ARPs which has already established governance arrangements to manage need through responsive assessments and timely reviews. There are regular contract monitoring meetings to quality assure the performance of the ARPs and ensure compliance with SLAs.

SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>
<p><u>Condition 5:</u></p> <p>Alternative Education [AP] Provision</p>	<p>Update 4 (April 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • Although the reduction of LA-commissioned places has delivered the agreed savings, in the recent report, an Area for Improvement was to “continue to develop their oversight, strategy & commissioning arrangements of suitable AP so that there is sufficient suitable provision that meets the needs of children & young people”. • Currently our Alternative Provision [AP], at Haybrook College and Littledown School, supports CYP with short term interventions, enabling them to return to full time mainstream education. 37 permanently excluded pupils were supported in 2024/25. Haybrook provides a revolving door AP in key stage 3 / 4 for another 76 pupils. • Regular meetings take place between the SEND Commissioner and our two main AP settings to identify their effectiveness, opportunities for widening their offer and identifying new provision through a Joint Commissioning Framework. This includes an benchmarking exercise to ensure effective base and top up funding for 6th day provision is available for all young people following a permanent exclusion.
	<p>Update 5 (July 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • The capital programme for Haybrook College to meet the rising demand for SEMH places in the setting is nearing completion. This will provide more AP places in line with the benchmarking carried out. This includes hospital tuition support and the Apollo Unit for school refusers. A new approach for medical needs is being considered but, in the meantime, we have increased the places in the Apollo Unit. It also will include a wider range of vocational options. • The information gathered by the commissioner has informed a new AP Strategy as part of the development of the SEND Sufficiency Strategy including a Three-Tiered Model for AP for CYP with Social Emotional and Mental Health (SEMH) difficulties, including those unable to attend school for medical reasons. This includes quality assurance reporting systems and using them to drive through improved performance. • However, the local area report found that there was “a lack of early identification and support through the graduated approach (which) has led to disrupted education and rising exclusions affecting children and young people with SEND, particularly those with social, emotional and mental health needs”. As a result, the local area will prioritise developing a “renewed strategy focusing on earlier intervention, sufficiency planning, and improved commissioning to better support inclusive mainstream reintegration”.
	<p>Update 6 (Nov 25)</p> <p>GREEN</p>	<ul style="list-style-type: none"> • Our three-tiered model for AP already focuses on targeted and early identification and intervention of SEMH in mainstream schools in Slough, through the introduction of a partnership outreach support offer, to build confidence, and strengthen the school workforce. This will build on the existing framework that currently delivers primary mental health and support and the well embedded Emotional Literacy Support Assistant professional development programme, • The specialist inclusion team and the Inclusion Support Fund project will also play a key role in early of children and young people experiencing mental health and school phobic issues and as part of the graduated AP offer, play a key role in the placement of time-limited specialist support and/or intensive AP placements.

SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>
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RAG	Definition
Blue	Savings/cost avoidance and/or workstream(s) complete
Green	Savings/cost avoidance and/or workstream(s) remains on target
Yellow	Savings/cost avoidance and/or workstream(s) are currently off target, with plans to mitigate
Red	Savings/cost avoidance and/or workstream(s) are off target

<p>Risk 1:</p> <p>Financial</p>	<p>Update 4 (April 25)</p> <p>GREEN</p>	<p>The new SEND Sufficiency Strategy</p> <p>Strong panel processes and additional special school places to minimise use of INMSS settings.</p> <p>All requests for uplifts above are subject to financial scrutiny through an Expenditure Control Panel Business Case and a Spend to Save approach.</p>	<p>Although the predicted position for the end of the SVA changed in the last report to show a significant deficit, this is due to the increasing demand for EHC plans and not because financial controls are not working. Therefore, this risk has remained GREEN and there have been no significant changes in this area</p> <p>We had previously been clear about the potential impact of over 200 backlog cases in the system reducing to the current level as well as pressure of the demand for EHC plans and settings requesting larger amounts of top up funding.</p> <p>The Sufficiency Strategy identified the potential risks of the underfunding of complex pupils placed in ARPs. A significant increase in the funding to three mainstream resource provisions has avoided a greater increase because the pupils previously would have moved into special schools. This in turn frees up places which, if they were not available, would necessitate commissioning places at INMSS settings at even greater cost. This has contributed to a significant increase in average levels of top up funding associated with new EHC plans and where amendments to existing plans are necessary. Clearly this avoided a more detrimental impact on the overall position as evidenced in the Sufficiency Strategy.</p> <p>All above 3.4% requests are challenged. Where uplifts have been approved over the Council's 3.4% guidelines, settings have evidenced an increase in the level of support required, the setting has not requested an uplift for multiple years or it has been deemed that the placement would still be the most cost-effective option and there is a danger of the placement ending.</p> <p>The joint commissioning / SEND Place Planning approach will continue to monitor SEND placements closely to ensure that they continue to be managed effectively. A review of top up matrix funding is well underway and is currently focused on Post 16 places (as detailed above) having already looked at ARPs. Future actions will include a review of "notional" SEND funding in mainstream schools. Schools Forum have approved a 0.5% disapplication but it should be noted that, whereas this has been unanimous in previous years, the vote was very close this year.</p>
	<p>Update 5 (July 25)</p> <p>GREEN</p>		
	<p>Update 6 (Nov 25)</p> <p>GREEN</p>		

SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>	
<p><u>Risk 2:</u></p> <p>Service Delivery</p>	<p>Update 4 (April 25)</p> <p>GREEN</p>	<p>Additional EP support and case officer support is funded by SBC through its General Fund.</p> <p>Revised processes for service delivery have had a positive impact – particularly panel processes.</p>	<p>As covered in the “Barriers to Implementation” we have reviewed and streamlined our SEND leadership roles and there has been turnover of Case Officers with the service carrying vacancies since the Summer. This, coupled with the work required by all statutory officers during the local area inspection and in working on the Priority Action and Impact Plan has caused a short-term increase in the level of overdue EHCNAs.</p> <p>However, this is not at similar levels to the previous backlog levels where there were over 250 overdue cases and many were more than a year late. At the end of November the level of overdue assessments was 66 having fallen from 78 the previous month. Over half of these were less than 10 weeks overdue.</p>
	<p>Update 5 (July 25)</p> <p>GREEN</p>		<p>Timeliness again has fallen due to the instability but again is significantly better than at the time the SVA was agreed. In November it was 39%.</p> <p>We are confident that the current team is stronger and better aligned to current priorities. The addition of two highly experienced managers for the assessment and annual review teams has already started to reduce the level of overdue cases in both areas. Improvement in the annual review process is one of our Priority Action Areas in the inspection and was already a key focus for the team.</p>
	<p>Update 6 (Nov 25)</p>		<p>A new Statutory SEND Structure has been drafted and job descriptions for the individual roles are now being drafted and will then be evaluated. The new team aligns to the Sufficiency Strategy while benchmarking activities and incentivising the roles will support the recruitment of permanent staff.</p> <p>A Recruitment and Retention policy has been approved by Children’s Services SLT and is now being put into practice with HR colleagues. It is hoped that, with competitive pay grades and other incentives, we will be able to recruit permanent</p>

SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>	
	GREEN		statutory SEND officers and educational psychologists.
Risk 3: Reputational	Update 4 (April 25) AMBER	A new approach is fully established based around a communication and complaints tracker to accurately log cases, identifying the key officer and set timescales. This will ensure appropriate prioritisation of actions. This was agreed with advice from the Principal Education Psychologist and the Complaints team. Once it has been reviewed, it will then be agreed with the Council Monitoring Officer.	<ul style="list-style-type: none"> The level of complaints received by the Corporate team regarding SEND has increased since the last report but is still significantly lower than previous reports (currently 11 rather than 9 in July) and the large majority have been routinely addressed within agreed timescales since the start of the year. The most common reasons for complaints to be Upheld are still inconsistent communication from the Statutory SEND Service or to failure to adhere to statutory timescales. We have also seen an increase in compliments from families. We had previously considered changing the RAG rating back to GREEN but the recent increase in complaints, although not significantly high, means that this would be premature. We need to see the level back to the level of the previous report and maintained into the first months of 2026. Since previous complaints have generated future LGSCO complaints, we would like to see this happening less frequently before judging this risk to be lower. The majority of complaints are now Not Upheld of Partially Upheld with a common theme in many of effective casework taking place but communication not being strong. Further audits of complaints have identified the impact of service improvements as a key factor in the reduction and provided “lessons learned” evidence to inform training. The higher level of complaints has reputational risks but also may lead to external complaints to the LGSCO. This has reputational risks and could lead to compensation payments. The
	Update 5 (July 25) AMBER		
	Update 6 (Nov 25) AMBER		

SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>	
			reduction in internal complaints will not immediately lead to a reduction in LGSCO complaints which are based on historic poor performance.

SAFETY VALVE PROGRAMME DETAILED UPDATE

Condition / Workstream	Assurance Level	Progress Update from this Quarter <i>Please include/refer to relevant data and evidence to support your rating and explain the scale of any impacts</i>
<p><u>Risk 4:</u></p> <p>Legal / Regulatory</p>	<p>Update 4 (April 25)</p> <p>AMBER</p>	<p>We are actively working to improve early intervention and case management practices, to ensure compliance with the Code of Practice to reduce the risks of tribunals.</p> <p>A highly experienced tribunals officer has been identified to lead on current cases. This will include training for all case officers to reduce the level of tribunals in the future.</p> <ul style="list-style-type: none"> • We have 54 open appeals which is significantly higher than in the previous report (34). A total of 73 cases have been received this year with a further 34 carried over from the previous year . Of the 53 cases concluded, 89% have resulted in the appeal not being upheld, withdrawn by the appellant, transferred to another LA or, most commonly, agreed by consent (72%). Finding positive resolutions has greatly mitigated the financial and reputational risks of the tribunals. • Although two maintained special schools, AVS and Manor Green Schools, remain strong parental preferences, there are some appeals that represent a higher risk. So far this year these include 4 cases seeking higher cost out of area placements, 2 seeking EOTAS packages for £40k p.a., 2 seeking ABA Therapy at a similar cost and 1 seeking a 52-week residential school. • Other risks where parents are seeking specialist placements are higher cost packages to support existing provision or increased cost of transport. • The majority of tribunals have been resolved without the need to commission expensive INMSS placements. The additional special school places at AVS and Haybrook will further reduce the number of tribunals. • Historic issues have led an increase in LGSCO complaints. The majority of these relate to the period where timeliness was very low and so most are being upheld and compensation awarded, Although the compensation in all cases has been at a low level, this still generates negative publicity for the Council. There is a concern that this is encouraging more families to raise complaints. • Mediations continue to be responded to in the statutory 30 days and are resolving cases positively; decisions and outcomes continue to be correctly processed; LGSCO investigations are still being responded to within agreed timetables
	<p>Update 5 (July 25)</p> <p>AMBER</p>	
	<p>Update 6 (Nov 25)</p>	

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	AMBER		<p>and all outcomes/required actions are tracked to ensure compliance.</p> <ul style="list-style-type: none"> • Analysis of LGSCO investigations indicate recurring themes, including delays in issuing EHC Plans, failure to obtain professional advice, inadequate communication and complaint handling, and lack of appropriate staff training. These themes point to systemic issues, which are being addressed already (see above).