

**HACKNEY 3 YEAR EDUCATION  
STRATEGIC PLAN  
2026 TO 2029**

**Working for every child**



## Accessibility statement

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## Introduction from Cllr Anntoinette Bramble, Deputy Mayor and Cabinet Member for Children's Services and Young People

Education is often described as the heart of a flourishing society; it not only nurtures the next generation of innovators, but can provide an environment to facilitate cultural identity.

Our fundamental objective, therefore, is to offer better opportunities for every child and young person within our borough to thrive and be happy, and make Hackney one of the best places in the country to flourish, learn and to live. We strive to ensure each child in Hackney, no matter their starting point in life, is empowered and supported to reach their full potential and contribute meaningfully to society. By investing in education, we provide a foundation, which invests in the future of Hackney, building a stronger, more resilient, and more prosperous community for everyone. The ultimate outcome is for each child to aim, aspire and achieve their full potential.

Hackney has transformed its education through dedication and ambition, evolving from one of the nation's lowest-performing boroughs into a recognised leader. Consistently surpassing national averages, we now rank in England's top quartile for educational excellence. We strive to make our borough the best place for young people to flourish, learn, and achieve, as well as a thriving environment for education professionals.

Hackney is excellently positioned to help champion the future of education. We recognise however that our borough has changed over past few years, with fewer children attending our schools, the funding challenges that brings, to the rising complexity of need for some of the children that do. There is still much to do to help us respond to some

of the increasingly complex challenges our borough faces, whilst ensuring that each and every child has the same opportunities and best chances to succeed.

This plan emphasises collaboration with families, schools, settings, and partners to develop sustainable strategies and optimise resources. We aim to foster a child-centered, anti-racist, inclusive, and high-achieving educational model that earns community trust and enables all children to thrive. We want to acknowledge and celebrate the hard work of our family of schools and the positive transformation in education we have seen.

As educators we always seek to review, reflect and plan in the context of setting high expectations and look forwarding to continuing to work with our families of schools, parents/carers, pupils, community and partners to strengthen areas we all would like to collectively see improve, knowing we have some of the best leaders to do this.

We will achieve this by working together with families, schools, settings and other partner organisations to build long term plans and make the most of our available resources. We will continue to actively listen to our residents and be prepared to adapt quickly to our communities' changing needs and challenges.



## Background

Hackney's education system has greatly improved over the past two decades, from being one of the lowest performing boroughs to one of the best. Pupils' performance improved dramatically, alongside a strong focus on inclusivity and diversity.

In the 1990s only 14 % of students gained 5 A-C GCSEs and in primary schools, almost half of the lessons observed were deemed to be unsatisfactory and some schools were branded the worst in the country. Starting with the initial work of the Learning Trust, school leadership and teaching was transformed.

Primary school results in the borough are amongst the very best in the country, with Hackney children performing significantly better than the national average. Hackney consistently ranks in the top 10 on GCSE and A Level exams in many measures. The progress made by students in England ranks second nationally (2024), as does the progress for disadvantaged students. These outcomes are a testament to the high-quality teaching and dedication found in Hackney schools.

Hackney has pioneered programmes, such as the Hackney's Diverse Curriculum, Daily Supported Reading, Destination Reader, and the secondary Leading in Literacy programme, which are now used around the country.

Maintaining the high-quality education our schools and settings provide does not come without challenges.

- **Since 2014, there has been a drastic fall in the number of children, with some communities particularly affected.**

Hackney's population grew significantly between 2007 and 2014, driving a high demand for primary school places. However, since 2014, the number

of school aged children dropped, leading to many primary school places remaining empty. 21 % of places are now empty across all primary schools, with some areas even harder affected.

The reduced demand is due to a combination of factors, including falling birth rates and families leaving London due to the cost of living crisis, Brexit, and/or the Covid-19 pandemic. This trend, **observed across London**, is projected to continue. This will have a significant impact on school budgets as schools are allocated money from central government based on their number of pupils.

- **There has been a significant increase in the number of pupils with complex special educational needs and disabilities (SEND)**

Hackney has a high proportion of children and young people with SEND. In 2025, the borough is ranked 23rd in England for the number of pupils with an Education, Health and Care Plan (EHCP), and 52nd for the number of pupils with SEN support. In 2024, 51 % of pupils with an EHCP were attending state-funded mainstream schools, the second highest among statistical neighbours and ninth in England. Despite many pupils with SEND achieving strong outcomes and outstanding achievements in SEND<sup>1</sup>, the number of children presenting with needs continues to rise.

<sup>1</sup> 2024, 46.4% of SEN Support pupils achieved a grade 4 or above in English and maths, above the national level of 37.8%. At the higher 5+ benchmark, 30.8% of pupils achieved this level compared to 21.6% nationally. The Attainment 8 score for SEN Support pupils in Hackney (38.2) was also higher than the national level (33.1). Of the 151 LAs in the country, for pupils with SEN Support Hackney ranks 28th for pupils achieving 4+ in English and maths, 23rd at the 5+ benchmark, and 18th for Attainment 8. For pupils with an EHCP in Hackney, 18.7% achieved the 4+ benchmark in English and maths, and 13.0% of EHCP pupils achieved the 5+ level in both subjects, both figures above the national level for EHCP pupils (13.0% for 4+ and 7.0% for 5+). The Attainment 8 score for EHCP pupils in Hackney (20.1) was also higher than the national level (14.2).

- **High numbers of exclusions of secondary school pupils**

Data shows that the number of exclusions in secondary schools in Hackney, though stable, continues to be higher than in other nearby local authorities. According to **the latest full year data set available**, in 2022-2023 Hackney had 33 exclusions, all of them at secondary level. They are disproportionately affecting pupils who may need more support to thrive.

- **An increasing number of schools and settings are facing financial challenges**

An increasing number of Hackney maintained schools are having to deal with growing financial challenges, which leads them to struggle to balance their budgets. This, in addition to falling rolls, is because of the rise in costs due to the economic crisis, increased spend on expensive agency staff and unfunded pay awards. The National Funding Formula for schools and high needs, which determines how schools are financed, has not been able to keep up with the changes in demand, with fewer school aged children in total and a higher percentage of them in need of more SEND support or free school meals.

Unlike other local authorities, Hackney Council has maintained a network of children's centres, continuing to provide a wide range of services, as well as nurseries for local parents, which struggle to remain financially sustainable.

- **Difficulty in finding and retaining qualified staff**

Finding sufficient qualified permanent staff can be challenging for schools and settings not just in Hackney, but across London, due to high housing costs, higher than average mobility and inconsistent demand. In their **2023 Annual Report of His Majesty's Chief Inspector**, Ofsted

recognised that '*... staff shortages are reducing expert teaching, increasing stress, limiting intervention when children struggle, and creating a barrier to teachers accessing training and development.*'

**The above challenges require a three year plan to address these challenges and sustain our local education system. This will position us to further develop innovation to prepare children for life in the 21st century, ready to embrace technological advancements through a values best approach.**

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**In 2024, 51% of pupils with an EHCP were attending state-funded mainstream schools, the second highest among statistical neighbours and ninth in England. Despite many pupils with SEND achieving strong outcomes and outstanding achievements in SEND, the number of children presenting with needs continues to rise.**

## Introduction

This overarching strategic plan has been developed following engagement and formal consultation with schools and settings, families, residents, partner organisations and unions, who were invited to help shape the main priorities for the next three years. It encapsulates our education strategy for the next three years, defining a clear pathway for education in the London Borough of Hackney.

We wish to thank everyone for their contributions. You have helped shape our strategy. An example of this is the inclusion of a third commitment to **health and wellbeing** added after the consultation process.

At the heart of the plan is the need for us to work together, harnessing the incredible talent we have in our schools and settings, to continue to build a sustainable education system that is both ambitious and inclusive for all.

We have seen a vast improvement in the quality of education in Hackney, but there is still much to do. Our challenge now is to ensure that we maintain the quality education that our children deserve while offering the necessary support for the increasing range of children's needs, and carefully manage our limited resources to best serve those that need it the most.

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**At the heart of the plan is the need for us to work together.**



## Vision Statement

In order to both maintain and build on Hackney’s success, we need an effective and responsive education service that works closely and in partnership with all of the borough’s schools and settings, encouraging collaboration and partnerships between our schools, settings, families and partner agencies to ensure that all children have everything they need to thrive.

Our vision is to improve the life chances and well being of every child and young person in Hackney across all communities. Our education offer must be ambitious, anti-racist and inclusive. It will encourage individuality, whilst creating a sense of belonging and wellbeing.

We will achieve this by working together with parents, carers, settings, and partners and across the entire family of schools and settings, including academies, early years, colleges and independent providers, to sustain and evolve a high quality education offer that ensures success, excellence, equity and inclusivity for all.

**Our vision is to improve the life chances and well being of every child and young person in Hackney across all communities.**

### We are committed to:

- Provide the best possible support for our schools and settings, our children, young people and families;
- Encourage and challenge all Hackney schools and settings, individually and collectively, to develop and sustain exceptional education for all our children and young people;
- Promote equity and belonging for all of our children and young people and collaboration and partnerships with all of our schools and settings;
- Champion the safety, wellbeing and belonging of all our Hackney children and young people;
- Promote our values in all aspects of our work.

## Our values

Derived from Hackney Councils' corporate values, our values describe the way we work, our culture and our expectations from all our staff, as well as our schools and settings. They set out how we can work collectively to succeed in making our vision for the future of education in Hackney a reality.



### i. **Child and learner focused**

We keep their welfare and achievement at the centre of what we do.

### ii. **Ambitious**

We are aspirational. We aim for positive, measurable changes and we compare ourselves to the best.

### iii. **Inclusive**

We celebrate diversity and inclusivity. We respect, value and care for all.

### iv. **Proud**

We are proud of what we do and of the achievements of our children, schools and settings. We are confident in our engagement with others.

### v. **Pioneering**

We are innovative. We learn from each other, and continue to look for new solutions to ensure we provide the best possible education for all. We encourage our schools and settings to come together and share their knowledge.

### vi. **Open**

We are honest, transparent and accountable. We listen, trust our partners and work together. We build strong relationships and empower our teams.

### vii. **Proactive**

We actively pursue opportunities and embrace all challenges in a confident, positive way.

## Our overarching commitments

These commitments underpin all of our priorities and objectives. By committing to being anti racist and working in partnership with parents and carers, we are committing to ensuring that all pupils in Hackney reach their potential no matter their background. We also recognise the crucial role that parents and carers play in supporting their children and commit to partnering with them.

### Our commitment to being anti-racist

Hackney's Children and Education Directorate recognises racism as a fundamental safeguarding issue. (See **Keeping Children Safe in Education** and **Working Together to Safeguard Children**) Systemic racism, Islamophobia, and antisemitism cause direct psychological and developmental harm to children; therefore, their eradication is understood as a safeguarding necessity rather than a discretionary policy aim. By embedding anti-racism at the core of its practice, the Directorate adopts a genuinely holistic approach to safeguarding, acknowledging that children cannot be kept safe where the systems intended to protect them reproduce the very forms of discrimination that cause trauma.

We will be a voice and force for change, across our education system and with wider system partners, to recognise and address the impact of racism on children and families within our community. We will apply our anti-racist principles in all of our interactions and decision-making about children and ask the same of our partners.

We are committed to eliminating systemic racism and making anti-racism a core principle in all our work. We will continue to advocate for change in our organisation, in our schools and settings to address racism's impact on children and families. We apply our anti-racist principles in our interactions and decisions, and we expect the same from our partners. We are

committed to addressing racism, discrimination, and microaggressions at all council levels, and in our schools and settings, and will offer schools training and support to do so.

We will continue to support and value children, families, and staff from all backgrounds, and encourage schools and settings to ensure their experiences are recognised and reflected across a diverse curriculum. We recognise racism's harm and the differing experiences of Black staff and those from other global majority groups compared to white staff. We are committed to ensuring all voices are heard and supporting staff who experience racism. We will support our schools and settings and partners across the workforce, especially leadership, to reflect and serve our community.

### Our commitment to working in partnership with children and their parents and carers

We recognise parents and carers as key partners and consider parental engagement in every aspect of our work. We know that our families come from different backgrounds and engage with us and our schools in different ways, depending on their own needs and priorities. We understand communications and relationships are key components of building trust between families, schools and services.

Parents and carers have told us they want to be involved and recognised as partners in the education of their children, and we are committed to listening to them and adjusting our approach to the shared aim of improving the lives of all our children and young people. We are committed to improving the equity of parent and carer voices, the inclusion of all families and developing effective mechanisms for listening, feeding back and working in partnership.

We understand that sometimes our decisions may impact some families more than others, and will be honest and transparent with our parents and carers about what we can do to support them, and proactive in offering them the help they may need.

We will work with our schools and settings to ensure that all children and families have the opportunities to be heard, to share their experiences and suggest best ways to support them, with a particular focus on families that may need more support to thrive.

## **Our Commitment to the Health and Wellbeing of Young People**

We recognise that health and wellbeing is fundamental to young people's development, learning, and long-term success. As part of our 3 Year Strategic Plan, we are committed to creating a system where every child and young person feels safe, supported, and empowered to thrive physically, emotionally and academically.

Over the next three years, we will work in close partnership with schools, families, health services, and community organisations to:

- Support a whole-system approach to health and wellbeing across educational settings, rooted in trauma-informed, inclusive, and culturally competent practices.
- Improve access to high-quality, evidence-based mental health services within schools and the wider community.
- Equip staff and educators with the knowledge, training and tools needed to confidently support student health and wellbeing, to build healthy learning environments, and to empower students to access support when they need it.

Our vision is for a borough where all children and young people, regardless of background, have the resilience, support, and opportunities they need to lead happy, healthy lives. By making health and wellbeing a shared priority, we will strengthen outcomes not only in education, but in life.

The following priorities have been developed and refined through the extensive pre-engagement, consultation and discussions. Each priority has a linked action plan, which has been planned and considered.

The strategic plan will be reviewed annually and the action plans will be reviewed and republished, where needed.

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**We will continue to support and value children, families, and staff from all backgrounds, and encourage schools and settings to ensure their experiences are recognised and reflected across a diverse curriculum.**

## Our priorities for 2026-2029

### Priority 1: Special Educational Needs and Disabilities (SEND) and inclusion

We will ensure our SEND provision fully meets all of our children and young people's diverse needs in a way that is efficient and sustainable involving our parents and carers as partners. We will support our schools and settings (responsively and strategically) to identify children's needs early, and work with them to meet the increasing level of need.

Led by: Head of SEND

#### Key goals include:

- Ensuring our SEND services are quick to respond, well connected, and impactful.
- Providing the Right Support, Right Time using the graduated response guide to support schools and setting to deliver support earlier.

#### Key actions include:

- Maintaining an up-to-date overview of our SEND offer including support available for health and well-being to ensure we have enough early support available in schools and settings, special school places and timely support where and when is needed.
- Applying the principle of Right Support, Right Time/graduated response including support available for health and wellbeing, across our schools and settings as early as possible.
- Improving the quality and timely delivery of the support specified in Education, Health and Care plans (EHCPs).
- Creating strong and clear paths for young people with SEND to transition into adulthood, in line with the Hackney Preparing for Adulthood Strategy.

#### Key indicators of success include:

- SEND provision across the borough is increasingly responsive, integrated, impactful and caters for the child at the point of need. By doing this, we are hoping to provide the 'Right Support at the Right Time' as per our **graduated response guides**.
- A clear needs analysis and SEND sufficiency plan that accurately plots required places. Increased specialist provision to meet the diverse needs of all children and young people, based on the most recent data available.
- Increased school and parent/carers satisfaction across SEND services.
- Early, accurate identification and action to meet pupil's needs.
- More early support, reducing the number of required EHCP ensuring those who need them receive quality plans within the 20-week deadline.
- Improved quality of EHCPs, focusing on the child's needs.
- SEND and School Improvement services, including WAMHS, working together, understanding and focusing on the goals and outcomes of the SEND priorities ensuring schools and settings can meet needs earlier and more sustainably
- Annual Preparing for Adulthood engagement events, which continue to improve based on feedback and changing needs.
- Wide adoption of the Preparing for Adulthood guide and approach
- Development of an accompanying "Preparing for Adulthood Outcomes Toolkit", maintaining the importance of health and wellbeing for these young people

**Priority 1: SEND and Inclusion**

**Led by Head of SEND**

**We will ensure our SEND provision fully meets all of our children and young people’s diverse needs in a way that is efficient and sustainable involving our parents and carers as partners. We will support our schools and settings (responsively and strategically) to identify children’s needs early, and work with them to meet the increasing level of need.**

**Key indicators:** SEND provision across the borough is increasingly responsive, integrated, impactful and caters for the child at the point of need. By doing this, we are hoping to provide the ‘Right Support at the Right Time’ as per our **graduated response guides**.

**Funding implications:**

- The work to to embed Right Support, Right Time graduated response will be funded through a corporate sponsored grant to enact the business case to provide support to settings and school earlier
- SEND Sufficiency work will be funded through DfE High Needs Block funding and capital grants
- PfA will be delivered through existing resources

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
Ensure the SEND Sufficiency analysis is up to date and delivers the appropriate number of Special School places whilst ensuring support and early intervention is provided to schools in a timely manner.	<ul style="list-style-type: none"> <li>• A clear needs analysis and SEND sufficiently plan adequately plots the number of places required and specifies which settings are the most appropriate.</li> <li>• Increased specialist provision based on data which meets the continuum of need.</li> <li>• An increase in school and parent satisfaction across SEND services</li> <li>• Improved</li> </ul>	<ul style="list-style-type: none"> <li>• Data and delivery of places in line with the sufficiency plan and estate strategy</li> <li>• Reduction in the number of children attending specialist provision outside of Hackney</li> <li>• An increase in the number of special school (e.g. 90-120) and ARP places</li> </ul>	Head of SEND Assistant Director of School Estates Hackney Commissioning Team	Accurate projections by 31/07/2025 Increase in school based provision of SEND places by 31/07/2028 Special school places delivery on track by 31/08/2029

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Embedding of Right Support, Right Time/ graduated response across Hackney Schools and Settings</p>	<ul style="list-style-type: none"> <li>● Pupils needs accurately identified and met at the earliest opportunity</li> <li>● Opportunities to provide support earlier lead to a reduction in the number of Education Health and Care plans (EHCP) requested and an increase in the number of children receiving SEN Support.</li> <li>● Appropriate training provided to schools and settings.</li> <li>● An increase in school and parent satisfaction across SEND services.</li> </ul>	<ul style="list-style-type: none"> <li>● A reduction in the number of requests for EHC Needs Assessments</li> <li>● Increase in the number of children receiving SEN Support</li> <li>● Greater consistency between schools in the identification and provision of SEND support</li> <li>● School staff reporting more confidence in identifying, assessing and meeting needs</li> <li>● Neurodivergent pupils express increased satisfaction about their provision</li> <li>● The High Needs Block remains balanced year on year with a reduction in the cumulative deficit reported year on year.</li> </ul>	<p>Specialist area lead School Improvement advisors</p>	<p>Introduced fully by 31/08/2026</p> <p>Impact evidenced by 31/08/2028</p>
<p>Ensure that Education, Health and Care plans increase in quality and are delivered within the 20 week expected time scale</p>	<ul style="list-style-type: none"> <li>● Increase in number of EHC Plans completed within 20 week deadline</li> <li>● The quality of EHC Plans is improved with the child's needs as the key focus</li> <li>● The Education Psychology (EP) service delivers an increase in the number of psychological advices completed within statutory timeframes.</li> </ul>	<ul style="list-style-type: none"> <li>● Parents/carers reporting increased satisfaction in the EHC Needs Assessment and Plans</li> <li>● School staff reporting increased satisfaction in EHC Plans</li> <li>● 20 week deadline statistics improve</li> <li>● Psychological advice is issued within 6 weeks</li> </ul>	<p>SEND operations manager</p> <p>Principal Educational Psychologist</p>	<p>31/07/2027</p>

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Collaborate as a system-wide partnership to develop clear and strong shared transitional pathways that start at the earliest opportunity and support the four mandated preparing for adulthood (PfA) outcome areas. (See <b>PfA strategy for further details</b>).</p> <p>Ensure the PfA plan is fully implemented.</p>	<ul style="list-style-type: none"> <li>● PfA Engagement Event is held annually, improving on feedback from 'Future Ready!', and meeting the changing landscape of need</li> <li>● Integrated SEND service and School Improvement versed in PfA Strategy priorities and outcomes</li> <li>● The Preparation for Adulthood guide and the accompanying Preparing for Adulthood Outcomes Toolkit are embedded</li> <li>● Staff are knowledgeable and ensure that the PfA provision is fully implemented</li> </ul>	<ul style="list-style-type: none"> <li>● Elicited feedback shows improved transitions from childhood to adulthood for the SEND cohort</li> <li>● Secondary school teachers able to use the <b>PfA Guide</b> and <b>Outcomes</b> toolkit effectively</li> <li>● Improved target setting for SEND pupils reflects broad PfA goals from earliest starting points</li> <li>● Neurodivergent pupils feel more prepared and confident about their next steps after school</li> <li>● Children's needs are prioritised at all times of the year.</li> </ul>	<p>Preparation for Adulthood leads (programme manager and Head of Integrated Commissioning Specialist Area Lead)</p>	<p>31/07/2028</p>

## Priority 2: Alternative Learning Provision

We will develop the Alternative Learning Service to ensure that all pupils have the appropriate setting and/or additional interventions to ensure their needs are met. A three-tiered support model, including in-school support packages, will ensure pupils receive the correct support in the right setting, further developing inclusion across Hackney schools, prioritising a sense of belonging and support, in particular for those at risk of disengagement or exclusion.

Led by: Assistant Director of Early Years, Early Help and Wellbeing

### Key goals include:

- Development of the Hackney Education Alternative Learning Service (HEALS), to ensure all pupils receive appropriate and timely support, including that for health and well-being
- Implementing a tiered support model to promote inclusive practice, reduce exclusions and ensure that all children and young people are treated fairly and equally, and supported according to their needs.

### Key actions include:

- Implement a council-led new approach on inclusion and engagement through the new Alternative Learning Service.
- Developing a specialist training offer for staff that could include, work on consultation, supervision and reflective practice.
- Develop an extensive community-based support offer for children, families, and schools.
- Develop an outreach and engagement hub, a shared space for children

not currently being educated in a setting that will enable them to receive the appropriate education and therapeutic support, including a wellbeing offer.

### Key indicators of success include:

- Alternative learning provision, including outreach provision in schools and settings is specialised, tailored and impactful resulting in a reduction in exclusions in the secondary phase, decreased disproportionality in exclusions and a culture of research led inclusive and “best practice informed” behavioural practice across Hackney schools.
- Ensure there is sufficient local specialist central provision for pupils with complex needs.
- Reduction in the number of exclusions and suspensions in the borough, particularly at the secondary phase.
- Reduction in the number of pupils requiring education outside of mainstream schools
- Better social, emotional and academic pupil outcomes for all pupils.
- An accessible support model enabling agencies and schools to work responsively together with families to provide appropriate and timely support pathways.
- Implementation of the revised approach to alternative learning and accessibility arrangements for schools and families.
- A preventative and tailored offer to support children’s wellbeing and learning needs within mainstream schools, reducing the need for later intervention.

## Priority 2: Alternative Learning Provision

Led by Assistant Director for Early Years, Early Help and Wellbeing

**We will develop the Hackney Education Alternative Learning Service (HEALS) to ensure that all pupils have the appropriate setting and/or additional interventions to ensure their needs are met.**

**A three-tiered support model, including in-school support packages, will ensure pupils receive the correct support in the right setting, further developing inclusion across Hackney schools, prioritising a sense of belonging and support, in particular for those at risk of disengagement or exclusion (at the secondary phase)**

**Key indicator:** Alternative learning provision, including outreach provision in schools and settings is specialised, tailored and impactful resulting in a reduction in exclusions in the secondary phase, decreased disproportionality in exclusions and a culture of research led inclusive and “best practice informed” behavioural practice across Hackney schools.

### **Funding implications:**

- HEALs will be delivered through a team redesign which will be met through editing resources. The rebrokering of places supported by our commissioning team will allow funds to be redistributed to delivering the tiers of support.
- High needs capital grants (where appropriate)
- A revamped SLA and budget with our pupil referral unit will fund elements of the project
- External grants (i.e from the DFE will be sourced)

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Develop a local authority led inclusion and engagement service (HEALS)</p>	<ul style="list-style-type: none"> <li>• Deliver greater cohesion and efficacy in relation to the delivery of the LAs Section 19 alternative provision duties and the revised 2025 OFSTED/DFE focus upon mainstream inclusion and in - school inclusion/behaviour support offers.</li> <li>• A new inclusion support service (HEAL) brings together several Hackney based alternative education services, voluntary services and external providers commissioned by the LA including from the local community, is established which aims to both reduce exclusion and lift barriers to education for children and young people</li> <li>• HEALS is designed to support schools’ early intervention, families and inclusion in Hackney communities more effectively.</li> <li>• HEALS will introduce a three tiered AP offer (<b>as per the central guidance</b> from two main sites (NRC and an Engagement and Outreach Centre, ‘HEALS Hub’) delivering education for children who otherwise would be at risk of disengagement (NEET), exclusion and/or missing out on a fully supervised education.</li> <li>• An accessible support model designed to enable agencies and schools to work more responsively together alongside families to secure integrated multi agency support as well as a more wide ranging set of pathways for children to receive the right support at the right time</li> <li>• Revised AP placement and accessibility arrangements in place for schools and families ( Social Inclusion panels, Revised FAP parental/carers review arrangements)</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of exclusions and suspensions.</li> <li>• Reduction in disproportionality in suspensions and exclusions.</li> <li>• Pupil outcomes data shows increased improvements</li> <li>• NEET figures for Hackney’s AP cohort reduce in line and below AP NEET national benchmarks (49% NatAv)</li> <li>• Successful implementation of a revised SLA with NRC which includes revisions in assessment, funding, and pathways offered.</li> </ul>	<p>Integrated commissioning Team</p> <p>Head of Wellbeing and Education Safeguarding</p> <p>AD for EY, EH and Wellbeing,</p> <p>Head of SEND,</p> <p>Head of Finance, Sajeed Patni</p> <p>Headteacher at NRC,</p> <p>AD for School Estates strategy</p>	<p>Model fully developed by 31/08/2026</p> <p>Model fully implemented by 31/08/2029</p>

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Develop a comprehensive outreach support offer in for children, families and schools receive to support</p>	<ul style="list-style-type: none"> <li>● An offer which is preventative and tailored to support children needs within mainstream schools is introduced reducing the need for later intervention.</li> <li>● The Tier 1, early support offer will include:                             <ul style="list-style-type: none"> <li>* A varied offer of community based support sourced from voluntary organisations to provide children with additional support designed to enable them to remain in school ( For example, specialist mentoring and community based wrap around support programmes)</li> <li>* LA early intervention in school/off site pathways</li> <li>* Family and carer based solutions: Advocacy and mediation support for families and home school relational support programmes.</li> <li>* Specialist Behaviour, inclusion and SEND integrated reviews in line with national direction of travel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Reduction in the number of exclusions and suspensions</li> <li>● Increase in timely in school SEN assessments and a revised/reduced trajectory in the numbers of SEND/ EHCP and pupils requiring education outside of mainstream schools</li> <li>● Improved set of engagement indicators across Hackney schools- For example: Referrals to CSC/ attendance/CME/ stakeholder views</li> </ul>	<p>Integrated commissioning Team</p> <p>HEALs leadership/ consultant</p> <p>Head of Wellbeing and Education Safeguarding</p>	<p>Early pilot offer by 01/09/2025</p> <p>Full offer developed by 31/08/2026</p>

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
Develop comprehensive AP commissioning arrangements.	<ul style="list-style-type: none"> <li>• Ensure there is sufficient local specialist central provision for pupils with complex needs.</li> <li>• A suite of tiered provision and services is developed which provides in school, out of school and specialist support.</li> <li>• Revised service level agreements between Hackney Education and its lead AP/HEALS hub provider ( New Regents College) with clear, agreed funding and budget arrangements in place clarified by appropriate service level agreement.</li> <li>• All revised service level agreements to include the <b>6 key agreed elements (using national AP good practice SLA modelling)</b> : funding budget, assessment/placement, service offer/ design details, registration, quality assurance, safeguarding and data sharing elements.</li> <li>• The majority of children not attending full time mainstream education will be educated in-house across our LA provision ensuring they receive a high quality and purposeful education experience and feel that they belong.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of exclusions and suspensions.</li> <li>• Reduction in disproportionality in suspensions and exclusions.</li> <li>• Pupil outcomes data shows increased progress, attainment and engagement improvements as outlined in the agreed SLA. (Referencing the new AP progress benchmarks guidance 2022)</li> </ul>	Integrated commissioning Team System Leader for Diversity and Inclusion	<p>Deliver redefined local hub based AP places in NRC Hackney by 2026/2027</p> <p>Model fully developed by 31/12/2025</p> <p>Model fully implemented by 31/08/2028</p>
Develop an outreach and engagement centre (HEALS Hub) hub for children not currently being educated in a setting	<ul style="list-style-type: none"> <li>• A centrally located site which is accessible will be sourced to support the discharging of section 19 duties.</li> <li>• The space will be utilised by volunteer organisations as a space to support children and young people who are not being educated in a school setting</li> </ul>	<ul style="list-style-type: none"> <li>• Improved engagement with school of this cohort</li> </ul>	Head of Wellbeing and Education Safeguarding	31/08/2029

### Priority 3: Strength and sustainability

We will ensure that our family of schools, children’s centres and settings are strong, sustainable and financially viable, working in partnership to provide the best possible outcome for their children, with appropriate supports and accountabilities in place.

We will develop a sustainable, area-based planning model that ensures every school and setting sees itself as part of a borough-wide approach, working together to ensure schools are flexible enough to adapt to the changing population of the borough, prioritising the need to support disadvantaged communities, while remaining ambitious for our children.

As part of this work, a recruitment and retention strategy will be developed to ensure that the best members of staff are employed to work with our children and young people.

Led by: Assistant Director of School Estates, Assistant Director for Early Years, Early Help and Wellbeing

**Key goals include:**

- Ensuring our family of schools, children’s centres, family hubs and settings are strong, sustainable, and financially viable through partnership working and a borough-wide planning model.
- Schools and settings continue to offer a high quality education for their pupils supporting both academic attainment and wellbeing.
- Development of a recruitment and retention strategy to ensure that the best members of staff are employed to work with our children and young people.

**Key actions include:**

- Effective risk analysis with accurate and timely financial reporting from schools and children’s centres.
- Introduction of an annual school and settings sustainability review to ensure up-to-date data is collected and analysed before making decisions.
- Supporting schools and settings to develop their financial expertise and share best practices.
- Completing the childcare sufficiency assessment every two years, tracking childcare places, demand, and level of occupancy.
- Ensure a sufficiency plan for the Charedi Orthodox Jewish Community is in place.
- Developing a school and children’s centers estate strategy with a clear plan to manage challenges like surplus places, falling rolls, and SEND provision.
- Supporting school communities through change to support the wellbeing of children and families.

**Key indicators of success include:**

- Ofsted and pupil outcomes remain strong.
- Schools are financially sustainable and maintain balanced budgets.
- Effective leadership, safeguarding, and governance across all schools and settings, with a focus on budget management and strategic planning.

- Data management is robust, supporting school development and financial monitoring.
- Support for schools includes recruitment and retention, professional development, and collaborative partnerships.
- Strategies in place for childcare provision, early years funding, and school place planning, including independent school places for Charedi children.
- Education Property and Asset Management aligned with the School Organisation Plan.
- Appropriate provision for SEND and AP is planned in the appropriate community areas
- Building community cohesion through effective engagement in organisational changes, supported through the WAMHS programme
- Implementation of a strategy enabling independent settings to convert to maintained school status where they are able to do so.



**Priority 3: Strength and Sustainability**

**Led by Assistant Director of School Estates and Assistant Director for Early Years, Early Help and Wellbeing**

**We will ensure that our family of schools, children’s centres and settings are strong, sustainable and financially viable, working in partnership to provide the best possible outcome for their children, with appropriate supports and accountabilities in place.**

**We will develop a sustainable, area-based planning model that ensures every school and setting sees itself as part of a borough-wide approach, working together to ensure schools are flexible enough to adapt to the changing population of the borough, prioritising the need to support disadvantaged communities, while remaining ambitious for our children. This includes key groups (including the Charedi Orthodox Jewish Community).**

**As part of this work, recruitment and retention strategy will be developed to ensure that the best members of staff are employed to work with our children and young people**

**Key indicator:** Provision across the borough is sustainable and maintains a high quality offer recognised by the Ofsted report card system and evidence through sustained high achievement across accountability measures

**Funding implications:**

- The bulk of the priority will be delivered through existing resources

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Effective risk analysis with schools submitting accurate and timely financial reporting</p>	<ul style="list-style-type: none"> <li>● Ofsted outcomes remain strong</li> <li>● Financial sustainability: termly budget returns reviewed by Schools Finance show increasing sustainability with a healthy DSG schools block</li> <li>● Financial audits and reviews show schools managing risk effectively.</li> <li>● Evidence of structured engagement with schools who have a budget deficit.</li> <li>● Leadership and management</li> <li>● Ensuring that schools and settings are meeting the expected standards for pupil safeguarding, suspensions, and exclusions</li> <li>● Governance of budget setting and strategic forecasts is effective</li> <li>● Governing boards to ensure short and long term strategic plans are aligned, with clear investment costs included in budget planning</li> </ul>	<ul style="list-style-type: none"> <li>● Good or better Ofsted judgements</li> <li>● Pupil outcomes</li> <li>● Reduction in disproportionality in suspensions and exclusion</li> <li>● School budget audits</li> <li>● Early Help referrals data</li> <li>● Annual evaluation of SFVS shows increased system health</li> <li>● The Schools Block of the Designated Schools Grant remains in a balanced state.</li> </ul>	<p>Assistant Director School Estates</p> <p>Assistant Director Early Years, Early Help and Wellbeing</p> <p>Schools Finance/ Head of Schools Finance</p>	<p>31/07/2026</p>
<p>Introduce an annual school and setting sustainability review to ensure accurate knowledge is held on schools and settings</p>	<ul style="list-style-type: none"> <li>● A database is developed with schools and setting to share information enabling them to form and explore partnerships</li> <li>● Annual collation of vacant school places, pupil numbers mobility and cumulative year end financial position.</li> <li>● Sufficiency of independent school places for Charedi children is</li> </ul>	<ul style="list-style-type: none"> <li>● Increasingly stable pupil numbers in schools and settings</li> </ul>	<p>Assistant Director School Estates</p> <p>Assistant Director Early Years, Early Help and Wellbeing</p> <p>Schools Finance/ Head of Schools Finance</p>	<p>31/07/2026</p>

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Provide a robust system of training and advice for school leaders on Financial management</p>	<ul style="list-style-type: none"> <li>● Budget setting, planning, and monitoring.</li> <li>● Understanding and interpreting financial reports.</li> <li>● Compliance with financial regulations (e.g., Schools Financial Handbook).</li> <li>● Integrated Curriculum and Financial Planning (ICFP).</li> <li>● Strategic resource management and cost-saving strategies.</li> <li>● Roles and responsibilities of headteachers, governors, and business managers in financial oversight.</li> </ul>	<p>Schools and settings can evidence strong financial management through the following actions and documentation:</p> <ul style="list-style-type: none"> <li>● Robust Budget Planning and Forecasting:</li> <li>● Well-informed, balanced annual budgets that align with the school/ settings’s development plan and educational priorities.</li> <li>● Multi-year financial projections (3-5 years) that model different scenarios, especially regarding pupil numbers and staffing changes.</li> <li>● Regular, real-time monitoring of income and expenditure against the budget, with clear narrative explanations for any variations and planned corrective actions.</li> </ul>	<p>Assistant Director School Estates</p> <p>Assistant Director Early Years, Early Help and Wellbeing</p> <p>Schools Finance/ Head of Schools Finance</p>	<p>31/07/2026</p>
<p>Financial expertise is utilised in every school and setting.</p>	<ul style="list-style-type: none"> <li>● There is evidence of sound financial management with regard to budget and forecasting; accounting functions and strategic decision making.</li> <li>● High-quality SBM are located in one school or groups of schools</li> <li>● HE finance supports recruitment and brokering partnerships between schools.</li> <li>● SBMs are part of a best-practice sharing network ensuring continuous improvement and development</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent, accurate, timely accounting and financial reporting is available to all heads, governing boards and the LA</li> </ul>	<p>Schools Finance/ Head of Schools Finance</p> <p>Advisory Headteacher to the School Estates Strategy</p>	<p>31/07/2026</p>

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
Complete childcare sufficiency assessment every 2 years	<ul style="list-style-type: none"> <li>Annual audit of childcare places, occupancy, and demand is tracked.</li> <li>Opportunities to share best practice and setting to setting support are gleaned and cascaded to settings from the assessment.</li> <li>Targeted campaigns to increase provision in geographical areas with gaps such as provision for Charedi children.</li> <li>Continuous professional development is evolved ensuring opportunities meet setting needs</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient childcare to take up funded entitlement, employment and training.</li> <li>Percentage take up of early years funded entitlement increases</li> </ul>	Assistant Director Early Years, Early Health and Wellbeing  Head of Children & Family Hubs and Early Help Systems	Ongoing

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Develop the school and children’s centres estate strategy with a clear plan for managing the challenges the estate is facing including surplus places, falling roles, SEND provision and a disproportionate impact on disadvantaged communities.</p>	<ul style="list-style-type: none"> <li>• Annual school roll projections, including the SEND/AP sufficiency assessment, that will be used to inform strategic planning and decision making</li> <li>• School and settings area based collaborative partnerships are promoted with LA guidance.</li> <li>• The new school partnership model aligned with Children &amp; Family Hubs and PCN neighbourhoods.</li> <li>• Establish Area Based Working Groups to consider place provision and sufficiency, supported by effective data analysis.</li> <li>• A database is developed with schools and settings to share information enabling them to form and explore partnerships</li> <li>• Establish Corporate Advisory Board to monitor and review School Estates Strategy, including recommending changes where necessary.</li> <li>• Explore new models of school organisation and consider organisational changes to schools and settings, ensuring sufficiency, accessibility and financial sustainability.</li> <li>• New workforce strategy to support staff development, recruitment and retention during organisational change.</li> <li>• Ensure Education Property and Asset Management approaches are aligned with the priorities of the schools estate strategy.</li> <li>• Building community cohesion through effective engagement when developing and considering organisational changes to schools and settings.</li> <li>• Strategy is developed to enable independent settings to convert to maintained school status, where this supports improvement in education quality and standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting to setting support is in place</li> <li>• Engagement in community partnerships</li> <li>• Reduction in surplus places, whilst ensuring strong sustainable education settings, providing equal access to all children and families and ensuring the support is appropriate for the local community.</li> <li>• An effective workforce development strategy to inform planning, decision making, whilst supporting staff development, deployment, and retention, in Hackney schools and settings.</li> <li>• Ensure that every child has access to high quality learning and recreational facilities in their education setting.</li> <li>• School feedback reports that a sense of community and belonging has been achieved by ensuring that all residential groups are involved in local decision- making.</li> <li>• Two or more local independent schools have converted to the LA maintained schools sector, under the Voluntary Aided status.</li> </ul>	<p>Assistant Director School Estates</p>	<p>Strategy introduced 21/10//2025</p> <p>Steering groups established by 31/03/026</p> <p>Database developed by 31/03/2026</p> <p>Partnership model finalised by 31/08/2026</p> <p>Independent school strategy developed by 31/08/2027</p>

## Priority 4: Sustainable school improvement

We will deliver a local education system that remains successful, affordable and sustainable. While adapting to meet the future needs of children and families. We will identify and share best practice across our schools and settings, strengthening collaboration and innovation so that Hackney's strong provision, support for health and wellbeing, and high outcomes are maintained and built upon. Our way of working will ensure schools and settings can both learn from and support each other, while placing child well-being, safeguarding, and sustainability at the centre of improvement.

**Led by: Head of School Performance and Improvement**

### Key goals include:

- Delivery of a local education system that is successful, affordable, and sustainable.
- Ensuring Hackney's strong provision and high outcomes and support for health and wellbeing are maintained.
- Ensuring Hackney's way of working enables and encourages settings, schools, academies, early years, and independent providers to collaborate and learn from each other.

### Key actions include:

- Develop smart brokering and commissioning to ensure that schools and settings are better able to support each other.
- Continue to improve the WAMHS partnership with health to support all schools in creating environments where children learn and develop socially and emotionally, as well as academically.
- Encouraging collaboration, openness and trust, based on models of

effective collaboration.

- Promoting partnerships and collective responsibility, including the existing partnership between CAMHS and Hackney Education
- Supporting schools to use artificial intelligence in ways which are safe and effective, and both help them reduce their workload and think about the best ways to teach children about it.
- Creating a database of practice of the strengths and areas of expertise our schools have, to make sharing and learning from each other easier.
- Developing a school support offer and a training offer for staff in independent schools, including building on the existing WAMHS offer
- Supporting a wider post-16 offer with academic, vocational, and technical routes.

### Key indicators of success include:

- A clear framework is developed for settings, schools and academies that facilitates openness, trust, partnership and collective responsibility, that promotes excellence, belonging, diversity and inclusivity. Setting up ways of working that encourage openness, teamwork, and strong relationships within each Children & Families Hub neighbourhoods.
- Development of a database mapping key strengths of schools, federations, and Multi Academy Trusts which helps them identify best practice in other settings.
- Established and consistent use of the database to support schools and settings in forming partnerships.
- More opportunities for schools and setting to develop innovative ideas and support each other across the borough.

- An expanded coaching programme to support our headteachers and school leaders.
- Continued support of borough professional development through more school to school delivery.
- Further develop our ‘communities of practice’ model and ‘professional learning exchanges’ (meetings of teachers and leaders across schools who work in the same areas) and WAMHS partnerships across secondary schools and roll this out to primary schools.
- A diversified local offer providing young people with suitable progression routes, including academic, vocational, and technical education, apprenticeships, or employment, with effective support for young peoples’ wellbeing
- Improved social, emotional and academic outcomes for children in independent schools and settings.



#### Priority 4: Sustainable School Improvement

##### Led by Head of School Performance and Improvement

**We will deliver a local education system that remains successful, affordable and sustainable. While adapting to meet the future needs of children and families. We will identify and share best practice across our schools and settings, strengthening collaboration and innovation so that Hackney's strong provision, support for health and wellbeing, and high outcomes are maintained and built upon. Our way of working will ensure schools and settings can both learn from and support each other, while placing child wellbeing, safeguarding, and sustainability at the centre of improvement.**

**Key indicator:** A clear framework for settings, schools and academies that facilitates openness, trust, partnership and collective responsibility, that promotes excellence, belonging, diversity and inclusivity.

This framework focuses on delivering a local education system that is successful, affordable, and sustainable, while remaining responsive to the needs of the community. It seeks to maintain Hackney's strong educational provision and high outcomes, with a clear commitment to addressing gaps in equity and access so that all learners can thrive. The framework enables schools, early years settings, academies, and independent providers to collaborate effectively, fostering innovation and the sharing of best practice across the education sector. It also embeds sustainability within education, promoting climate awareness, supporting family retention, and strengthening early years foundations to ensure long-term community resilience. In addition, the framework prioritises the expansion of safe and inclusive post-16 pathways, ensuring that all young people in Hackney have access to high-quality opportunities that prepare them for further education, employment, and adult life.

##### **Funding Implications:**

- The bulk of the priority will be delivered through existing resources facilitated by a system re-design including the rationalisation of traded income.

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
Develop smart brokering and commissioning to ensure that schools are better able to support each other	<ul style="list-style-type: none"> <li>Children and Family Hub neighbourhoods are used as a vehicle for school to school support</li> <li>A clear brokering framework is developed that promotes partnership and collective responsibility</li> <li>Principles for partnerships are developed through the school improvement team</li> </ul>	<ul style="list-style-type: none"> <li>Engage with SIPs and hubs; map local expertise; pilot brokering arrangements</li> <li>High Ofsted outcomes against the new score card</li> <li>Improved outcomes for lower performing groups</li> <li>Integrated financial and curriculum approaches led to fewer deficit budgets</li> </ul>	Head of School Performance Improvement School Improvement Team/Improvement Partners Hub Leads; Headteachers	31/12/2026
Strengthen collaboration through neighbourhood models, peer coaching, and partnerships	<ul style="list-style-type: none"> <li>Increased participation in peer coaching and professional exchanges</li> </ul>	<ul style="list-style-type: none"> <li>Launch neighbourhood collaboration programme; monitor engagement</li> </ul>	Head of School Improvement; SIPs; School Leaders	Initial launch 2025; ongoing
Develop a real time directory of practice, making this central to local arrangements	<ul style="list-style-type: none"> <li>Key strengths of schools, federations and Multi Academy Trusts, are mapped with a commitment, or pledge, into a real time 'database'</li> <li>Delivery of practice is trialled and tested with a group of schools</li> <li>Delivery of Practice enables schools to contact each other forming relationships</li> <li>Schools actively connected via hubs; positive feedback from pilot schools</li> </ul>	<ul style="list-style-type: none"> <li>Number of schools on the directory of practice</li> <li>Number of exchanges</li> <li>High Ofsted outcomes against the new score card</li> <li>Improved outcomes for lower performing groups</li> <li>Integrated financial and curriculum approaches led to fewer deficit budgets</li> </ul>	Head of School Performance Improvement School Improvement Team/Improvement Partners	31/08/2026

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
Align the school improvement team to the Children and Family Hubs model to bring greater cohesion to the desired model	<ul style="list-style-type: none"> <li>Provide workforce development to the re-imagine the system to align advisers and other school improvement personnel with neighbourhoods</li> </ul>	<ul style="list-style-type: none"> <li>High Ofsted outcomes against the new score card</li> <li>Improved outcomes for lower performing groups</li> <li>Integrated financial and curriculum approaches led to fewer deficit budgets</li> </ul>	Head of School Performance Improvement School Improvement Team/Improvement Partners	31/08/2026
Strengthen safeguarding and well-being across all communities	<ul style="list-style-type: none"> <li>Improved safeguarding audit outcomes; feedback from Independent schools</li> <li>Annual reviews and audits</li> </ul>	<ul style="list-style-type: none"> <li>Deliver borough-wide safeguarding training and well-being workshops</li> </ul>	SEND team Safeguarding team WAMHS clinicians School Improvement team	ongoing
Develop capacity and promote systems leadership by offering routes for professional development across the borough and in each neighbourhood led by need	<ul style="list-style-type: none"> <li>CPD is supported by School to School delivery</li> <li>The communities of practice model is embedded in secondary schools and rolled out to primary schools</li> <li>Professional learning exchanges are embedded</li> <li>There is a clear map showing routes for professional development for all</li> </ul>	<ul style="list-style-type: none"> <li>Increased take up of school CPD offer</li> <li>School</li> </ul>	Head of School Improvement	31/08/2026

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Develop a holistic and attractive offer for young people to continue their post-16 education in Hackney</p>	<ul style="list-style-type: none"> <li>• The local offer is diversified and provides young people with suitable progression routes including academic, vocational and technical education routes including T Levels, apprenticeships or employment</li> <li>• Careers education, information, advice and guidance is effective across the borough and responds to changes in the Gatsby Benchmarks</li> <li>• Young people, including those with SEND and in alternative provision, receive comprehensive support for their transition to adulthood.</li> <li>• The offer for SEND pupils is aligned with support being provided by the SEND team.</li> <li>• Schools/sixth forms, employers, collaborate on projects and create pathways for student engagement and employment</li> </ul>	<ul style="list-style-type: none"> <li>• The number of children taking up the post 16 offer increases</li> <li>• The number of children who are NEET (Not in education, employment or training) decreases</li> <li>• Improved engagement and outcomes for all young people including those with SEND or in alternative provision, ensuring access to meaningful post-16 pathways.</li> </ul>	<p>Post 16 Senior Advisor</p>	<p>31/08/2027</p>
<p>Develop a school improvement offer for independent schools with a focus on the Charedi Orthodox Jewish community</p>	<ul style="list-style-type: none"> <li>• A costed, school improvement appropriate to independent schools is developed with the community and implemented</li> <li>• School to school support is brokered to independent schools from maintained schools, in neighbourhoods where possible.</li> <li>• A pathway for teachers in independent schools to gain qualifications is developed</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Ofsted outcomes for Charedi school</li> </ul>	<p>Head of school improvement School improvement adviser</p>	<p>School improvement offer developed by 31/12/2026 Training offer developed by 21/12/2026 School to school support in place by 31/08/2027</p>

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
Review risk assessment procedures and good to great policy to align with proposed changes to school to school support.	<ul style="list-style-type: none"> <li>• Risk and controls align with new priorities and</li> </ul>	<ul style="list-style-type: none"> <li>• Controls align with renewed risk measures</li> </ul>	Head of school improvement	Developed by 31/08/2026

## Priority 5: Equity for children and families

Our steadfast commitment is to work in genuine partnership with children, families, schools, and educational settings to shape the best possible future for every child. Central to this vision is a determination to promote equity of opportunity and to provide focused, high-impact support that enables all children, particularly those who experience systemic barriers to flourish. We are dedicated to strengthening our engagement with, and support for, Black Caribbean, Turkish, Kurdish, Charedi communities and others, recognising their vital contribution to our shared success. We affirm that parents and carers will be authentically, meaningfully, and strategically involved in shaping and enriching their children's learning and development journey.

Led by: System Leader for Diversity and Inclusion and Head of School Improvement

### Key goals include:

- Working with children, families, and schools to ensure they have better social, emotional and academic outcomes, especially for children that may need more support to thrive.
- Working with schools and settings to ensure children living in poverty are supported in the best possible way.
- Ensuring parents and carers are listened to and have a say in the learning and development of their children.



**Key actions include:**

- Developing support for schools to engage effectively with parents and carers, particularly vulnerable groups.
- Developing updated anti-racist training and support for schools, based on the Hackney Education Anti-Racist Practice Standards.
- Sharing of best practice for raising the achievement of children of Black Caribbean heritage.
- Developing an English as an Additional Language (EAL) support package for schools, initially focusing on children of Turkish, Kurdish, and Turkish Cypriot heritage.
- Building on our strong track record with reading, developing a cohesive approach to reading for groups of children who require more support earlier.
- Support the development of Black and Global Majority leaders in schools, settings and in Hackney Education.

**Key indicators of success include:**

- Improved achievement and narrowing of academic gaps means that children and young people's needs are being met. Disproportionality in exclusions for certain groups is eradicated.
- Improved social, emotional and academic outcomes for children of Black Caribbean heritage and children of Turkish, Kurdish, and Turkish Cypriot heritage.
- Opportunities for mediation and advocacy for parents and carers

- Support provided to school leaders and governors in proactively and effectively managing concerns and complaints.
- Improved social, emotional and academic outcomes for pupils and children who may need more support to thrive, including those in independent schools and settings
- An effective English as an Additional Language (EAL) support offer in place, based on best practice

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**Central to this vision is a determination to promote equity of opportunity and to provide focused, high-impact support that enables all children, particularly those who experience systemic barriers to flourish.**

**Priority 5: Equity for children and families**

**Led by System Leader for Diversity and Inclusion and Head of School Improvement**

**We are committed to working with children, families, schools, and settings to achieve the best possible outcomes for every child, with a particular focus on ensuring equitable opportunities and targeted support for those who may need it most to thrive. We will ensure parents and carers are meaningfully and appropriately engaged and involved in their children’s learning and development.**

**Key indicator: Improved achievement and narrowing of academic gaps means that children and young people’s needs are being met. Disproportionality in exclusions for certain groups is eradicated.**

**Funding Implications:**

- The bulk of the priority will be delivered through existing resources facilitated by a system redesign including the rationalisation of traded income.

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Develop and provide support for schools and settings to engage more proactively and effectively with parents and carers, particularly with groups who are vulnerable to being underserved.</p>	<ul style="list-style-type: none"> <li>• Mediation and advocacy are developed as part of the HEALS offer (see priority 2)</li> <li>• Support is provided to school leaders including governors to ensure concerns and complaints are managed proactively and effectively</li> <li>• Best practice case studies from Hackney schools and settings are shared to highlight best practice. These include but are not limited to examples such as (poverty reduction, SEND, inclusion, anti racism, school estates, etc.)</li> <li>• School to schools support is brokered where needed in areas identified by schools, SIPs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in the number of complaints and concerts received about schools</li> <li>• School to school support figures</li> </ul>	<p>Diversity and Inclusion System Leader</p> <p>Parent and Carer engagement system leader</p> <p>Governance operations manager</p> <p>School improvement partners</p>	<p>31/08/2026</p>

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Develop an updated anti-racist training and support offer for schools and settings based on the <b>Hackney Education Anti-Racist Practice Standards</b> and offer this to schools in a sustainable way, ensuring this is widely available.</p>	<ul style="list-style-type: none"> <li>● The training will support members of to:                             <ul style="list-style-type: none"> <li>* Develop their racial literacy</li> <li>* Understand systemic racism</li> <li>* Mitigate implicit bias</li> <li>* Address microaggressions and promote inclusive communication</li> <li>* Cultivate cultural competency</li> <li>* Prepare for global citizenship</li> <li>* Strengthen community partnership</li> <li>* This training will be made available</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● A high number of schools engage with the training</li> </ul>	<p>System Leader for DIversity and Inclusion</p> <p>School Improvement Partners</p>	<p>Training rolled out from 01/09/2025 and embedded and reviewed by 31/07/2026</p>
<p>Ensure improved academic outcomes for underserved groups so they are at least in line with local averages at every stage of education.</p>	<ul style="list-style-type: none"> <li>● A working party will be created with headteachers to plan a cycle of work to form part of raising achievement</li> <li>● Continue to apply for Turing Scheme funding with its focus on providing underserved groups the opportunity to take part in international experiences in order to develop their confidence, resilience, independence and raising their aspirations.</li> <li>● Best practice examples are collected and shared of schools working directly with schools leaders to raise achievement</li> <li>● Parents from underserved groups experience positive engagement by their schools and feel understood and included.</li> </ul>	<ul style="list-style-type: none"> <li>● Improved academic outcomes for pupils from underserved groups, so they are at least in line with local averages at every stage of education.</li> <li>● A reduction in the overrepresentation of pupils from specific underserved groups including Black Caribbean at SEN+, especially for SEMH</li> </ul>	<p>Senior Primary Leadership and Management Advisor</p> <p>System Leader for Diversity and Inclusion</p>	<p>Raising achievement plan by 31/07/2026</p> <p>And fully implemented 31/07/2027</p>

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
Address the over-representation of Black Caribbean (BC) and Turkish, Kurdish and Turkish Cypriot (TKTC) pupils in Special Educational Needs (SEN) Support data.	<ul style="list-style-type: none"> <li>Better data and a school-led moderation process around SEN support, to promote consistent strong practice in the use of Right Support Right Time in schools. This will be achieved in collaboration with the data and SEND teams.</li> <li>Parents are supported to understand how to support their children to assessment where needed</li> </ul>	<ul style="list-style-type: none"> <li>SEND register data</li> <li>Survey (TBC)</li> </ul>	Senior Primary Leadership and Management Advisor SEND team MISA team	31/07/2026
Develop an English as an Additional Language (EAL) support package for schools, initially focusing on TKTC pupils.	<ul style="list-style-type: none"> <li>An effective EAL support offer is in place for schools, developed on the basis of evidential best practice. This may involve training and resources. The impact will be better outcomes for EAL pupils and a reduction in TKTC pupils identified as SEN, with a primary speech and language need.</li> <li>Parents and the wider community are engaged to support this</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes for pupils improve</li> </ul>	Senior Primary Leadership and Management Advisor	31/07/2027
Develop a cohesive approach to reading for underserved groups with a focus on clarifying who are the lowest 20% in reading in Hackney schools.	<ul style="list-style-type: none"> <li>Ensure there is a focus on early identification and early intervention</li> <li>Pilot projects are developed and monitored longitudinally (over time) to measure impact Y1 to Y6. Shared data is used to continuously refine the approach.</li> <li>The LA reading approach is updated to account for the changes</li> <li>Expand provision beyond phonics in KS1 for students who are unsuccessful with a phonics first approach.</li> </ul>	<ul style="list-style-type: none"> <li>Improved achievement and narrowing of gaps for children from historically underperforming groups at Key Stage 2.</li> </ul>	Senior Primary Leadership and Management Advisor Reading support advisors	31/08/2028

Actions	Key indicators of success	Performance metrics	Responsible Officers and Linked Services	Dates and deadlines
<p>Develop a robust pipeline of Black &amp; global majority leaders to ensure equitable representation across leadership tiers.</p>	<ul style="list-style-type: none"> <li>• Appropriate development programmes are created to ensure that potential Black/Global Majority are identified and supported to progress to leadership</li> <li>• A network for Black/Global Majority staff is developed</li> <li>• Routes are explored promote leadership possibilities, opportunities and roles for Black/Global Majority staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increased progression opportunities for Black and global majority staff</li> </ul>	<p>System Leader for Diversity and Inclusion</p>	<p>31/08/2028</p>

