

# Hackney Local SEND Reform Plan

June 2026





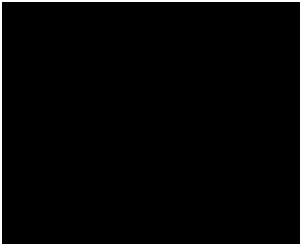
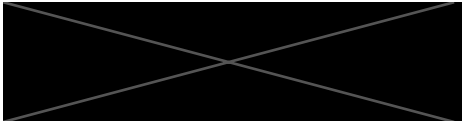
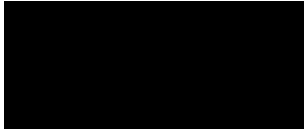
# Hackney Local SEND Reform Plan

**Name of Local Authority:** London Borough of Hackney

**Name of Integrated Care Board:** NHS North East London

**Local SEND Reform Plan SRO:** Jason Marantz, Yvonne Wade (joint SROs for plan submission) Sarah Darcy (Health SRO)

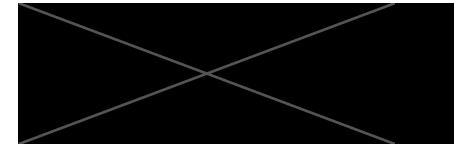
## Signatories

| Role                | Name                 | Signature                                                                             | Email contact                                                                         | Date       |
|---------------------|----------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------|
| LA Chief Executive  | Dawn Carter-McDonald |   |   | 17/06/2026 |
| ICB Chief Executive | Dr Nnenna Osuji      |  |  | 17/06/2026 |



ICB Director for  
Neighbourhood  
Delivery (ONEL), and  
ICB SRO for SEND

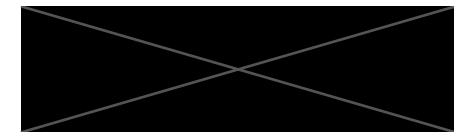
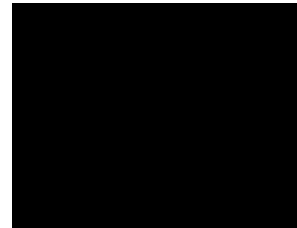
Luke Burton



17/06/2026

Section 151 Officer

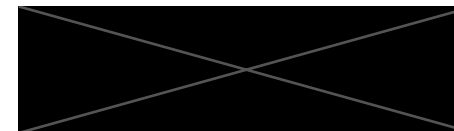
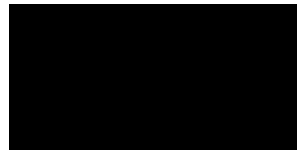
Naeem Ahmed



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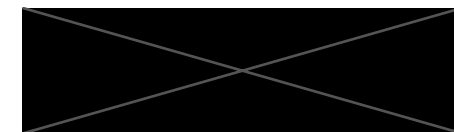
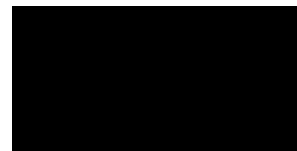
Louise Humphreys



17/06/2026

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and Inclusion

Jason Marantz

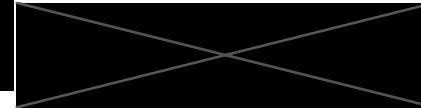


17/06/2026



SRO

Yvonne Wade



17/06/2026

Head of SEND  
coordination (INEL),  
ICB

Sarah Darcy



17/06/2026



## Executive Summary

A brief summary of your local system 'change story' – your local context, where you are now, where you want to get to in the next 3 years, how you know you are succeeding and how you will know you have achieved your vision for the next 3 years. Please include a brief qualitative summary. This summary should also include your assessment of current and forecast performance against the headline metrics.

Please structure your 'change story' using the following aims:

- *Build a 0-25 system where children and young people receive support to achieve and thrive through (a) more inclusive settings and (b) stronger local partnerships*
- *Improve capacity and capability of the mainstream and specialist workforce to identify and meet need*
- *Improve confidence of children, families, and stakeholders in reform and readiness of the system*
- *Stabilise finances and improve value for money*

Over the next three years, the Local Area Partnership will build on existing good practice in SEND and fundamentally change its structures, systems, and delivery models. Moving away from a reactive, crisis-driven system that over-relies on high-cost out-of-borough placements, we will transition toward a locality-based collaborative approach built on proactive inclusion. This 'invest-to-save' strategy ensures that 'inclusive mainstream by default' becomes a sustainable, lived reality where every child belongs, thrives, and achieves close to home.

*Build a 0-25 system where children and young people receive support to achieve and thrive through (a) more inclusive settings and (b) stronger local partnerships*

- To remove the physical and knowledge barriers that force an over-reliance on specialist settings, we are rebalancing our infrastructure from the ground up.

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- We will use four geographically defined localities to drive local partnerships and deploy targeted resources based on real-time needs data.
  - By identifying 'Beacons of Excellence' within our specialist landscape and special schools, we will create inclusion networks to share expertise across mainstream environments.
  - Supported by capital plans, this will achieve a **150% increase in mainstream inclusion base capacity during the 28/29 financial year**, establishing a robust middle layer of local provision.

*Improve capacity and capability of the mainstream and specialist workforce to identify and meet need*

- We will empower our workforce with immediate expertise and data to support effective early intervention and reduced escalation to statutory intervention.
- Termly Strategic Multi-Agency Planning (SMAP) Meetings will bring senior leaders, SENCos, School Improvement Partners, and specialists together to proactively analyse data profiles and strategically deploy resources before barriers escalate.
- Through the deployment of Locality Inclusion Teams (LITs) as 'Experts at Hand' linked to the Hackney Education Alternative Learning Service (HEALS) and Best Start Family Hubs, we will upskill staff to implement effective interventions and Quality First Teaching.
- This workforce transformation will support a 48% increase in children without EHCPs receiving intervention from specialists and a predicted **27.1% reduction in permanent exclusions of pupils with SEN**.

*Improve confidence of children, families, and stakeholders in reform and readiness of the system*

- We will rebuild eroded stakeholder trust by replacing ambiguity with transparency, fairness, and a predictable pathway.
- A centralised Single Inclusion Data Source will guarantee a data-driven focus across all settings.
- We will streamline our Graduated Response into four clear tiers in line with the five areas of development, facilitating early identification and launching portable, dynamic Digital ISPs to eradicate painful transition cliffs.
- By strictly aligning all specialist admission criteria with this Graduated Response, pathways will be fair and clear, resulting in a **7.8% reduction in the proportion of EHCNAs that result in an EHCP** as families gain faith in non-statutory support.

*Stabilise finances and improve value for money*

- Financial sustainability will be achieved not through cost-cutting, but through systemic stabilisation.
- By transitioning from reactive, isolated out-of-borough placements to a highly coordinated, local 'invest-to-save' architecture, we will



redirect High Needs Block funding into robust early intervention and internal mainstream bases.

- This strategic realignment creates an equitable system that improves long-term outcomes for Hackney's children and young people, allowing us to successfully **sustain forecast expenditure growth at 4% without further relying on block transfers**.

## Section 1 – Vision and Goals

### 1. What the local area partnership is trying to achieve?

*Please set out your goals for your local system. These should be clear, aligned to the vision set out in the Schools White Paper, small in number and measurable. These goals should include clear reference to:*

- *Outcomes for children*
- *Confidence of parents, carers and young people in the system*
- *Management of finances to secure value for money*

Our vision is for a borough where every child belongs, thrives, and achieves within their local community, empowered by a collaborative system of support built on child and family voice whilst leveraging our strong schools and settings - with inclusion as our uncompromising marker of success. Growing up in Hackney will mean a start in life where background is irrelevant to achievement. Access to the right support, in the right place, at the right time ensures every child is the architect of their own destiny.

### **Goal 1: Ensure that children and young people with SEND can achieve better outcomes in Hackney, so that they can achieve their potential**

- We will achieve this by establishing a comprehensive Universal Offer and robust 'middle layer' of targeted support, with CYP being more effectively supported to sustain their local education placements. As a result, we will rebalance our system away from an over-reliance on specialist placements.
- We will see a 10% annual decrease in suspension and permanent exclusion rates of children with SEN and a 20% reduction of young people with SEN categorised as NEET by 2029, while sustaining the current attainment level of CYP with SEN.



## Goal 2: Restore the confidence of parents, carers and young people in the system, working together effectively in partnership

- We will achieve this by moving to a 'needs-led' system, grounded by a partnership-wide Universal Offer Agreement, where families feel supported without statutory escalation. Schools and settings will benefit from a strong service and be equal partners on this journey.
- We will see a significant increase in the number of children receiving specialist support without requiring an EHC Plan and a decreased proportion of cases escalating to tribunal, resulting in a 8% reduction in request rates for EHCNAs.

## Goal 3: Establish financial stability in our High Needs Block expenditure, to ensure the improvements we make are sustainable

- We will achieve this by shifting from reactive placements to proactive intervention, investing in a robust 'middle layer' of inclusive, local provision which reduces our dependency on Independent Non-Maintained Special Schools (INMSS) and out-of-borough placements.
- We will see stabilised unit costs, reduced transport expenditure, significantly increased inclusion base capacity, and effective early intervention pathways, allowing us to **sustain our annual HNB expenditure increase at 4%** without requiring a block transfer.

## Section 2 – Strategy

### 2. Where the local area partnership expects to be in the next 3 years

A description of what your local system would look like in the next 3 years in line with the national vision set out in the Schools White Paper and set within the context of where you are starting from as a local system.

In particular, as commissioning system partners, you should reflect on and agree what your fully fledged **Experts At Hand Offer** model should be and how this will be deployed via mainstream settings and providers (including those not based in your area – e.g. further education colleges attended by your young people) to build their capacity as well as identify and meet the needs of children and young people earlier and without the need for a statutory assessment for Education, Health and Care.

To help you fully consider the scope and scale of change required, you may find it useful to structure your response using these 4 building blocks of an inclusive system, reflecting on what is working well in your system, what you are most worried about, what needs to change, and how the enablers will help you achieve your 3 year vision.

When summarising where your local area partnership currently is, please include an assessment of where you are in reference to the core minimum requirements above and how you bridge the gap, making reference to and attaching additional documents that provide underlying evidence for your summary.

**Strengthening inclusion across education settings**— organising places and provision to meet as many needs as possible, as close to home as possible, with all settings and providers moving towards a shared understanding and consistent practices around inclusion.

**System leadership, local partnership collaboration and co-production**— putting in place the enabling conditions across a local area that ensures planning and provision reflects the local area & is joined up, including strategic co-production with parent carers and children and young people.

**Access to specialist support and local placements** – improving collaboration between settings and deploying expertise from a range of specialist and expert sources, to support schools and settings to meet the needs of children and young people earlier and locally.

**Encouraging inclusive culture & behaviours** – using funding and shared accountability towards a system that works for children and families while achieving value for money.

| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                    | Where we are                                                                                                                                                                | Where we will be in the next 3 years                                                                                                                                                                                                                                                 |
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| <b>Building blocks</b><br>Strengthening inclusion across education settings<br>Access to specialist support and local placements<br>System leadership, local partnership collaboration and co-production<br>Encouraging inclusive culture and behaviours<br><br><b>Enablers</b><br>E.g.<br>Capital – investment strategy across EY, mainstream, FE<br>Workforce<br>Data/digital systems | <i>(a short summary of where you are now including a reflection on what is working well, what needs to change and the status of the enablers that underpin your system)</i> | <i>(a short summary of the vision for your local system in the next 3 years including the system enablers, reflecting how your Experts At Hand Offer model will underpin this vision, helping you scale and enhance what is working well and change what is not working so well)</i> |

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| <p><b><u>Strengthening inclusion across education settings</u></b></p> <p><b>The Hackney ‘common language’ toolkit - Right Support, Right Time</b></p> <ul style="list-style-type: none"> <li>• The ‘common language toolkit’ will be available to schools and settings, detailing Ordinarily Available Provision (OAP), clear local examples of what constitutes ‘universal’ and ‘targeted’ support, and supplementary guidance to support a school’s/setting’s interpretation of the National Inclusion Standards as they begin to draft their Inclusion Strategies ahead of the 31st December deadline.</li> <li>• The toolkit will include comprehensive guidance and best practice examples about how to develop and scale support bases and a clear statement of the support the Local Authority (LA) can provide during this phase of the reform.</li> <li>• The toolkit will be refreshed annually, incorporating emerging best practice examples and locality level insight developed through the initial rollout phase.</li> </ul> <p><b>Strategic Multi-Agency Planning (SMAP) Meetings</b></p> <ul style="list-style-type: none"> <li>• This strategic meeting offered to all settings (Primary, Secondary and Post-16) will translate their needs into a borough-wide universal offer.</li> <li>• Leaders, including SENCOs, School Improvement Partners (SIPs), and Locality Inclusion Team (LIT) leads, use these meetings to spot trends in data, strategically deploy resources, and align DfE funding with inclusion strategies.</li> <li>• Early Years (EY) settings utilise a similar model attended by senior leadership and a Multi-Disciplinary Team (MDT) consisting of Area SENCOs, Speech and Language Therapists (SaLTs), and Educational Psychologists (EPs).</li> <li>• SMAP meetings conduct gap analyses to strengthen proactive, early intervention services provided by SaLT, EP, specialist teaching, Hackney Education Alternative Learning Service (HEALS), Occupational Therapy (OT), Mental Health in Schools Team (MHST) and guide the Continuous Professional Development (CPD) offer.</li> <li>• Information from the SMAP meeting will be appropriately cascaded to wider LITs through established locality</li> </ul> | <p><b><u>Strengthening inclusion across education settings</u></b></p> <p><b>The Hackney ‘common language’ toolkit - Right Support, Right Time</b></p> <ul style="list-style-type: none"> <li>• General educational outcomes for many children and young people with SEND in Hackney schools compare favourably to national averages. Currently, the landscape of inclusive provision across Hackney remains variable for some children, with some strong examples of good practice, including in special schools.</li> <li>• While many of our settings demonstrate exceptional practice, there is a lack of a unified “standard” for what constitutes Universal and Targeted support.</li> <li>• This inconsistency can leave parents and carers feeling that they must secure an Education Health Care Plan (EHCP) to guarantee basic classroom adjustments.</li> </ul> <p><b>Strategic Multi-Agency Planning (SMAP) Meetings</b></p> <ul style="list-style-type: none"> <li>• Hackney currently operates with established multi-agency governance and a shared strategic intent, yet there is a documented “implementation gap” between strategy and operational practice.</li> <li>• Performance data management is not currently robust. While strategic intent is informed by data, it is not integrated into a live dashboard, and lived experience data is not systematically captured alongside performance metrics.</li> <li>• School Improvement Partners currently support Schools with SEND and Inclusion. This good practice will be connected to a wider SEND conversation for a school.</li> <li>• Transition planning remains an area for improvement, particularly from secondary schools to the main Further Education (FE) provider, New City College, with limited processes or forums for education leaders to collaborate effectively.</li> </ul> | <p><b><u>Strengthening inclusion across education settings</u></b></p> <p><b>The Hackney ‘common language’ toolkit - Right Support, Right Time</b></p> <ul style="list-style-type: none"> <li>• <b>By 2029, the Common Language Toolkit will be the operational standard for all Hackney settings, becoming fully accessible to families after testing.</b></li> <li>• Universal understanding of non-statutory entitlements will eliminate ambiguity regarding “ordinarily available” support among staff, parents, and partners.</li> <li>• Standardised definitions will link to revised funding tiers, clarifying support across universal, targeted, and targeted plus levels.</li> <li>• Defining and scaling Targeted Plus support through the toolkit is expected to reduce EHCP request rates.</li> <li>• All mainstream secondary schools will run high-functioning Inclusion Bases following the toolkit’s “Best Practice Playbook”.</li> <li>• Hackney will transition from “pockets of excellence” to a guaranteed baseline of inclusion for all children.</li> </ul> <p><b>Strategic Multi-Agency Planning (SMAP) Meetings</b></p> <ul style="list-style-type: none"> <li>• <b>SMAP meetings will be embedded as a driver of shared and collective working, underpinning a collaborative approach to inclusion, where every child and young person - from their earliest years to their transition into adulthood - belongs, thrives, and achieves within their local community.</b></li> <li>• Our Universal Offer will be refreshed annually through information garnered from SMAP meetings, ensuring both locality- and borough-level input across our educational community. Through high-quality, inclusive teaching and the strategic deployment of LITs we ensure that ‘Right Support, Right Time’ is a reality for every member of our community.</li> </ul> |
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| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| <p>operation meetings with oversight by a named senior lead LIT, to support deployment planning.</p> <p><b>Comprehensive Post-16 and Preparation for Adulthood (PfA) Pathways</b></p> <ul style="list-style-type: none"> <li>Hackney's blueprint creates an inclusive ecosystem for fluid transitions into employment or independence, with all initiatives tailored for SEND needs.</li> <li>To eliminate 14-25 "transition cliffs" the collaborative model unifies schools, providers, and industry. This expands post-16 technical trades re-engaging students via "contextualised" GCSE repeats embedded into technical trades that provide a clear career path for students who prefer "learning by doing" ensuring parity of esteem with academic routes.</li> <li>"Workplace Readiness" will be supported via Young Hackney youth hubs, focusing on soft skills and resilience. We will also expand supported internships and LA-led access to local apprenticeships.</li> <li>HEALS and the 16-19 Not in Education, Employment or Training (NEET) service will collaborate on early risk identification and parent guidance. The NEET Prevention Panel will further target at-risk young people.</li> <li>"Professional Readiness" will be fostered through workforce upskilling and accessible PfA Transition Guidance integrated into mainstream settings and SMAP meetings.</li> </ul> <p><b>School Readiness and EY transitions</b></p> <ul style="list-style-type: none"> <li>Hackney's blueprint for school readiness is rooted in the collaborative approach ensuring every child experiences a seamless journey from EY settings into primary education.</li> <li>We aim to eliminate "transition cliffs" by fostering deep, data-driven collaborations between EY providers, Best Start Family Hubs (BSFHs), and schools.</li> <li>This model prioritises "child-readiness" through early identification, "school-readiness" by upskilling the workforce, and "family-readiness" via integrated community support through our BSFHs.</li> </ul> | <p><b>Comprehensive Post-16 and Preparation for Adulthood (PfA) Pathways</b></p> <ul style="list-style-type: none"> <li>Many Hackney young people seek Post-16 education outside the borough for specific vocational courses or high-reputation institutions.</li> <li>Curriculum breadth is pressured by regional staffing issues and reduced BTEC funding, while student anxiety and absenteeism hinder progress.</li> <li>With only two Hackney settings offering GCSE resits, a provision gap exists for learners needing Grade 4+ English and Maths a "passport" for future opportunities.</li> <li>PfA guidance is not yet standard in mainstream schools, hindering pathway planning for young people.</li> <li>In 2025-26, over 250 Year 11s were identified as being at risk of becoming NEET, but there are insufficient support services to mitigate this.</li> <li>Apprenticeship uptake is low; less than 1% of the 2025 cohort entered "Employment with Training."</li> <li>Supported internships successfully help young people with EHCPs to progress, but a broader variety of employment opportunities is needed.</li> </ul> <p><b>School Readiness and EY transitions</b></p> <ul style="list-style-type: none"> <li>The MDT 'EY Team Around the Setting' (TAS) has been piloted through Delivering Better Value and leveraged corporate investment. While it has shown success in building nursery setting practitioner confidence, many settings still rely on individual statutory applications to "unlock" support.</li> <li>Currently, EY transitions in Hackney are characterised by inconsistent information flow and an understanding of what constitutes "ordinarily available" support across settings.</li> <li>Transition planning is often setting specific rather than</li> </ul> | <p><b>Comprehensive Post-16 and Preparation for Adulthood (PfA) Pathways</b></p> <ul style="list-style-type: none"> <li>Tailored pathways and person-centred support will drive a 20% reduction in NEET rates for young people with SEND.</li> <li>A cohesive network of mainstream schools, independent providers, and industry will ensure consistent transitions and varied options.</li> <li>Vocational routes, including Digital and Green Construction, will achieve parity with academic paths through high-value hands-on learning.</li> <li>By 2029, every child with additional needs will have a Digital Individual Support Plan (ISP), ensuring portable support during post-16 moves.</li> <li>English and Maths will be embedded into technical trades to improve engagement and hands-on learning pass rates.</li> <li>Young Hackney partnerships will integrate wellbeing, soft skills, and resilience training into the 14–19 experience.</li> <li>Strengthened ties between the Employment and Skills (EAS) Team and FE Providers will increase visibility and access to local apprenticeships.</li> <li>The workforce will be upskilled using new PfA Transition Guidance, replacing legacy booklets with accessible, person-centred standards.</li> </ul> <p><b>School Readiness and EY transitions</b></p> <ul style="list-style-type: none"> <li>By 2029, the Hackney (PACE-H) EY Transition Project will be developed and will have identified effective school-readiness indicators.</li> <li>The MDT 'EY TAS' will be incorporated into the LITs and sustain the work of building the confidence of EY practitioners in providing a universal and targeted offer that meets the needs of the majority of the children that they work with.</li> <li>A collaborative approach will ensure that 100% of transition data is clearly communicated and supported by the common language toolkit, making support more accessible across settings.</li> <li>Every child identified with additional needs will have a Digital</li> </ul> |

| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Where we are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Where we will be in the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b><u>Access to specialist support and local placements</u></b></p> <p><b>Access to specialist support:</b></p> <ul style="list-style-type: none"> <li>• Specialists like EPs and SaLTs will be familiar, embedded members of the Team Around the School/Setting, providing regular on-site support rather than a crisis or statutory response (full details of this offer are provided in the supporting document 'Experts at Hand Vision).</li> <li>• LITs unlock high-level expertise for SEN Support pupils, removing 20-week statutory waits or EHCP requirements for specialist help.</li> <li>• A new Experts at Hand (EAH) Impact dashboard will offer operational oversight and outcome tracking. It will use granular demographic and socioeconomic data to ensure initiatives reach underserved groups and reduce disparities.</li> <li>• The Digital ISP makes specialist strategies instantly portable for the child.</li> <li>• LITs act as System Coaches, empowering staff with adaptive strategies to ensure everyday Quality First Teaching tailored to each child.</li> <li>• SMAP gap analysis enables proactive intervention for Speech, Language, Communication (SLCN), Autism (ASD), and Social, Emotional and Mental Health (SEMH) to prevent escalation. Good practice from mainstream, <i>Beacons of Excellence</i>, and specialist settings will be shared partnership-wide.</li> </ul> <p><b>Access to local placements:</b></p> | <p><b><u>Access to specialist support and local placements</u></b></p> <p><b>Access to specialist support:</b></p> <ul style="list-style-type: none"> <li>• Families currently face a crisis-led system with specialists often limited to statutory processes. Access to expertise is frequently delayed by 20-week statutory waits, and a lack of digital infrastructure creates support "cliffs" during transitions. Fragmented outreach causes confusion about how to access support.</li> <li>• Our data-driven EAH model was co-designed via a seven-phase architecture (April–May 2026) led by the Principal Educational Psychologist (PEP) and Designated Clinical Officer (DCO). We engaged cross-system partners through Task and Finish groups, involving the LA, Integrated Care Board (ICB), NHS, and headteachers, while consulting with the Parent Carer Forum (PCF) and Family Hub leads. Guidance from The London Innovation and Improvement Alliance (LiIA) and National Association of Principal Educational Psychologists (NAPEP) refined our direction.</li> <li>• To ensure parent design, the PCF chair participated, and a further stakeholder workshop. The model was informed by neighbourhood data packs covering Clissold Park, London Fields, Shoreditch Park, Springfield Park, Woodberry Wetlands, Well Street Common, and Hackney Marshes to address SEN escalation drivers and target high-volume mainstream cohorts.</li> </ul> | <p><b><u>Access to specialist support and local placements</u></b></p> <p><b>Access to specialist support:</b></p> <ul style="list-style-type: none"> <li>• <b>Children and Young People (CYP) with SEND from EY settings and family hubs through to FE, will have access to timely, targeted, and need-based support, reducing the number of CYP at SEN support level who go on to require an EHCP.</b></li> <li>• <b>By 2029, our EAH model will be fully operational, tested and refined, ready to meet the legal shift in the system. It will be supported by an impact dashboard which provides operational oversight and enables the LITs to be proactive.</b></li> <li>• LITs will embed specialist support within settings, moving from crisis-led responses to proactive system coaching and individual intervention, as required.</li> <li>• High-level expertise will be unlocked at the Targeted/Targeted Plus level, meaning a child's access to help is determined by their need, not a 20-week statutory countdown.</li> <li>• Every child with additional needs will have a Digital ISP, a live document that ensures successful strategies and "what works" moves instantly with them across settings, providing a truly "portable" support structure that prevents their progress stalling during transitions.</li> </ul> <p><b>Access to local placements:</b></p> |

| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| <ul style="list-style-type: none"> <li>Localities will host Specialist Hubs as “Beacons of Excellence”, serving as inclusion network centres working alongside Special Schools. These hubs will provide forums for reviewing and recommending placements. Partner school collaboration will establish a connected family of provision.</li> <li>Special schools remain essential for children with the most complex needs. We are moving towards a collaborative landscape where specialist expertise supports the entire Hackney SEND landscape.</li> <li>Admission criteria for Support Bases, Specialist Bases, and Special Schools will be revised to align with our co-produced Graduated Response descriptors. These clear criteria will help schools determine their need for support bases. By consistently applying these standards and aligning school improvement with SEND services, we will foster a robust inclusion and adaptation framework across all mainstream settings.</li> </ul> <p><b>Strategic recommissioning of Alternative Provision (AP)</b></p> <ul style="list-style-type: none"> <li>Hackney will strategically shift its alternative provision away from reactive, isolated placements into a fully integrated, borough-wide framework managed by <b>HEALS</b>. The service will align resources across a clear three-tier model: Tier 1 (In-School Prevention), Tier 2 (Time-Limited Off-Site Placements), and Tier 3 (Long-Term Specialist Pathways).</li> <li>The blueprint moves the system's core function from an exclusion-driven pathway to a preventative, inclusive infrastructure. Resources will be redirected out of high-cost independent spot placements to expand internal, local capacity within borough-maintained settings and core partner providers. This will include academies.</li> <li>Hackney will eliminate historic data deficits by introducing live tracking mechanisms, enabling multi-agency teams to dynamically deploy support based on real-time attendance, suspension, and demographic profiles.</li> </ul> | <p><b>Access to local placements:</b></p> <ul style="list-style-type: none"> <li>Hackney's landscape is characterised by a disproportionate reliance on independent and non-maintained provision due to historical gaps in local sufficiency.</li> <li>The system currently functions as a choice between mainstream or special, with Alternative Resource Provisions (ARPs - specialist bases) going some way to providing a middle ground but not sufficiently addressing a culture of competition for places rather than collaboration.</li> <li>Admission criteria for specialist bases are not yet fully aligned with a borough-wide Graduated Response, and the expertise within our Special Schools is not systematically shared across mainstream settings.</li> <li>Sufficiency planning is in development, but the partnership recognises that current provision is not yet able to meet local demand, leading to high-cost placements and increased travel distances for vulnerable learners.</li> </ul> <p><b>Strategic recommissioning of Alternative Provision (AP)</b></p> <ul style="list-style-type: none"> <li>There is currently a high level of suspensions and exclusions in Hackney secondary schools, currently sitting above the London average and driving sustained high-volume pressure on the High Needs Block (HNB). Whilst exclusions have begun to reduce, these remain high.</li> <li>Current provision is structurally split across three sectors: <ul style="list-style-type: none"> <li>Maintained Pupil Referral Unit (PRU): New Regent's College (NRC)</li> <li>Academy/Free School Alternative Provision (AP) blocks</li> <li>Independent AP spot-purchasing</li> </ul> </li> <li>Our current model is high cost and we are in the process of moving to a more sustainable system.</li> </ul> | <ul style="list-style-type: none"> <li><b>CYP will attend a local setting by default, supported by a range of ‘middle’ provision (i.e. targeted and targeted plus), leading to a higher proportion of CYP with SEND attending local mainstream settings.</b></li> <li>Hackney will have successfully rebalanced its landscape, moving away from a mainstream or special competition toward a collaborative family of provision.</li> <li>Our Specialist Hubs will operate as “Beacons of Excellence”, sharing expertise and hosting local inclusion forums to ensure children are educated in the right setting.</li> <li>Admission to Specialist Bases and Special Schools will be governed by a transparent criteria aligned with our Graduated Response.</li> <li>This will ensure that our Special Schools are preserved for those with the most complex needs, while mainstream settings are physically and pedagogically equipped to be “inclusive” by default.</li> </ul> <p><b>Strategic recommissioning of Alternative Provision (AP)</b></p> <ul style="list-style-type: none"> <li>Hackney will eliminate all reliance on off-site providers, ensuring 100% of commissioned spaces meet the new national DfE Quality Standards.</li> <li>High-cost independent spot-placements will decrease as localised capacity expands.</li> <li>The LA will move away from historical block arrangements into formalised Service Level Agreements (SLAs) underpinned by fully structured, tiered top-up funding rates that tie financial distribution directly to pupil numbers and individual outcome metrics.</li> <li>Through HEALS, mainstream schools will be able to offer targeted outreach including trauma-informed support to pupils before an exclusion occurs, lowering the borough's permanent exclusion rate gradually bringing in line with or below statistical neighbours.</li> </ul> |

| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| <p><b><u>System leadership, local partnership collaboration and co-production</u></b></p> <p><b>Systemically embedded co-production:</b></p> <ul style="list-style-type: none"> <li>• <b>Adopt Formal Standards:</b> Use Year 1 to self-assess against the Four Cornerstones Approach to Co-production self-evaluation tool identifying specific improvement actions to ensure consistency across all partners.</li> <li>• <b>Embed the "4 Cornerstones":</b> Integrate the "Genuine Partnerships 4 Cornerstones" (Welcome, Care, Value, Trust) into the local framework to move co-production from a project-based activity to a core cultural value.</li> <li>• <b>Empower Distinct Youth Voice:</b> Ensure children and young people's views are an integral part of the service design, evaluation and commissioning.</li> <li>• <b>Refresh annual surveys:</b> Refine and refresh our annual lived experience surveys to reflect the system changes and support the measurement of their impact.</li> </ul> <p><b>A Partnership-wide Universal Offer through a Cascading Engagement Model:</b></p> <ul style="list-style-type: none"> <li>• The agreed Hackney Universal Offer will transition from a static guidance document to a dynamic, Partnership-wide Universal Offer Agreement.</li> <li>• A three-tiered transition moving from identified school needs to strategic locality "Gap Analysis" and a Borough-wide Universal Offer involves Multi-Academy Trusts (MATs), ICB, and PCF, with involvement from the inDEPth student panel.</li> <li>• This agreement will be co-developed and refreshed annually through the SMAP cycle, ensuring the offer is always underpinned by up-to-date, needs-based data from a Single Inclusion Data Source dashboard. This will ensure schools are effectively supported where needed, with strengths being recognised as well.</li> <li>• The offer will be anchored in the National Inclusion</li> </ul> | <p><b><u>System leadership, local partnership collaboration and co-production</u></b></p> <p><b>Systemically embedded co-production:</b></p> <ul style="list-style-type: none"> <li>• Co-production is currently assessed as developing with pockets of good practice, such as the 6-month co-production cycle which informed the development of our current SEND and Inclusion Strategy and the development of our shared definition of inclusion.</li> <li>• While the PCF is a valued partner and is represented at the Board level, engagement is not yet fully representative of Hackney's diverse population, including ethnicity, language, and fathers.</li> <li>• Feedback loops are inconsistent - families are not always informed how their input influenced decisions.</li> <li>• While "inDEPth" (panel of neurodivergent experts) provides a platform for youth voice, it is not yet fully institutionalised in commissioning, and co-production often occurs late in the decision-making process (at the consultation stage) rather than at the initial design stage.</li> <li>• Use Schools and Settings forums to ensure their representation and insight is included in the plan as it develops.</li> </ul> <p><b>A Partnership-wide Universal Offer Agreement through a Cascading Engagement Model:</b></p> <ul style="list-style-type: none"> <li>• Hackney currently does not have a standardised application of "ordinarily available" provision.</li> <li>• Lived experience data is not systematically integrated into performance metrics, and there is no formalised three-tiered approach to move from school audits to borough-wide agreements.</li> <li>• Settings are often unclear on their commissioned baseline for therapies and Children &amp; Adolescent Mental Health Service (CAMHS), which contributes to a high reliance on EHCPs to "unlock" basic support.</li> <li>• Furthermore, there are limited processes for education leaders and the ICB to work together on transparent place planning and shared responsibility.</li> <li>• This fragmentation forces families into a "fight" for</li> </ul> | <p><b><u>System leadership, local partnership collaboration and co-production</u></b></p> <p><b>Systemically embedded co-production:</b></p> <ul style="list-style-type: none"> <li>• <b>A mature system of co-production will shift power in the system and recognise CYP and their families as experts by experience and equal system designers.</b></li> <li>• Co-production will move from a "Developing" stage to a core cultural value, institutionalised through the "4 Cornerstones" framework.</li> <li>• The PCF will be a diverse, sustainable, and high-level strategic partner, with a membership that reflects Hackney's full ethnic and socio-economic demographic.</li> <li>• We will have a Formal Co-production Charter that mandates family involvement at the design stage of all services.</li> <li>• inDEPth will grow and diversify, in collaboration with school pupil forums, in order to authentically represent and coproduce within locality systems.</li> <li>• Crucially, youth voice will be weighted distinctly in commissioning decisions, ensuring that the "lived experience" of the child is the primary metric for service success.</li> <li>• School and setting voice is captured and represented. The Universal Offer is co-produced.</li> </ul> <p><b>A Partnership-wide Agreed Universal Offer through a Cascading Engagement Model:</b></p> <ul style="list-style-type: none"> <li>• <b>The Universal Offer will be developed with schools and settings and will serve as our promise of a high-quality, foundational baseline of support, proudly guaranteed across every single Hackney setting.</b></li> <li>• <b>Local need will be consistently established 'from the ground up', leading to increased CYP and parent confidence in the system's responsiveness.</b></li> <li>• We will have a mature, three-tiered engagement model that seamlessly connects school-level needs to borough-wide commissioning. Community group involvement will be embedded in Tier 1. Parents will have clear, published Escalation Pathways, empowering them and building confidence as the system adapts to changes.</li> <li>• Through the Digital ISP, children will have portable support</li> </ul> |

| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Where we are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Where we will be in the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Standards, mandating high-quality adaptive teaching across the five developmental areas (Executive Function, Speech, Language and Communication, Sensory, Motor and Physical, and Social and Emotional).</p> <ul style="list-style-type: none"> <li>To ensure collective responsibility, the agreement will be formally signed off by the LA, ICB, MATs, setting representatives, the PCF, and NHS providers.</li> <li>Our Community Support groups, who provide a range of local support contribute to community based provision design.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>resources and creates "transition cliffs" where support strategies are lost as children move between settings or are not adopted due to a difference in approach within the new setting.</p> <ul style="list-style-type: none"> <li>Community groups are currently taking part in a HEALs outreach pilot, ensuring local support is more readily available.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>plans that ensure "ordinarily available" adaptations move with them seamlessly across phases.</p> <ul style="list-style-type: none"> <li>The system will have shifted from "deficit recovery" to "long-term investment," with the ICB and MATs invited and encouraged to be equal partners in delivery.</li> <li>Development of the new "Universal Offer" will be transparent, co-produced with schools and settings, and data-driven.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b><u>Encouraging inclusive culture and behaviours</u></b></p> <p><b>Locality based specialist support and advice from EY to FE:</b></p> <ul style="list-style-type: none"> <li>Hackney will mobilise a diverse team of professionals organised into localities to triage equitable, local, targeted support across settings (please see pages 4 and 5 of the Experts at Hand Vision Document):</li> <li>The LIT will include: <ul style="list-style-type: none"> <li>Education Specialists: EP services, Specialist Teachers (SpTs) and Area SENCos.</li> <li>Clinical Health Professionals: SaLT, and OT</li> </ul> </li> <li>LITs will integrate with the broader TAS network including: <ul style="list-style-type: none"> <li>Outreach and Engagement workers (HEALS team)</li> <li>CAMHS colleagues in WAMHS and MHST</li> <li>Young Hackney</li> <li>School Nursing / Health Visiting teams</li> <li>Community Paediatricians</li> <li>EHC Plan Coordinators</li> <li>Named SEND professionals in all Children and Family Hubs</li> <li>Designated Safeguarding Leads</li> </ul> </li> <li>They will also integrate with central services such as: <ul style="list-style-type: none"> <li>School Improvement</li> <li>Sensory teams (Teachers Of the Deaf and Qualified Teachers of the Visually Impaired)</li> <li>Portage</li> <li>Hackney Ark Health services</li> <li>Family Coach service</li> </ul> </li> <li>The LITs will offer evidence-based and easily accessible guidance and intervention across different settings.</li> </ul> | <p><b><u>Encouraging inclusive culture and behaviours</u></b></p> <p><b>Locality based specialist support and advice from EY to FE:</b></p> <ul style="list-style-type: none"> <li>Non-statutory specialist services currently operate with inconsistent communication and referral pathways between education and health.</li> <li>While the "Single Point of Access" (SPA) for CAMHS is a strength, other services remain siloed.</li> <li>There is confusion for settings regarding who to approach for support, as educational specialists (EPs and SpTs) and clinical health professionals (OT and SaLT) are not yet organised into co-located localities.</li> <li>The EAH funding provides a much needed opportunity to move away from "traded services" toward a model where specialists are accessible, familiar, embedded members of a locality team, reducing the current duplication and inequity of resources and CPD offers.</li> </ul> | <p><b><u>Encouraging inclusive culture and behaviours</u></b></p> <p><b>Locality based specialist support and advice from EY to FE:</b></p> <ul style="list-style-type: none"> <li><b>Every EY setting, primary school, secondary school, and FE setting will benefit from evidence-based guidance and intervention from the LITs, leading to a higher proportion of CYP with SEN receiving appropriate support within a mainstream setting.</b></li> <li>Professionals will be co-located or virtually linked into localities, providing a single, easily accessible point of contact for every setting.</li> <li>This integrated triage will eliminate duplicated CPD and fragmented referral pathways.</li> <li>Building on current strong practice, children will benefit from "specialist-informed" Quality First Teaching every day, as specialists focus on upskilling the wider workforce to meet a wider range of needs in the classroom.</li> </ul> |

| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Where we are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Where we will be in the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>In some contexts/settings, professional support will be physically co-located and in others there will be named link professionals supporting localities in a notional virtual model.</li> <li>This mixed approach of physical and virtual linked professionals will offer maximum flexibility.</li> </ul> <p><b>Aligning School Improvement (SI):</b></p> <ul style="list-style-type: none"> <li><b>Levers for Change:</b> The School Improvement (SI) team and EY Consultants will support the drive to system-wide reform. SI will use existing relationships to integrate communication with the LIT and governance structures.</li> <li><b>SEND Priority:</b> The SIP Programme focuses on inclusive practice.</li> <li><b>Integrating Inclusion:</b> Building on strong practice, Autumn Term SIP include an inclusion focus to ensure School Development Plans (SDPs) and School Evaluation Forms (SEFs) reflect each setting's strategy. This will be followed through the programme.</li> <li><b>Graduated Support:</b> The SI Team provides additional support for settings with needs.</li> <li><b>Integration of the SI Team and LITs:</b> Developing integration between the two teams will lead to better understanding and opportunities for collaborative work in settings.</li> </ul> <p><b>Standardised Application of IMF:</b></p> <ul style="list-style-type: none"> <li><b>Systemic Funding Reform:</b> The <b>Inclusion Mainstream Fund (IMF)</b> and <b>Inclusive Early Years Fund (IEYF)</b> are suggested to settings as tools for systemic change rather than just budget lines.</li> <li>For the IEYF, Hackney will adopt a <b>needs-led allocation</b> of funding, using a national formula (75% base/25% additional needs) to target priority areas.</li> </ul> | <p><b>Aligning School Improvement (SI):</b></p> <ul style="list-style-type: none"> <li>The SI Team provides essential support for system school improvement</li> <li>There are opportunities to further strengthen the collaborative links between our SI functions and the Integrated SEND Service, as well as focussing on SEND and inclusion in the annual cycle.</li> <li>A focus on inclusion will support schools to self evaluate curriculum, leadership and governance.</li> <li>The introduction of inclusion standards will enable a shared understanding and will better identify when support is required.</li> </ul> <p><b>Standardised Application of IMF:</b></p> <ul style="list-style-type: none"> <li>While resources are increasingly aligned with strategic priorities, current funding mechanisms like the Notional SEN Budget are often viewed as budget lines rather than drivers of systemic change.</li> <li>There is equally a high reliance on EHCPs and specialist provision to unlock support, rather than a proactive, needs-led allocation of universal resources.</li> </ul> | <p><b>Aligning School Improvement (SI):</b></p> <ul style="list-style-type: none"> <li><b>Oversight by the School Improvement Team during the SIP cycle of visits will support the ongoing development of inclusive practice and make links with other parts of the SEN system.</b></li> <li>SI and LITs will be integrated and support each other's work.</li> </ul> <p><b>Standardised Application of IMF:</b></p> <ul style="list-style-type: none"> <li><b>The IMF will be utilised in a standardised way as an investment in system change and inclusion.</b></li> <li>IMF and IEYF will be recognised as powerful levers for systemic change rather than simple budget lines.</li> <li>Schools and settings will use these resources to build internal capacity for adaptive teaching and successful adoption of the new ISP system, reducing the historical "fight" for funding.</li> </ul> |

| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Where we are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Where we will be in the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Supporting high quality ISPs</b></p> <ul style="list-style-type: none"> <li>While schools and FE providers are legally responsible for authoring ISPs, we will support their development with the Graduated Response and ensure they act as a formal record of how upfront funding is converted into specialist-informed interventions.</li> <li>We will provide the Digital ISP infrastructure, ensuring all schools have access to a standardised, user-friendly platform that reduces administrative burden and ensures support is portable across the borough.</li> <li>The LA's LITs will act as "Expert Contributors." While the school and parent authors the ISP, LIT specialists (e.g. EPs, SaLTs) will drop live, actionable strategies directly into the plan where appropriate, ensuring the school-led document is underpinned by evidence-based expertise.</li> </ul>   | <p><b>Supporting high quality ISPs</b></p> <ul style="list-style-type: none"> <li>Schools are currently responsible for support plans but often lack sufficient funding or immediate specialist advice (LITs) to make those plans effective at the "SEN Support" level.</li> <li>SENcos are often overwhelmed by the administrative burden, leaving less time for the high-quality co-production of plans with families.</li> <li>Plans are often created in a vacuum. Without a standardised digital platform provided by the LA, advice from external specialists often arrives as separate reports that are difficult for schools to integrate into a live, daily classroom strategy.</li> </ul>                                                                                                                                                                                                                             | <p><b>Supporting high quality ISPs</b></p> <ul style="list-style-type: none"> <li>As per the national direction of travel, 100% of Hackney schools will lead on the creation of Digital ISPs, supported by a clear LA guidance framework that confirms their allocated funding covers the cost of all "Universal and Targeted" interventions.</li> <li>The LA's LITs will be a standard feature of school-led planning. Specialists will function as "System Coaches," upskilling school staff so that the ISP becomes a sophisticated, evidence-based informed tool for daily teaching.</li> <li>With the LA-provided digital platform, the ISP becomes a transparent "bridge." The LA, the school, and the family will all look at the same live information, restoring trust that the setting is fully equipped and funded to meet the child's needs locally.</li> </ul>                                                                                                                                                                                                                                           |
| <p><b><u>Enablers</u></b></p> <p>Workforce</p> <ul style="list-style-type: none"> <li>Hackney will establish a dedicated SEND Reform Programme Team designed to separate strategic transformation from operational service delivery. This unit balances high-level strategic project grip with ring-fenced administrative delivery.</li> <li>The blueprint embeds professional data analytics and dedicated financial accounting directly into the reform architecture. This ensures the "invest-to-save" recovery of the High Needs Block is tracked with absolute precision.</li> </ul> <p>Data Capture</p> <ul style="list-style-type: none"> <li><b>Single Inclusion Data Source:</b> The Local Area Partnership (LAP) is creating a centralised tool providing real-time data on caseloads, attendance, and suspensions across all phases. This temporary dashboard ensures</li> </ul> | <p><b><u>Enablers</u></b></p> <p>Workforce</p> <ul style="list-style-type: none"> <li>Currently, there are no equivalent transformation or programme management functions within the Integrated SEND service to benchmark or drive systemic reform. Operational service leads are saturated with business-as-usual casework, creating an implementation gap.</li> <li>The structural cost of the required multi-agency Programme Team will be partially met by the transformation allocation and partially met with local funding.</li> <li>The administrative and tracking requirements of the new EAH model will be met by utilising the maximum 10% admin allocation</li> </ul> <p>Data Capture</p> <ul style="list-style-type: none"> <li>Currently, Hackney's ability to plan for inclusion is hindered by a fragmented and reactive data landscape.</li> <li>Information regarding SEND caseloads, attendance,</li> </ul> | <p><b><u>Enablers</u></b></p> <p>Workforce</p> <ul style="list-style-type: none"> <li>By 2029, the Programme Team will have successfully converted upfront corporate investment into long-term system recovery, with the team's operational costs fully offset by verified reductions in independent and out-of-borough placement spending.</li> <li>Senior leadership will be supported by a fully mature Programme Management Office (PMO) infrastructure capable of translating real-time dashboard tracking into predictive multi-agency resource deployment across the four localities.</li> <li>The Programme Team will function as the trusted connective tissue across the LA and ICB, maintaining a synchronised delivery framework where health, social care, and education perform as a singular system.</li> </ul> <p>Data Capture</p> <ul style="list-style-type: none"> <li><b>By 2029, Hackney will have moved from a fragmented data landscape to a fully integrated, "intelligence-led" inclusion system.</b></li> <li><b>Data capability will be in place to the track impact of the</b></li> </ul> |

| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| <p>data-driven locality planning until Digital ISPs are fully implemented.</p> <ul style="list-style-type: none"> <li>• <b>EAH Impact Dashboard:</b> A new dashboard will offer operational oversight and track outcomes partnership-wide. It will use granular demographic, geographic, and socioeconomic data to ensure interventions reach underserved groups and reduce disparities, identifying exactly who the EAH offer is reaching.</li> <li>• <b>Locality Planning and Universal Offer Alignment:</b> Using the Single Inclusion Data Source and SMAP meetings, LIT professionals will analyse school-level data to develop Locality Plans and a Partnership-wide Universal Offer Agreement.</li> </ul> <p>Digital systems (ISP Platform)</p> <ul style="list-style-type: none"> <li>• Hackney will navigate a flexible infrastructure strategy to deploy a digital ISP platform. Pending clear central government guidance regarding a mandated national platform, our blueprint establishes a dual-track approach: adopting a DfE-led universal platform if available, while simultaneously building a highly capable local contingency framework.</li> <li>• The blueprint aims to bridge historical software silos by establishing automated data exchange protocols. The ultimate system will ensure real-time visibility of local caseloads, support adjustments, and cross-setting progress tracking across the entire education and children's services landscape.</li> <li>• Hackney will actively interface with its primary technology partners, driving local requirements directly into vendor development pipelines via specialised national design groups to ensure long-term system interoperability.</li> </ul> <p>Commissioning of EAH</p> <ul style="list-style-type: none"> <li>• London Borough of Hackney (LBH) and NEL ICB will establish a collaborative commissioning arrangement, using a blended model of LBH lead commissioner and</li> </ul> | <p>and suspensions is often held in silos across different schools and departments, making it difficult to identify borough-wide trends or intervene before a crisis occurs.</p> <ul style="list-style-type: none"> <li>• Excellent progress has been made to improve the application of this data but a centralised platform will enable Hackney to act as a true system convener.</li> </ul> <p>Digital Systems (ISP Platform)</p> <ul style="list-style-type: none"> <li>• Currently, our primary system - The Access Group's Synergy platform - is utilised extensively for statutory SEND case management, statutory EHCP workflows, and school admissions. However, it lacks any integrated digital capability to host, monitor, or review non-statutory SEN support or early-intervention ISPs.</li> <li>• Because mainstream school-level support data is disconnected from our central LA database, early-intervention tracking is highly fragmented. Mainstream settings use varied, localised document templates, meaning the LA cannot access real-time, aggregated data on the quality or impact of "Universal" and "Targeted" school interventions.</li> <li>• Our technology vendor has formally confirmed that digital ISP functionality forms part of its forward-looking product strategy for Synergy. However, because the DfE continues to refine national specifications across its implementation phases, the supplier cannot yet commit to a fixed commercial delivery timeline.</li> </ul> <p>Commissioning of EAH</p> <ul style="list-style-type: none"> <li>• Commissioning arrangements for SaLT and OT are not integrated across the borough, with LBH holding separate contracts to those of the ICB and schools</li> </ul> | <p><b>LITs and consequently, we will see a reduction in escalation to EHCPs.</b></p> <ul style="list-style-type: none"> <li>• The initial EAH Impact dashboard will have successfully transitioned into the National Digital ISP platform, providing a seamless, real-time record of every child's support journey from EY through to Post-16.</li> </ul> <p>Digital Systems (ISP Platform)</p> <ul style="list-style-type: none"> <li>• By 2029, Hackney will operate a fully automated, interoperable digital platform - either via the mandated national framework or a fully upgraded local Synergy ecosystem. This system will serve as our primary tool to monitor early intervention efficacy.</li> <li>• SENCos, multi-agency clinical teams, and LA caseworkers will interface with a single dashboard. Automated data extraction will allow for instantaneous monitoring of student progress, significantly reducing administrative friction during critical transition phases (e.g., primary to secondary school).</li> <li>• The digital platform will enforce system transparency. Schools will utilise the platform to provide automated, auditable evidence of their Graduated Response interventions, creating a data-driven gatekeeping mechanism before any statutory ECHNA is triggered.</li> </ul> <p>Commissioning of EAH</p> <ul style="list-style-type: none"> <li>• Contractual arrangements are well established and the service is operating in an integrated and seamless way on the</li> </ul> |



| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Where we are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Where we will be in the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>in-house delivery.</p> <ul style="list-style-type: none"> <li>• The EAH service specification, jointly developed by LBH, NEL ICB, PCF, and partners, will include DfE-aligned Key Performance Indicators (KPIs) covering need, performance, and stakeholder satisfaction.</li> <li>• The Commissioning team will procure health aspects of the EAH offer, varying existing OT and SaLT contracts with LBH as Lead Commissioner.</li> <li>• The current NHS community provider, already integrated with schools and local teams, is well-positioned for delivery.</li> <li>• Implementation occurs in two phases: varying current contracts through March 2027, followed by long-term joint commissioning of SaLT and OT from April 2027.</li> <li>• Educational Psychology and Specialist Teaching will be delivered in-house, expanding existing LBH capacity.</li> <li>• Stakeholders agree LBH is best suited to lead these services due to established school relationships and qualified teams.</li> <li>• Quarterly monitoring reports and contract meetings involving all partners will track KPIs and outcomes.</li> <li>• Regular reviews will address service gaps and update delivery models to meet emerging needs.</li> <li>• The service will function as one integrated entity under a single specification, with commissioners ensuring coordinated delivery.</li> </ul> | <p>trading OT and SaLT services separately.</p> <ul style="list-style-type: none"> <li>• Existing contractual arrangements for SaLT and OT have different contract end dates and could be further aligned in its processes and delivery.</li> <li>• LBH, NEL ICB and wider system partners are well connected and have strong relationships and desire to work together to create a more unified specialist offer for schools and settings.</li> <li>• Hackney is committed to working in partnership with NHS North East London ICB to take forward the Speech and Language Therapy (SALT) Advanced Practitioner workforce role required as part of the SEND reform plan. The details of the model, including seniority, scope and hosting, will be co-produced with Local Authority, Health and Parent Carer Forum partners following the June submission, reflecting the complexity of SALT provision across NEL and the strategic nature of this role.</li> </ul> | <p>ground.</p> <ul style="list-style-type: none"> <li>• LBH and NEL ICB are jointly commissioning SaLT and OT offer across the borough (including SaLT and OT resource within EAH service) with LBH as Lead Commissioner.</li> <li>• LBH continues to deliver high-quality Educational Psychology and Specialist teacher provision as part of EAH, and generally.</li> <li>• Governance processes across NEL ICB and LBH to oversee the EAH offer are established and embedded.</li> <li>• Robust contract monitoring processes are in place.</li> <li>• Alongside quarterly monitoring, Commissioning leads on a minimum of a wider yearly review of performance data, any gaps in provision or unmet need. Data from these exercises informs service review and future commissioning activity.</li> <li>• Commissioning forward planning is developed well ahead of contract end dates and service design. Market engagement procurement activity is completed in time for new contracts to start following the end of current ones.</li> <li>• Through the EAH offer and collaboration with schools and other system partners, SaLT (inc. SALT AP, OT, EP and SpT provision in schools is more highly coordinated and integrated across the borough.</li> </ul> |

| <b>Success measures</b><br><i>Drawing on metrics from the accompanying data template E.g.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Baseline</b><br><i>(outline the baseline for your success measures reflecting where you are now – these should be drawn from the metrics in the data template)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Target Metrics</b><br><i>(outline the target metrics that will demonstrate you have achieved the vision summarized above – these should be drawn from the metrics in the data template)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ol style="list-style-type: none"> <li><b>Capacity of Inclusion Bases in Mainstream Settings.</b> <ul style="list-style-type: none"> <li><b>150%</b> increase by 28/29 financial year</li> </ul> </li> <li><b>Number of CYP without EHCP supported by SLTs, OTs, &amp; EPs.</b> <ul style="list-style-type: none"> <li>SLTs: <b>32.7% increase</b> by 28/29 academic year</li> <li>OTs: <b>58.8% increase</b> by 28/29 academic year</li> <li>EPs: <b>112.8% increase</b> by 28/29 academic year</li> </ul> </li> <li><b>Number of ECHNAs that result in an EHCP.</b> <ul style="list-style-type: none"> <li><b>7.8% reduction</b> by 2029 calendar year</li> </ul> </li> <li><b>Suspension and Permanent Exclusion Rates of Pupils with SEN.</b> <ul style="list-style-type: none"> <li>PEX: <b>27.1% reduction</b> by summer 2028</li> </ul> </li> <li><b>Forecast Expenditure for High Needs Block</b> <ul style="list-style-type: none"> <li>We will <b>sustain the 4% HNB expenditure increase</b> achieved between 25/26-26/27</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li><b>Capacity of Inclusion Bases in Mainstream Settings.</b> <ul style="list-style-type: none"> <li><b>162</b> (25/26 financial year)</li> <li><b>192</b> (26/27 financial year)</li> </ul> </li> <li><b>Number of CYP without EHCP supported by SLTs, OTs, &amp; EPs.</b> <ul style="list-style-type: none"> <li>SLTs: <b>1,781</b> (25/26 academic year)</li> <li>OTs: <b>636</b> (25/26 academic year)</li> <li>EPs: <b>305</b> (25/26 academic year)</li> </ul> </li> <li><b>Number of ECHNAs that result in an EHCP.</b> <ul style="list-style-type: none"> <li><b>422</b> (2026 calendar year)</li> </ul> </li> <li><b>Suspension and Permanent Exclusion Rates of Pupils with SEN.</b> <ul style="list-style-type: none"> <li><b>Permanent exclusion</b></li> <li>EHC: <b>0.21</b> (25/26)</li> <li>SEN Support: <b>0.28</b> (25/26)</li> <li>EHC: <b>0.19</b> (26/27)</li> <li>SEN Support: <b>0.2673</b> (26/27)</li> <li><b>Fixed term exclusion</b></li> <li>EHC: <b>17.86</b> (25/26)</li> <li>SEN Support: <b>19.69</b> (25/26)</li> <li>EHC: <b>16.07</b> (26/27)</li> <li>SEN Support: <b>17.72</b> (26/27)</li> </ul> </li> <li><b>Forecast Expenditure for High Needs Block</b> <ul style="list-style-type: none"> <li><b>£75,430,300</b> (26/27 financial year)</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li><b>Capacity of Inclusion Bases in Mainstream Settings.</b> <ul style="list-style-type: none"> <li><b>406</b> (28/29 financial year)</li> <li><b>842</b> (29/30 financial year)</li> </ul> </li> <li><b>Number of CYP without EHCP supported by SLTs, OTs, &amp; EPs.</b> <ul style="list-style-type: none"> <li>SLTs: <b>2,364</b> (28/29 academic year)</li> <li>OTs: <b>1,010</b> (28/29 academic year)</li> <li>EPs: <b>649</b> (28/29 academic year)</li> </ul> </li> <li><b>Number of ECHNAs that result in an EHCP.</b> <ul style="list-style-type: none"> <li><b>389</b> (2029 calendar year)</li> </ul> </li> <li><b>Suspension and Permanent Exclusion Rates of Pupils with SEN.</b> <ul style="list-style-type: none"> <li><b>Permanent exclusion</b></li> <li>EHC: <b>0.15</b> (28/29)</li> <li>SEN Support: <b>0.22</b> (28/29)</li> <li><b>Fixed term exclusion</b></li> <li>EHC: <b>13.02</b> (28/29)</li> <li>SEN Support: <b>14.36</b> (28/29)</li> </ul> </li> <li><b>Forecast Expenditure for High Needs Block:</b> <ul style="list-style-type: none"> <li><b>£78,111,830</b> (27/28 financial year)</li> <li><b>£81,236,000</b> (28/29 financial year)</li> </ul> </li> </ol> |

| Local blueprint for the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Where we are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Where we will be in the next 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>(financial year) <i>with</i> the aid of block transfer, <i>without</i> further use of block transfer</p> <p>6. Stabilised average placement unit cost for children and young people with SEN</p> <p>7. Reduction against unmitigated projection of the number of children and young people with EHC plans</p> <p>8. Reduction in the number of CYP with SEN who are categorised as NEET</p> <ul style="list-style-type: none"> <li>293 (2025)</li> <li>236 (2029)</li> </ul> <p>9. Reduction in home to school transport spend for pupils with SEN</p> <ul style="list-style-type: none"> <li>£7,592,000 (25/26)</li> <li>£6,490,000 (28/29)</li> </ul> <p>10. Sustain attainment levels for pupils with SEN</p> <p>SEN Support</p> <ul style="list-style-type: none"> <li>% meeting GLD - 36% (28/29)</li> <li>% meeting phonics expected standard - 64% (28/29)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 54% (28/29)</li> <li>average attainment 8 at KS4 - 40.7 (28/29)</li> </ul> <p>EHCP</p> <ul style="list-style-type: none"> <li>% meeting GLD - 11% (28/29)</li> <li>% meeting phonics expected standard - 29% (28/29)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 22% (28/29)</li> <li>average progress 8 at KS4 - 22.9 (28/29)</li> </ul> | <p>6. Stabilised average placement unit cost for children and young people with SEN</p> <ul style="list-style-type: none"> <li>£13,000 (26/27 financial year)</li> </ul> <p>7. Reduction against unmitigated projection of the number of children and young people with EHC plans</p> <ul style="list-style-type: none"> <li>3870 (2026)</li> <li>3970 (2027)</li> </ul> <p>8. Reduction in the number of CYP with SEN who are categorised as NEET</p> <ul style="list-style-type: none"> <li>293 (2025)</li> <li>278 (2026)</li> </ul> <p>9. Reduction in home to school transport spend for pupils with SEN</p> <ul style="list-style-type: none"> <li>£7,592,000 (25/26)</li> <li>£7,202,000 (26/27)</li> </ul> <p>10. Sustain attainment levels for pupils with SEN</p> <p>SEN Support</p> <ul style="list-style-type: none"> <li>% meeting GLD - 36% (24/25)</li> <li>% meeting phonics expected standard - 64% (24/25)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 54% (24/25)</li> <li>average attainment 8 at KS4 - 40.7 (24/25)</li> </ul> <p>EHCP</p> <ul style="list-style-type: none"> <li>% meeting GLD - 11% (24/25)</li> <li>% meeting phonics expected standard - 29% (24/25)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 22% (24/25)</li> <li>average progress 8 at KS4 - 22.9 (24/25)</li> </ul> | <p>6. Stabilised average placement unit cost for children and young people with SEN</p> <ul style="list-style-type: none"> <li>£13,000 (28/29 financial year)</li> </ul> <p>7. Reduction against unmitigated projection of the number of children and young people with EHC plans</p> <ul style="list-style-type: none"> <li>4057 (2028)</li> <li>4137 (2029)</li> </ul> <p>8. Reduction in the number of CYP with SEN who are categorised as NEET</p> <ul style="list-style-type: none"> <li>236 (2029)</li> </ul> <p>9. Reduction in home to school transport spend for pupils with SEN</p> <ul style="list-style-type: none"> <li>£6,832,000 (27/28)</li> <li>£6,490,400 (28/29)</li> </ul> <p>10. Sustain attainment levels for pupils with SEN</p> <p>SEN Support</p> <ul style="list-style-type: none"> <li>% meeting GLD - 36% (28/29)</li> <li>% meeting phonics expected standard - 64% (28/29)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 54% (28/29)</li> <li>average attainment 8 at KS4 - 40.7 (28/29)</li> </ul> <p>EHCP</p> <ul style="list-style-type: none"> <li>% meeting GLD - 11% (28/29)</li> <li>% meeting phonics expected standard - 29% (28/29)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 22% (28/29)</li> <li>average progress 8 at KS4 - 22.9 (28/29)</li> </ul> |



\*\*\*INSERT DOCUMENT UPLOAD LINK\*\*\*

### 3. What is the local area partnership's strategy for delivering on the above?

A brief summary of your local system's theory of change or reform strategy. Reflect on the output of your **Local Partnership Maturity Assessment Tool**, particularly your *Local System 'change story.'*

**The current reality:** Whilst Hackney has a strong education system, escalating demand for specialist placements has strained the system and narrowed the local support offer, driving reliance on high cost placements and resulting in an erosion of stakeholder trust.

**The Strategy:** By shifting to a locality-based collaborative approach, Hackney will move from reactive crisis management to proactive local inclusion. Building on existing practice, this transformation is built on three logical pillars:

1. If we build the physical and expert infrastructure - through capital investment in enhancing the universal offer in mainstream, mainstream specialist bases and "Beacons of Excellence" hubs - then we remove the physical and knowledge barriers that currently prevent children from being educated inclusively and "close to home."
2. If we empower the workforce with data and expertise - deploying LITs and utilising a Single Inclusion Data Source - then SENCOs and leaders can identify needs earlier and dismantle systemic barriers to inclusion in real-time.
3. If we standardise the language of support - via an expanded Graduated Response and transparent admission criteria - then we rebuild parental trust through a shared, predictable, and fair pathway for all children.

**The Impact:** This "invest-to-save" approach redirects High Needs Block funding from high-cost, distant placements into high-quality, local early intervention.

**The Result:** A cohesive 0-25 system that is financially sustainable and achieves the reform principles of being Early, Local, Fair, and Effective. Ultimately, this ensures that "inclusive mainstream by default" becomes the lived reality for every child in Hackney.



4. Please upload a completed copy of the Local Partnership Maturity Assessment Tool.

\*\*\*INSERT DOCUMENT UPLOAD LINK\*\*\*

5. What is the local area partnership roadmap for the next 3 years?

Reflecting on the broad timescales and expectation for deliverables set out in the Schools White Paper, key documents and core minimum requirements set out in this document, please provide a high-level roadmap for the next 3 years. Please highlight key milestones and a trajectory to the target metrics identified above, including leading indicators.

In the 2026-27 column, in particular, please reference how you plan to meet the core minimum requirements in your narrative, including details and evidence in supporting documents.

You can insert or upload supporting documents including graphics/visuals that illustrate your data trajectory.

| Local roadmap for the next 3 years                                                                                                                                                                                                                   | 2026/27 - The Pilot & Foundation Year                                                                                                                                                                                                                                        | 2027/28 - Scaling and Integration                                                                                                                                                                                                                                                                         | 2028/29 - Moving to System Maturity                                                                                                                                                                                                                            |
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| <p>Building blocks</p> <p><u>Strengthening inclusion across education settings</u></p> <p>The Hackney 'common language' toolkit - Right Support, Right Time</p> <ul style="list-style-type: none"><li>A Common Language Toolkit will set a</li></ul> | <p>Building blocks</p> <p><u>Strengthening inclusion across education settings</u></p> <p>The Hackney 'common language' toolkit - Right Support, Right Time</p> <p>Release the initial Toolkit to provide schools with the definitions and templates required to publish</p> | <p>Building blocks</p> <p><u>Strengthening inclusion across education settings</u></p> <p>The Hackney 'common language' toolkit - Right Support, Right Time</p> <p>Integrate the Toolkit with the rollout of the EAH service. Use the Toolkit's thresholds to determine when a school can "call down"</p> | <p>Building blocks</p> <p><u>Strengthening inclusion across education settings</u></p> <p>The Hackney 'common language' toolkit - Right Support, Right Time</p> <p>The Toolkit is no longer a "new" resource but the embedded operational standard. Parent</p> |

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| <p>clear, borough-wide standard for inclusion.</p> <ul style="list-style-type: none"> <li>This framework allows schools to move away from reactive casework toward a proactive model where Universal and Targeted support are guaranteed in every classroom.</li> <li>By integrating this toolkit with real-time data, specialist Experts at Hand (EAH) and a co-signed universal offer agreement, the Local Authority (LA) ensures that school-based Inclusion Hubs and expert interventions are deployed efficiently.</li> <li>Ultimately, this creates a seamless experience for students as they move through different stages of education, building parent confidence and ensuring that high-quality support is the baseline for every child, rather than an exception reached only through an EHCP.</li> </ul> <p><b>Strategic Multi-Agency Planning (SMAP) Meetings</b></p> <ul style="list-style-type: none"> <li>The SMAP Meeting will be a key part of Hackney's collaborative approach. It is the mechanism through which the setting and locality level data aggregated through the Single Inclusion Data Source dashboard, is interpreted by a multi-agency team (detailed below), to agree setting level improvement milestones for the coming year</li> <li>By 2029, the SMAP it is a strategic resource-deployment engine that ensures no child's needs go unmet due to a lack of coordination, through the following key features:</li> </ul> <p>1. From Reaction to Prediction</p> | <p>their Inclusion Strategies by the 31st December deadline.</p> <p>Codify the "Universal Offer," establishing clear expectations for adaptive teaching and environmental adjustments that must be in place before higher-tier funding is accessed.</p> <p>Provide the first "How-to" guide for mainstream schools to audit their physical space and staffing for internal Support Bases.</p> <p><b>Strategic Multi-Agency Planning (SMAP) Meetings</b></p> <p><b>SMAP Launch:</b> Initiate SMAP meeting in Autumn Term with key school leadership, including the SENCo, their School Improvement Partner (SIP) and Locality Inclusion Team (LIT) mobilisation Lead to ensure strategic deployment of resources and translate setting-level needs to locality- and borough-level. This helps schools by offering them a strategic plan for their inclusion strategy and DfE funding utilisation.</p> <p><b>Right Support, Right Time:</b> SMAPs will facilitate "Need Analysis" to ensure early intervention services are strengthened and deployed proactively to prevent the escalation of need. The LIT mobilisation lead attending the meeting will cascade information to the relevant LIT, establishing communication and informing</p> | <p>LA-commissioned specialists for Targeted Plus interventions.</p> <p>Use the Toolkit as the primary rubric for School Improvement visits and the new Strategic Multi-Agency Planning (SMAP) meetings, ensuring "Universal" provision is consistent across all localities.</p> <p>Align the Toolkit's terminology with the new National Digital Individual Support Plan (ISP) platform to ensure data entry is standardised across the borough.</p> <p><b>Strategic Multi-Agency Planning (SMAP) Meetings</b></p> <p><b>SMAP Integration:</b> Leveraging the improved, comprehensive, and aligned locality and borough-wide data packs, key stakeholders will be able to integrate strategic mapping into discussions. This will allow them to build on the previous year's lessons learned and identify where specific needs are best met, drawing on best practice from LIT or other schools. Consequently, Hackney schools will experience a more consistent distribution of support, reflecting an increase in interaction across both locality and borough levels.</p> | <p>confidence is stabilised, evidenced by a reduction in Education Health Care Plan (EHCP) requests for needs that are now successfully met through the Universal Offer.</p> <p>100% of transition data is communicated using the Toolkit's language, ensuring support is "plug-and-play" from day one in a new setting.</p> <p>Hackney's "Support Base" network is fully operational, with the Toolkit serving as the national exemplar for scaling mainstream inclusion.</p> <p><b>Strategic Multi-Agency Planning (SMAP) Meetings</b></p> <p>By Year 3, the SMAP mechanism has matured into a predictive and highly coordinated system. The focus moves from identifying gaps to maintaining a consistent, high-quality borough-wide standard of inclusion that reflects a consistent distribution of support.</p> <p><b>Embedded Strategic Resource Deployment:</b> SMAP meetings are now the primary vehicle for the Local Authority's role as a System Convener. Leadership teams (Headteacher, SENCo, SIP, and LIT Lead) can use three years of longitudinal data to make highly accurate decisions on resource allocation. Schools are no longer managing crises; instead, their Inclusion Strategies are fully embedded into their wider School Development Plans, with DfE funding (Inclusive Mainstream Fund (IMF)/Inclusive</p> |
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| <ul style="list-style-type: none"> <li>The SMAP matures into a mechanism where the SENCo, Headteacher, the SIP, and the LIT Lead meet as a unified front.</li> <li>They move from reacting to yesterday's crises to using data to predict resource needs.</li> </ul> <p>2. The "Bridge" over the Transition Cliff</p> <ul style="list-style-type: none"> <li>The vision for SMAP meetings is to end the "cliff-edge" at Year 6 and Year 11.</li> <li>Transition is treated as a multi-year strategic journey rather than a single summer event.</li> </ul> <p>3. Informing the "Ground-Up" Universal Offer</p> <ul style="list-style-type: none"> <li>SMAP meetings act as the primary filter for the Cascading Engagement Model.</li> <li>Needs identified in individual school "Audits" are aggregated into Neighbourhood Profile Packs.</li> <li>The borough's Universal Offer is no longer a top-down document from the Local Authority; it is a dynamic offer co-produced by the findings of the SMAP meetings. Resources and therapies are shifted across the borough in real-time based on where these meetings identify the biggest gaps.</li> </ul> <p><b>Comprehensive post-16 and Preparation for Adulthood (PfA) Pathways</b></p> <ul style="list-style-type: none"> <li>Establishing a high-impact prevention infrastructure that evolves from early identification to a fully integrated</li> </ul> | <p>the universal Continuous Professional Development (CPD) offer.</p> <p><b>Comprehensive post-16 and Preparation for Adulthood (PfA) Pathways</b></p> <p><b>NEET Prevention:</b> To prevent young people</p> | <p><b>Comprehensive post-16 and Preparation for Adulthood (PfA) Pathways</b></p> <p><b>Network Expansion:</b> Fully integrate</p> | <p>Early Years Fund (IEYF)) utilised with maximum "Value for Money" impact.</p> <p><b>Refreshing the Partnership-wide Universal Offer:</b> The annual SMAP cycles across settings have successfully translated individual setting-level needs into a formal Borough-wide Universal Offer. This harmonises the standard of inclusive practice and resource entitlement for every child in Hackney, ensuring that the "Universal Offer" is robust, transparent, and evidence-based.</p> <p><b>Comprehensive post-16 and Preparation for Adulthood (PfA) Pathways</b></p> <p><b>Digital Universality:</b> Achieve 100% coverage of</p> |
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| <p>vocational ecosystem, we will ensure no young person with SEND falls through the cracks.</p> <ul style="list-style-type: none"> <li>By expanding the Not in Education, Employment or Training (NEET) Prevention Panel's reach and launching the Hackney Education Alternative Learning Service (HEALS) hub, we create a collaborative nexus where tracking data and family support align to flag intervention needs long before they reach a crisis point.</li> <li>This transition period replaces traditional academic barriers with "contextualised" technical pathways and universal Digital ISPs, shifting the focus from retrospective reaction to a live, portable narrative of a student's strengths and requirements.</li> <li>We expect these innovations will scale into a borough-wide standard where vocational excellence holds full parity with academic routes, underpinned by a workforce upskilled in person-centred principles and a tracking system that remains rigorous through Year 14.</li> <li>Success will be defined by a unified, data-driven framework that proves early intervention and specialised technical pathways have replaced the "fight" for support with a seamless, coordinated journey into adulthood.</li> </ul> <p><b>School preparedness and Early Years (EY) transitions</b></p> <ul style="list-style-type: none"> <li>We will move from a reactive EY landscape toward an intelligence-led, inclusive continuum.</li> <li>By systematically dismantling existing "transition cliffs," the plan front-loads the new inclusion standards - through the Common Language Toolkit and established SMAP cycle - to codify</li> </ul> | <p>(YP) with EHCPs and those receiving SEND Support from becoming NEET, we will expand the NEET Prevention Panel's focus beyond Year 11. This panel will track destinations during the first half of the term to flag support needs. The HEALS hub will offer parents/carers space and staff guidance on post-16 application processes and transition support. New LIT NEET advisors will also be recruited.</p> <p><b>Strengthening and Clarifying Pathways:</b> We will pilot "contextualised" GCSE repeats, embedding English and Maths into technical trades to re-engage learners. We will launch the Digital &amp; Technology and Green Construction &amp; Retrofitting Pathways Tool for year 10s, and replace the old Transition Booklet with the new, accessible PfA Transition Guide.</p> <p><b>Access to Training/Employment:</b> Re-establish the formal link between the LA's Employment and Skills (EAS) Team and FE providers to streamline apprenticeship access and start building inclusive practice into career pathways.</p> <p><b>Specialist Support:</b> Roll out PfA training to all mainstream secondary staff and careers advisors, ensuring consistent information flow. This will be alongside a Post-16 LIT pilot menu of support.</p> <p><b>School preparedness and Early Years (EY) transitions</b></p> <ul style="list-style-type: none"> <li>We will focus on dismantling the current "fragmented and reactive" landscape by releasing the Common Language Toolkit to define a universal "standard" for ordinarily available support.</li> <li>We will launch the SMAP cycle to ensure settling level needs inform a borough wide universal offer.</li> </ul> | <p>independent providers into the local network to support those outside mainstream settings.</p> <p><b>Scaling Technical Pathways:</b> Fully establish the Digital &amp; Technology and Green Construction &amp; Retrofitting pathways as high-value, "learning by doing" alternatives to academic routes.</p> <p><b>Mental Health Integration:</b> Formalise mental health support with Young Hackney, focusing on resilience and soft skills and mapping against the inclusion bases that will exist in Post-16 settings.</p> <p><b>Advanced Tracking:</b> The NEET Prevention Panel expands tracking to include Year 14, ensuring support doesn't "drop off" after the first post-16 year. We will formally collaborate with HEALS to address post-16 NEET issues and co-develop solutions.</p> <p><b>Motivational Interviewing:</b> Roll out Motivational Interviewing training to Young Hackney, with links to 16+ outreach teams to re-engage the most vulnerable high-risk students.</p> <p><b>School preparedness and Early Years (EY) transitions</b></p> <ul style="list-style-type: none"> <li>We will learn from PACE-H) EY Transitions project and explore opportunities to further improve transitions.</li> <li>We will move away from the "crisis-led" experience where families feel they must "fight" for support by rolling out the Digital ISP platform to ensure specialist-informed strategies</li> </ul> | <p>Digital ISPs for children with additional needs, ensuring a portable record of "what works" moves with them.</p> <p><b>Curriculum Evolution:</b> "Contextualised" GCSE resits are no longer a pilot but a standard offering across technical trades, significantly boosting local pass rates.</p> <p><b>Refinement:</b> Final review and revision of the NEET Prevention Panel approach based on three years of longitudinal data.</p> <p><b>Workforce Excellence:</b> The Hackney workforce is fully upskilled in PfA principles, with person-centred support embedded in every interaction.</p> <p><b>Systemic Parity:</b> Vocational pathways achieve full parity of esteem with academic routes, reflected in increased enrollment in Green and Digital sectors.</p> <p><b>School preparedness and Early Years (EY) transitions</b></p> <ul style="list-style-type: none"> <li>We will achieve a collaborative model where 100% of transition data is communicated using standardised definitions.</li> <li>The system will have transitioned from "deficit recovery" to a mature, predictive model where granular data from mandatory 2-year reviews and EY settings and BSFHs directly</li> </ul> |
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| <p>universal entitlements for all children from EY.</p> <ul style="list-style-type: none"> <li>This journey matures through the rollout of a Digital ISP platform to ensure specialist-informed strategies are portable across settings, eventually realising a collaborative approach where LITs utilise granular, real-time data to ensure support for every child.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>The multidisciplinary EY Team around the Setting (TAS) skills-transfer programme piloted through Delivering Better Value (DBV) will become the standard</li> <li>To support early identification, we will utilise the mandatory 2-year-old developmental checks as a primary screening tool within Family Hubs to catch emerging needs before children enter the school system.</li> <li>We will integrate a Named Lead SEND Practitioner alongside the established Family Navigator role within our Best Start Family Hubs (BSFHs).</li> </ul> | <p>move seamlessly with the child.</p> <ul style="list-style-type: none"> <li>The Lead SEND Practitioner will work alongside the LITs to ensure that the outcomes from the 2-year reviews are translated into actionable support plans, preventing the "transition cliff" as children move toward primary settings.</li> </ul>                                                                                                                                                                                                                                                                                          | <p>dictates strategic priorities.</p> <ul style="list-style-type: none"> <li>The Lead SEND Practitioner role will be fully embedded as a high-level strategic partner for families, ensuring "Right Support, Right Time" is a lived reality.</li> </ul>                                                                                                                                                                                                                                                           |
| <p><b><u>Access to specialist support and local placements</u></b></p> <p><b>Access to specialist support:</b></p> <ul style="list-style-type: none"> <li>The EAH workforce operates as a single, unified team where specialists provide seamless, wrap-around support.</li> <li>Specialist support is no longer a distant service but an embedded feature of the neighbourhood, with a "Single Point of Triage" ensuring families and settings access help without navigating fragmented pathways.</li> <li>Utilising real-time data from the Single Inclusion Data Source dashboard, the system shifts specialist resources between localities instantly as neighbourhood needs fluctuate, ensuring equity of access.</li> <li>A mature balance of physical co-location and virtual "link professional" support offers maximum flexibility, ensuring every setting from EY to Further Education(FE) has a familiar, named expert at hand.</li> <li>Referral fragmentation and duplicated training offers are eliminated; the integrated LIT network ensures that</li> </ul> | <p><b><u>Access to specialist support and local placements</u></b></p> <p><b>Access to specialist support:</b></p> <ul style="list-style-type: none"> <li>Formally group Educational Psychologists (EPs), Speech and Language Therapists (SaLTs), Occupational Therapists (OTs), and Specialist Teachers (SpTs) into LITs.</li> <li>Establish the "Single Point of Triage" for each neighbourhood. Map the Virtual vs. Physical co-location model - identifying which Hubs will host physical teams and which settings will have named link professionals.</li> </ul>                  | <p><b><u>Access to specialist support and local placements</u></b></p> <p><b>Access to specialist support:</b></p> <ul style="list-style-type: none"> <li>Fully integrate the LITs with the 'TAS' and HEALS, Wellbeing and Mental Health Service (WAMHS), Young Hackney, and BSFHs</li> <li>Standardise communication pathways with schools, EY settings, and with the "Named SEND Professional" in Family Hubs.</li> <li>Ensure schools and settings are in regular contact with the LIT link professional.</li> <li>Central services (Sensory/Portage) align their visiting schedules with Locality Plans.</li> </ul> | <p><b><u>Access to specialist support and local placements</u></b></p> <p><b>Access to specialist support:</b></p> <ul style="list-style-type: none"> <li>The "Mixed Model" (Physical/Virtual) is fully optimised.</li> <li>The system uses real-time data from the dashboard to shift specialist resources between localities as needs fluctuate.</li> <li>Integrated triage has eliminated duplicated CPD and referral fragmentation; the workforce operates as one single, multi-disciplinary team.</li> </ul> |

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| <p>support is coordinated, consistent, and proactively deployed to prevent escalation.</p> <p><b>Access to local placements:</b></p> <ul style="list-style-type: none"> <li>- A robust "Middle Provision" of Support Bases and adapted classroom spaces ensures the vast majority of children and young people (CYP) can remain connected to the mainstream curriculum while receiving targeted specialist care.</li> <li>- Special schools and Specialist Bases function as "Beacons of Excellence," not only providing high-complexity care but acting as the engine for an outreach network that upskills local mainstream settings.</li> <li>- High-cost, out-of-borough independent placements are minimised.</li> <li>- Admission to all specialist provision is governed by clear, published criteria aligned with the Graduated Response, restoring parental trust through fairness and predictability.</li> </ul> <p><b>Strategically recommissioning Alternative Provision (AP)</b></p> <ul style="list-style-type: none"> <li>• By 2029, Hackney will operate a unified, financially sustainable alternative provision system under the HEALS, where high-cost independent spot-purchasing is replaced by localised, three-tiered inclusive frameworks.</li> <li>• Through rigorous sub-regional contract management and data-driven in-school outreach, the borough will systematically lower permanent exclusions by 10% year-on-year, ensuring that vulnerable learners are supported within their home communities without unnecessary statutory escalation.</li> </ul> | <p><b>Access to local placements:</b></p> <ul style="list-style-type: none"> <li>• Formally revise and publish the admission criteria for Support Bases, Specialist Bases, and Special Schools, ensuring they are explicitly aligned with the Graduated Response.</li> <li>• Audit the expertise within Special Schools to prepare for the "Outreach" model, identifying specialists ready to support mainstream settings.</li> <li>• Begin working with schools to agree a locality based approach to the development and rollout of support bases.</li> </ul> <p><b>Strategically recommission AP into a 3-tiered model</b></p> <ul style="list-style-type: none"> <li>• Execute and operationalise an updated <b>Memorandum of Understanding (MOU)</b> for the current academic year with New Regent's College to enforce termly quality assurance loops via School Improvement Partners (SIPs).</li> <li>• Launch an intensive <b>Section 19 Statutory tuition compliance sprint</b>, binding all active alternative tutors to a newly designed, legally robust Individual Placement Agreement (IPA).</li> <li>• Formally mandate that all alternative placements for Children Looked After</li> </ul> | <p><b>Access to local placements:</b></p> <ul style="list-style-type: none"> <li>• Begin implementing "Middle Provision" (support bases and classroom adaptations) - creating flexible spaces in mainstream settings that offer more than "standard" support but remain connected to the mainstream curriculum.</li> <li>• Progress plans to commission additional Specialist Bases, building on our existing landscape (currently Alternative Resource Provisions)</li> <li>• Begin the phased reduction of out-of-borough independent placements as new local capacity comes online.</li> </ul> <p><b>Strategically recommission AP into a 3-tiered model</b></p> <ul style="list-style-type: none"> <li>• Formally transition core contracts for externally provided AP settings into multi-year SLAs featuring performance-tied funding parameters.</li> <li>• Conclude the National Pupil Database (NPD) longitudinal tracking project currently being undertaken with data consultants</li> <li>• Standardise Tiered Top-Up Rates across the maintained Pupil Referral Unit (PRU) network to ensure financial transparency and balanced risk-sharing across the schools forum.</li> </ul> | <p><b>Access to local placements:</b></p> <ul style="list-style-type: none"> <li>• Specialist Hubs are fully operational as centres of a mainstream inclusion network, providing a "local by default" option for the vast majority of CYP.</li> <li>• Sufficiency planning is dynamic - using needs data to predict future placement needs, ensuring Hackney never returns to a "crisis-led" reliance on high-cost independent settings.</li> <li>• Our existing specialist provision has been repurposed, where appropriate, to ensure it is catering for those with the highest levels of need</li> </ul> <p><b>Strategically recommission AP into a 3-tiered model</b></p> <ul style="list-style-type: none"> <li>• Expand the specialised post-16 Social Emotional Mental Health (SEMH) and Level 1 vocational AP offer locally to mitigate the narrowing entry criteria of mainstream FE colleges.</li> <li>• Fully dissolve the legacy Exclusions Panel framework, transitioning into an integrated, multi-agency <b>HEALS Inclusion Panel</b> that provides automated, early triage for pupils displaying school avoidance or escalated anxiety.</li> <li>• Support stabilised High Needs Block growth trajectories by demonstrating</li> </ul> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | (CLA) are routed exclusively through the multidisciplinary SEND Setting Change Resource Panel.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | movement of pupils out of high cost placements into tier 2 and tier 3 structures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b><u>System leadership, local partnership collaboration and co-production</u></b></p> <p><b>Systemically embedded co-production:</b></p> <ul style="list-style-type: none"> <li>Families and YP contribute as equal partners in the design of the local system, holding formal weighted voting power on the Strategic Partnership Board.</li> <li>The Parent Carer Forum (PCF) and youth panels reflect the full demographic diversity of Hackney, ensuring ethnicity, language, and gender perspectives drive decision-making.</li> <li>Standardised feedback loops ensure families can see exactly how their lived experience has directly influenced strategic outcomes and service design.</li> <li>Family and student feedback is no longer anecdotal; it is a primary performance metric integrated into the Single Inclusion Data Source to measure system success.</li> <li>The "4 Cornerstones" (Welcome, Care, Value, Trust) are embedded as a core cultural value, with a formal Co-production Charter mandating community sign-off at every level of the Local Area Partnership</li> </ul> <p><b>A Partnership-wide Universal Offer Agreement through a Cascading Engagement Model</b></p> <ul style="list-style-type: none"> <li>A mature, annual cycle is embedded where granular school-level needs directly dictate borough-wide strategic priorities, ensuring the system is responsive to "real-time" trends.</li> </ul> | <p><b><u>System leadership, local partnership collaboration and co-production</u></b></p> <p><b>Systemically embedded co-production:</b></p> <ul style="list-style-type: none"> <li>Use the '4 Cornerstones Approach to Co-production' 'self-evaluation tool to identify specific improvement actions required.</li> <li>Secure a host organisation to support the PCF to move away from individual concerns to strategic planning.</li> <li>Establish distinct feedback channels for inDEPth and the Deaf Youth Council to separate youth and parent perspectives.</li> <li>Ensure Schools and Setting have access through existing forums.</li> </ul> <p><b>A Partnership-wide Universal Offer Agreement through a Cascading Engagement Model</b></p> <p>In line with the Cascading Engagement Model, key stakeholders across the community will be directly involved at every level of engagement.</p> | <p><b><u>System leadership, local partnership collaboration and co-production</u></b></p> <p><b>Systemically embedded co-production:</b></p> <ul style="list-style-type: none"> <li>Mandate that all new services must evidence co-production at the design stage rather than just the final consultation.</li> <li>Launch targeted outreach to ensure PCF membership reflects Hackney's full diversity, including ethnicity, language, and fathers.</li> <li>Ensure SEND plan elements are on the forward plan of Schools and Settings meetings.</li> <li>Standardise "Feedback Loops" that demonstrate exactly how family input influenced specific strategic outcomes.</li> <li>Complete the roll-out of the '4 Cornerstones' framework to the SEND and AP Partnership Board.</li> </ul> <p><b>A Partnership-wide Universal Offer Agreement through a Cascading Engagement Model</b></p> <p><b>Data-Driven Alignment:</b> Leverage the improved Single Inclusion Data Source to move from finding gaps to addressing them. MAT representatives are formally integrated into Steering Groups to ensure academy resources</p> | <p><b><u>System leadership, local partnership collaboration and co-production</u></b></p> <p><b>Systemically embedded co-production:</b></p> <ul style="list-style-type: none"> <li>Families and youth panels act as equal system designers with weighted voting power on the Strategic Partnership Board.</li> <li>Integrate family and student feedback as a primary performance metric within the Single Inclusion Data Source.</li> <li>Schools and Settings regular contribute to the system offer through coproduction</li> <li>A formal Co-production Charter is fully operational, ensuring every tier of the system is signed off by the community it serves.</li> </ul> <p><b>A Partnership-wide Universal Offer Agreement through a Cascading Engagement Model</b></p> <p><b>The Mature Cascading Model:</b> The transition from School Audit to Locality Gap to Borough Offer is now a seamless annual cycle.</p> <p><b>Total Partnership Alignment:</b> Schools,</p> |

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| <ul style="list-style-type: none"> <li>• The Single Inclusion Data Source provides the empirical evidence for every local intervention, moving the system from anecdotal "gap finding" to evidence-based "gap filling."</li> <li>• All partners - including the LA, Integrated Care Board (ICB), Multi-Academy Trusts (MATs), and families - operate in total synchronicity, with resources and intervention allocated based on transparent, "ground-up" data.</li> <li>• The Universal Offer is reviewed annually informed by schools, partners and parents carers and reflected in joint commissioning arrangements</li> <li>• The SEND and Alternative Provision (AP) Partnership Board, provides formal sign-off on resource allocation, ensuring the offer is genuinely responsive to classroom needs.</li> <li>• Parents and carers have access to "Locality Summaries" that clearly demonstrate how their feedback and school-level audits have directly influenced the broader borough strategy.</li> <li>• Lived experience data from the PCF and student panels carries equal weight to clinical data in commissioning discussions, ensuring the system remains human-centred.</li> </ul> | <p>School SMAP meetings identify real-time needs (e.g., Year 2 ASD rise) to be cascaded to TAS meetings for continuity.</p> <p>MATs are part of our school family. Strategic Leads or delegates can attend SMAP meetings to identify common themes, ensuring partnership-wide inclusion.</p> <p>SMAP meetings can utilise community engagement feedback from individual educational settings as a data source, despite parents and students not attending directly.</p> <p><i>The Locality Level (Need Analysis)</i></p> <p>Individual SMAP findings are aggregated by locality. Neighbourhood Steering Groups within Hackney's Sufficiency Planning meet termly to review this data, showcased in Locality Plans. MAT representatives attend these meetings.</p> <p>We will leverage the PCF and student panels to influence neighbourhood steering group decisions, incorporating "lived experience" to supplement data dashboards. Additionally, we will use the HEALS outreach infrastructure to map feedback channels for children currently supported outside of mainstream settings, including those in elective home education (EHE), independent placements, or experiencing school avoidance.</p> <p><i>The Borough Level: Borough-Wide Collaboration</i></p> <p>The final stage is the formalisation of the Universal Offer co-produced with schools and settings. Findings from the four Neighbourhood steering groups are presented to the SEND and AP Strategic Partnership Board for feedback and standardisation.</p> <p>MAT, ICB, and PCF representatives on the SEND and AP Strategic Partnership Board collaborate with North East London (NEL) ICB, using regional insights to ensure consistent commissioning that improves outcomes and</p> | <p>align with the emerging Locality Plans.</p> <p><b>ICB &amp; Schools Forum Integration:</b> Use the "Gap Analysis" to inform joint commissioning discussions with the ICB. If a locality shows a significant Speech and Language Communication Need (SLCN) gap, therapeutic resources are strategically shifted to that neighbourhood in real-time.</p> <p><b>Transparency Initiatives:</b> Publish "Locality Summaries" for parents and carers, demonstrating how the specific needs identified at their child's school are influencing the broader locality strategy.</p> <p><b>Student Voice Expansion:</b> The inDEPth panel begins auditing the "responsiveness" of the system, reviewing whether the "Gap Analysis" from Year 1 resulted in actual service changes in Year 2.</p> | <p>parents/carers, ICB, and MATs act in total alignment, with central resources and therapies allocated based entirely on the transparent data-driven needs identified from the ground up.</p> <p><b>Borough-Wide Oversight:</b> The SEND and AP Strategic Partnership Board, supported by the inDEPth panel, provides final sign-off on resource allocation, ensuring that the "Universal Offer" remains responsive to the latest "Needs Audits."</p> |
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| <p><b><u>Encouraging inclusive culture and behaviours</u></b></p> <p><b>Locality based specialist support and advice from EY to FE:</b></p> <ul style="list-style-type: none"> <li>• Every setting - from EY providers to FE colleges - has a single, local point of contact for specialist expertise, eliminating fragmented referral pathways and service silos.</li> <li>• Experts function as "System Coaches," embedding clinical and educational strategies directly into Quality First Teaching so that the wider workforce is empowered to meet diverse needs every day.</li> <li>• Specialist guidance and intervention are allocated, drawing on insights from the Single Inclusion Data Source dashboard, ensuring resources are shifted dynamically to neighbourhood hotspots in real-time.</li> <li>• A higher proportion of CYP thrive within their local mainstream settings, with success evidenced by increased attendance, reduced exclusions, and a measurable decrease in the escalation to statutory EHCPs.</li> </ul> <p><b>Aligning School Improvement (SI):</b></p> <ul style="list-style-type: none"> <li>• School Improvement (SI) professionals work in partnership with settings to further strengthen inclusive practice, building on existing good practice. The SI team will centre</li> </ul> | <p><b><u>Encouraging inclusive culture and behaviours</u></b></p> <p><b>Locality based specialist support and advice from EY to FE:</b></p> <ul style="list-style-type: none"> <li>• Establish LITs as the single point of contact for all settings, moving health and education professionals into shared clusters.</li> <li>• Launch a unified referral and triage process to stop fragmented pathways and ensure "right support, right time" without service duplication.</li> <li>• Use the Single Inclusion Data Source dashboard to identify locality-specific needs and align initial specialist guidance and input.</li> </ul> <p><b>Aligning School Improvement (SI):</b></p> <p><b>Policy &amp; Framework Launch:</b> Implement the revised SIP Programme across primary, secondary, special and in part FE settings. This has a larger focus inclusion and SEND provision as a core focus of the annual school</p> | <p><b><u>Encouraging inclusive culture and behaviours</u></b></p> <p><b>Locality based specialist support and advice from EY to FE:</b></p> <ul style="list-style-type: none"> <li>• Specialists shift focus toward "System Coaching," delivering data-driven interventions that empower the wider workforce.</li> <li>• Roll out neighbourhood-based CPD that embeds specialist expertise directly into "Quality First Teaching," reducing the need for individual referrals.</li> <li>• Mature the co-location model, ensuring every setting - from EY settings to FE colleges - benefits from either physical or virtual specialist presence.</li> </ul> <p><b>Aligning School Improvement (SI):</b></p> <p><b>Strategy Building:</b> SIP visits can support school refine their long-term Inclusion Strategies based on a full year of Locality Plan data and inform a borough-wide universal offer agreement that will help build the CPD offer for that year.</p> | <p><b><u>Encouraging inclusive culture and behaviours</u></b></p> <p><b>Locality based specialist support and advice from EY to FE:</b></p> <ul style="list-style-type: none"> <li>• Realise a higher proportion of CYP receiving appropriate, high-quality support within mainstream settings, evidenced by longitudinal attendance and reduced escalation to EHCPs</li> <li>• Integrated triage is fully embedded, with specialists, SIPs, and Family Hubs acting as a single, accessible unit for every neighbourhood.</li> <li>• The system uses real-time data to shift guidance and resources dynamically, ensuring the partnership remains responsive to the evolving needs of the classroom.</li> </ul> <p><b>Aligning School Improvement (SI):</b></p> <p><b>Common Standards:</b> Inclusive practice is a fundamental pillar of our school improvement journey. To ensure every child benefits from this, those settings working towards the 'Universal Offer' can receive support from our School Improvement team, including brokered support</p> |

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| <p>SEND provision in the core of the annual school improvement cycle. By prioritising high-quality, inclusive teaching and learning at the universal level, the SI team supports and enables Hackney settings in delivering an offer where the vast majority of children and young people (CYP) can thrive together.</p> <ul style="list-style-type: none"> <li>Through a collaborative inclusion focus within the standard SIP cycle, SI advisors provide supportive, impact-focused peer reflection. This enables schools to maintain and embed high standards of inclusive practice from Early Years through to Further Education.</li> <li>To ensure resources are deployed equitably, the SI team uses real-time data to offer adaptive, targeted support to settings facing specific challenges, such as declining attendance or rising suspensions. Ultimately, the SI team operates in close alignment with Local Inclusion Teams (LITs) and Education Advisory Heads, identifying systemic needs together to build a resilient, high-quality mainstream offer that delivers excellent outcomes for young people up to age 25.</li> </ul> <p><b>Standardised Application of IMF and IEYF:</b></p> <ul style="list-style-type: none"> <li>The standardised application of the IMF and IEYF ensures these funds are seen as "upfront fuel" for early inclusion.</li> <li>The Digital ISP will become the mandatory "receipt" for this</li> </ul> | <p>improvement cycle.</p> <p><b>SIP Visits :</b> Oversight by the School Improvement Team during the SIP cycle of visits will support the ongoing development of inclusive practice and make links with other parts of the SEN system.</p> <p><b>Training focus:</b> Design and deliver joined up training initiatives for SI and LITs to foster a shared understanding of roles and build a unified approach to the inclusion reforms. Building on current strong practice, ensure termly SIP training has a closer focus on inclusion.</p> <p><b>Skills Audit:</b> Create structured opportunities for SI and LIT professionals to learn from one another, leveraging existing internal expertise to deepen cross-team understanding of complex SEND and school improvement practices. Ensure all advisers are fully aware of (and identify) best practice in schools and settings, including special schools and use this to ensure internal and external colleagues are aware of this.</p> <p><b>Standardised Application of IMF and IEYF:</b></p> <ul style="list-style-type: none"> <li>Publish guidance linking IMF/IEYF allocations to the delivery of the Universal and Targeted Offer. Clearly state that the Digital ISP will be the mandatory tool for schools to record how these funds are applied to individual outcomes.</li> </ul> | <p><b>Graduated Support Implementation:</b> Building on good practice, schools identified as requiring more support will receive it through the existing risk assessment process including data sources.</p> <p><b>Standardised Application of IMF and IEYF:</b></p> <ul style="list-style-type: none"> <li>Use SMAP meetings to review the impact of IMF spend. SIPs will audit a sample of ISPs to ensure that the upfront funding is translating into the specialist-informed interventions (from the LITs) promised in the plan.</li> </ul> | <p>from other settings..</p> <p><b>Post-16 Engagement:</b> Sixth Form and College leadership are partnered to ensure high-quality pathways that directly reduce NEET figures for young people up to age 25.</p> <p><b>System Stability:</b> The School Improvement team and the LIT act in total synergy, with SIPs identifying the need and LITs deploying the EAHs to ensure every setting has the capacity to remain inclusive.</p> <p><b>Standardised Application of IMF and IEYF:</b></p> <ul style="list-style-type: none"> <li>Mature strategic oversight of the fund, supported by robust data within the Digital ISP, will support better application of the IMF across settings, leading to improved inclusion outcomes from CYP across mainstream settings.</li> </ul> |
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| <p>investment, allowing schools to record exactly how funds are converted into specialist-informed interventions.</p> <ul style="list-style-type: none"> <li>Over three years, this matures into a data-driven model where SMAP meetings and SIP audits use ISP evidence to ensure that upfront funding is successfully driving high-quality mainstream outcomes and reducing the need for statutory escalation.</li> </ul> <p><b>Supporting high-quality ISPs</b></p> <ul style="list-style-type: none"> <li>Educational settings will hold full legal and operational ownership of Digital ISPs, ensuring they are live, teacher-led documents rather than passive records.</li> <li>LITs will function as expert contributors, dropping clinical strategies directly into the digital plan to eliminate delays for specialist advice.</li> <li>The Inclusion Mainstream Fund (IMF) and IEYF will act as "upfront fuel," with the ISP serving as the school's transparent evidence for how these funds are applied to student outcomes.</li> <li>A Digital ISP platform will be fully integrated with school MIS systems, ensuring that support strategies are instantly portable and move seamlessly with the child during transitions.</li> <li>SIPs will provide relational scrutiny, using a sample of ISPs to audit inclusion quality and ensure every child receives their "Guarantee of Entitlement."</li> <li>Families and young people will be equal co-authors, with real-time access to the digital plan, restoring trust through total transparency of</li> </ul> | <ul style="list-style-type: none"> <li>Distribute IEYF using 75/25 needs-led national formula.</li> </ul> <p><b>Supporting high-quality ISPs</b></p> <ul style="list-style-type: none"> <li>Co-produce a 'Hackney ISP Guidance Document'" document with SENCos and the PCF, ensuring a shared definition of a "high-quality plan" that aligns with the National Inclusion Standards.</li> <li>Publish an IMF Toolkit, providing schools with a clear formula to understand how their pre-allocated inclusion funding covers the specific interventions required in an ISP</li> </ul> | <p><b>Supporting high-quality ISPs</b></p> <ul style="list-style-type: none"> <li>Launch a Digital ISP platform, providing settings with a unified space to author plans, with automated links to school MIS systems to reduce administrative burden.</li> <li>LIT specialists begin focusing on upskilling school staff to author ISPs that reflect "Specialist-Informed" Quality First Teaching.</li> <li>Use SMAP meetings to review a sample of school-led ISPs, ensuring that the IMF is being activated effectively and that specialist advice is being implemented.</li> <li>Pilot the "Digital Passport" feature, allowing Year 6 and Year 11 ISPs to move seamlessly between settings ahead of the September intake.</li> </ul> | <p><b>Supporting high-quality ISPs</b></p> <ul style="list-style-type: none"> <li>100% of Hackney settings lead on the maintenance of Digital ISPs as the primary legal and operational record for the Targeted and Targeted Plus offers.</li> <li>The link between the IMF and the ISP is fully embedded. Schools use their ISP data to demonstrate "Value for Money," while SIPs provide rigorous, supportive scrutiny of plan quality.</li> <li>The LA uses aggregated, anonymised data from school ISPs to predict future locality gaps</li> <li>The ISP is recognised as a robust, trusted alternative to a statutory EHCP.</li> </ul> |
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| <ul style="list-style-type: none"> <li>support and funding.</li> <li>The ISP will be recognised as a robust, funded alternative to the statutory EHCP for the majority of children, providing immediate, high-quality intervention based on need rather than labels.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b><u>Enablers</u></b></p> <p>Workforce</p> <ul style="list-style-type: none"> <li>By 2029, the Programme Team will have successfully converted upfront corporate investment into long-term system recovery, with the team's operational costs fully offset by verified reductions in spending.</li> <li>Senior leadership will be supported by a fully mature Programme Management Office (PMO) infrastructure capable of translating real-time dashboard tracking into predictive multi-agency resource deployment across the four localities.</li> <li>The Programme Team will function as the trusted connective tissue across the local authority and ICB, maintaining a synchronised delivery framework where health, social care, and education perform as a singular system.</li> </ul> <p>Data Capture</p> <ul style="list-style-type: none"> <li>A permanent, integrated digital ecosystem bridges Education, Health, and Care data, providing a single, reliable narrative for every child's journey from 0–25.</li> <li>Key stakeholders across schools, localities, and the LA use live dashboards to monitor need, attendance, and suspension patterns,</li> </ul> | <p><b><u>Enablers</u></b></p> <p>Workforce</p> <ul style="list-style-type: none"> <li>Launch recruitment for the essential Programme Manager and Technical Lead roles in Q2, while initiating secondment agreements with the LA and ICB to temporarily backfill secondary administrative support functions.</li> <li>Formally activate the EAH Admin team under the EAH Service Lead - fully funded via the £202,031.30 administrative grant allocation - to establish specialised triage, tracking, and scheduling workflows for the LIT rollout.</li> <li>Deploy the Service Accountant within the core finance team to construct the financial baseline and baseline monitoring structures required to evaluate High Needs Block "invest-to-save" tracking.</li> </ul> <p>Data Capture</p> <p><b>Single Inclusion Data Source:</b> Establish an agile working space, using a Qlik dashboard platform that compiles existing data workstream. This integrates sufficiency data planning with Family Hubs data to create the first iteration of the Single Inclusion Data Source.</p> <p><b>EAH Impact Dashboard:</b> Also due in Autumn 2026, this dashboard will track outcomes for children receiving EAH support. Specifically, it</p> | <p><b><u>Enablers</u></b></p> <p>Workforce</p> <ul style="list-style-type: none"> <li>Evaluate the initial Year 1 savings to evaluate transitioning seconded secondary project support roles into fixed-term positions.</li> <li>Fully operationalise internal PMO tracking architecture.</li> </ul> <p>Data Capture</p> <p><b>Real-Time Access:</b> The Data Packs become fully operational for all key stakeholders, providing real-time access to current caseloads, CPD attendance, and suspension patterns. Functionality will be built into the dashboard so that schools, localities and the Local Authority can see changes over time. This would allow key stakeholders to compare the current position to the previous term or even the previous year. The new EAH Impact dashboard will be</p> | <p><b><u>Enablers</u></b></p> <p>Workforce</p> <ul style="list-style-type: none"> <li>Fully assimilate the transformation team architecture into the mainstream local authority infrastructure, moving core data and project management roles onto permanent establishment funding.</li> <li>Compile and present the final 3-year transformation return, mathematically demonstrating that the upfront corporate investment successfully stabilised HNB expenditure growth.</li> </ul> <p>Data Capture</p> <p><b>System Transition:</b> Move from the "temporary" dashboard solution to permanent, integrated Single Inclusion Data Source and EAH Impact Dashboards that aggregate information from fully rolled out Digital ISPs.</p> <p><b>A collaborative approach in Action:</b> The shift from a "fight" for support to a "coordinated infrastructure" is maturing. The Centralised</p> |

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| <p>allowing for immediate course correction rather than retrospective reaction.</p> <ul style="list-style-type: none"> <li>Individual school and SEND audits are aggregated into Neighbourhood Profile Packs, enabling the Partnership to identify and plug specialist resource gaps before they reach a crisis point.</li> <li>The system moves beyond "snapshots" to track progress over terms and years, providing the empirical evidence needed to prove that early intervention is successfully reducing the escalation of need.</li> <li>Data transparency allows for dynamic sufficiency planning, ensuring the partnership's infrastructure is deployed exactly where the data shows it is needed most.</li> <li>Success is measured by a unified set of metrics, confirming that the shift from a "fight" for support to a "coordinated infrastructure" is delivering excellence in local outcomes.</li> </ul> <p>Digital system (ISP platform)</p> <ul style="list-style-type: none"> <li>By late 2028, Hackney will transition away from our interim corporate dashboards (Single Inclusion Data Source and EAH Impact dashboard), into a unified digital platform that seamlessly integrates ISPs with local authority case management.</li> <li>Operating in strict alignment with central government specifications, this interoperable digital architecture will provide a single inclusion data source for schools, health partners, and families, securely driving our target to reduce unnecessary statutory EHCP escalations by 7.8% through absolute</li> </ul> | <p>will monitor how many pupils eventually require a formal EHCP. This relies on a new, standardised data collection process to ensure school-based intervention data is consistent and easily matched to central records.</p> <p>Digital systems (ISP platform)</p> <ul style="list-style-type: none"> <li>Formally join and commit local authority data specialist resources to The Access Group's national Synergy ISP Product Design Groups to inject Hackney's operational requirements into the core software build.</li> <li>Maintain active strategic engagement with the DfE reform team to monitor, evaluate, and report back on the likelihood, specifications, and deployment timelines of a national mandated digital platform.</li> </ul> | <p>operational and provide oversight, inform improvements, and communicate impacts and outcomes across the partnership, tracking data to ensure support reaches underserved populations and does not worsen existing disparities.</p> <p><b>Locality Aggregation:</b> Combine individual schools by locality to create formal Locality Plans. These plans identify specific specialist resource gaps (e.g., a localised need for more SLCN support).</p> <p>Digital systems (ISP platform)</p> <ul style="list-style-type: none"> <li>Complete a comprehensive local ISP and data-sharing readiness audit to map data fields between our interim dashboards, internal education systems, and regional health platforms.</li> <li>If central government does not issue a national platform mandate by mid-Year 2, conclude a formal options appraisal to greenlight the procurement and localised configuration of the updated Synergy ISP module.</li> <li>Launch a restricted testing environment across 4 pilot schools (one per locality) to test user interface</li> </ul> | <p>Single Inclusion Data Source (now a permanent tool) confirms that early interventions for SLCN, Autism Spectrum Disorder (ASD), and SEMH are reducing the escalation of need. Success is measured by stabilised local placements and improved attendance for children with SEND.</p> <p>Digital systems (ISP platform)</p> <ul style="list-style-type: none"> <li>Execute full-system data migration, transitioning all baseline metrics from the interim Single Inclusion Data Source and "EAH Impact" dashboards into the live, automated national or upgraded local ISP digital platform by late 2028.</li> <li>Deliver a comprehensive, mandatory training and user-onboarding program for 100% of mainstream SENCos and multi-agency clinical teams to secure full operational system adoption.</li> </ul> |
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| <p>system transparency.</p> <p>Commissioning of EAH</p> <ul style="list-style-type: none"> <li>Commissioning is a key conduit to analysing need and commissioners are key to drive a collaborative service design and review of the EAH offer.</li> <li>Robust monitoring is in place and data and outcomes gathered respond to output requirements from the Department for Education and offer all relevant data about need and service delivered to meet this.</li> <li>Future service design and procurement activity is informed by service monitoring data, evidence-base, data from across the system (ICB, schools, London Borough of Hackney (LBH) databases) and the voice of CYP and families.</li> <li>Contracting arrangements prevent further fragmentation of the wider system, bringing together the LA and ICB to lead on co-ordinated SaLT and OT offers across the borough under two contracts which include EAH provision.</li> </ul> | <p>Commissioning of EAH</p> <ul style="list-style-type: none"> <li>Commissioners have a central role in EAH service specification, development of Key Performance Indicators (KPIs) and outcomes with system partners and financial modelling.</li> <li>The project plan is developed and implemented by commissioners, which includes service design, procurement, contracting and mobilisation of the EAH service.</li> <li>Commissioners lead on quarterly monitoring and hold the first quarterly contract monitoring review.</li> </ul> | <p>friction and data upload compliance among SENCos using the interim dashboard infrastructure.</p> <p>Commissioning of EAH</p> <ul style="list-style-type: none"> <li>EAH SaLT and OT offer is established with variations to longer term contracts.</li> <li>Commissioners ensure quarterly monitoring reporting is thoroughly reviewed and discussed, and that action is taken where needed.</li> <li>Commissioners lead first review point or stocktake of service performance and how it meets need and coordinate with the service provider, relevant LBH service areas, the ICB and the wider system to re-design the offer where there are gaps or the service is not meeting needs.</li> </ul> | <p>Commissioning of EAH</p> <ul style="list-style-type: none"> <li>KPIs and monitoring outcomes are consistently strong and the service fully meets needs.</li> <li>Commissioners ensure quarterly monitoring reporting is thoroughly reviewed and discussed, and that action is taken where needed.</li> <li>Commissioners lead on a third review point and develop needs analysis to inform longer-term plans for the service.</li> </ul> |
| <p><b>Success measures</b></p> <p><i>Drawing on metrics from the accompanying data template</i></p> <p><i>E.g.</i></p> <p><i>Improve attendance of pupils in all maintained schools (mainstream and special) with SEN</i></p> <p><i>Reduce spend on ISS places</i></p> <p><i>Increase # children and young people supported by Education Psychologists/SaLT/OT in maintained provision</i></p> <p><i>Improve overall effectiveness of provision</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>1. Capacity of Inclusion Bases in Mainstream Settings.</b></p> <ul style="list-style-type: none"> <li><b>192</b> (26/27 financial year)</li> </ul> <p><b>2. Number of CYP without EHCP supported by SLTs, OTs, &amp; EPs.</b></p> <ul style="list-style-type: none"> <li>SLTs: <b>2,088</b> (26/27 academic year)</li> <li>OTs: <b>833</b> (26/27 academic year)</li> <li>EPs: <b>581</b> (26/27 academic year)</li> </ul>                                                                                                             | <p><b>1. Capacity of Inclusion Bases in Mainstream Settings.</b></p> <ul style="list-style-type: none"> <li><b>290</b> (27/28 financial year)</li> </ul> <p><b>2. Number of CYP without EHCP supported by SLTs, OTs, &amp; EPs.</b></p> <ul style="list-style-type: none"> <li>SLTs: <b>2,303</b> (27/28 academic year)</li> <li>OTs: <b>971</b> (27/28 academic year)</li> <li>EPs: <b>614</b> (27/28 academic year)</li> </ul>                                                                                                                                                                                                                                                                        | <p><b>1. Capacity of Inclusion Bases in Mainstream Settings.</b></p> <ul style="list-style-type: none"> <li><b>406</b> (28/29 financial year)</li> </ul> <p><b>2. Number of CYP without EHCP supported by SLTs, OTs, &amp; EPs.</b></p> <ul style="list-style-type: none"> <li>SLTs: <b>2,364</b> (28/29 academic year)</li> <li>OTs: <b>1,010</b> (28/29 academic year)</li> <li>EPs: <b>649</b> (28/29 academic year)</li> </ul>          |

NEET data

**3. Number of ECHNAs that result in an EHCP.**

- **406** (2027 calendar year)

**4. Suspension and Permanent Exclusion Rates of Pupils with SEN.**

- **Permanent exclusion**
- EHC: **0.19** (26/27)
- SEN Support: **0.2673** (26/27)
- **Fixed term exclusion**
- EHC: **16.07** (26/27)
- SEN Support: **17.72** (26/27)

**5. Forecast Expenditure for High Needs Block**

- **£75,430,030** (26/27 financial year)

**6. Stabilised average placement unit cost for children and young people with SEN**

- **£13,000** (26/27 financial year)

**7. Reduction against unmitigated projection of the number of children and young people with EHC plans**

- **3870** (2026)
- **3970** (2027)

**8. Reduction in the number of CYP with SEN who are categorised as NEET**

- **278** (2026)

**9. Reduction in home to school**

**3. Number of ECHNAs that result in an EHCP.**

- **396** (2028 calendar year)

**4. Suspension and Permanent Exclusion Rates of Pupils with SEN.**

- **Permanent exclusion**
- EHC: **0.17** (27/28)
- SEN Support: **0.24** (27/28)
- **Fixed term exclusion**
- EHC: **14.46** (27/28)
- SEN Support: **15.95** (27/28)

**5. Forecast Expenditure for High Needs Block**

- **£78,111,830** (27/28 financial year)

**6. Stabilised average placement unit cost for children and young people with SEN**

- **£13,000** (27/28 financial year)

**7. Reduction against unmitigated projection of the number of children and young people with EHC plans**

- **3970** (2027)
- **4057** (2028)

**8. Reduction in the number of CYP with SEN who are categorised as NEET**

- **247** (2027)

**9. Reduction in home to school**

**3. Number of ECHNAs that result in an EHCP.**

- **389** (2029 calendar year)

**4. Suspension and Permanent Exclusion Rates of Pupils with SEN.**

- **Permanent exclusion**
- EHC: **0.15** (28/29)
- SEN Support: **0.22** (28/29)
- **Fixed term exclusion**
- EHC: **13.02** (28/29)
- SEN Support: **14.36** (28/29)

**5. Forecast Expenditure for High Needs Block:**

- **£81,236,000** (28/29 financial year)

**6. Stabilised average placement unit cost for children and young people with SEN**

- **£13,000** (28/29 financial year)

**7. Reduction against unmitigated projection of the number of children and young people with EHC plans**

- **4057** (2028)
- **4137** (2029)

**8. Reduction in the number of CYP with SEN who are categorised as NEET**

- **241** (2028)
- **236** (2029)

**9. Reduction in home to school transport**

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|  | <p>transport spend for pupils with SEN</p> <ul style="list-style-type: none"> <li>£7,592,000 (25/26)</li> <li>£7,202,000 (26/27)</li> </ul> <p>10. Sustain attainment levels for pupils with SEN</p> <p>SEN Support</p> <ul style="list-style-type: none"> <li>% meeting GLD - 36% (26/27)</li> <li>% meeting phonics expected standard - 64% (26/27)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 54% (26/27)</li> <li>average attainment 8 at KS4 - 40.7 (27/28)</li> </ul> <p>EHCP</p> <ul style="list-style-type: none"> <li>% meeting GLD - 11% (26/27)</li> <li>% meeting phonics expected standard - 29% (26/27)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 22% (26/27)</li> <li>average progress 8 at KS4 - 22.9 (26/27)</li> </ul> | <p>transport spend for pupils with SEN</p> <ul style="list-style-type: none"> <li>£6,832,000 (27/28)</li> </ul> <p>10. Sustain attainment levels for pupils with SEN</p> <p>SEN Support</p> <ul style="list-style-type: none"> <li>% meeting GLD - 36% (27/28)</li> <li>% meeting phonics expected standard - 64% (27/28)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 54% (27/28)</li> <li>average attainment 8 at KS4 - 40.7 (27/28)</li> </ul> <p>EHCP</p> <ul style="list-style-type: none"> <li>% meeting GLD - 11% (27/28)</li> <li>% meeting phonics expected standard - 29% (27/28)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 22% (27/28)</li> <li>average progress 8 at KS4 - 22.9 (27/28)</li> </ul> | <p>spend for pupils with SEN</p> <ul style="list-style-type: none"> <li>£6,490,400 (28/29)</li> </ul> <p>10. Sustain attainment levels for pupils with SEN</p> <p>SEN Support</p> <ul style="list-style-type: none"> <li>% meeting GLD - 36% (28/29)</li> <li>% meeting phonics expected standard - 64% (28/29)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 54% (28/29)</li> <li>average attainment 8 at KS4 - 40.7 (28/29)</li> </ul> <p>EHCP</p> <ul style="list-style-type: none"> <li>% meeting GLD - 11% (28/29)</li> <li>% meeting phonics expected standard - 29% (28/29)</li> <li>% meeting expected standard in reading, writing and maths , at KS2 - 22% (28/29)</li> <li>average progress 8 at KS4 - 22.9 (28/29)</li> </ul> |
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## 6. What will the local area partnership deliver in the first year?

Please outline the key workstreams, milestones and trajectory your local area partnership will deliver and achieve in 2026-27 as well as how you plan to spend the investment allocation that will help fund this year's delivery. Please share key milestones and

anticipated dates, success measures, cost breakdown and category. These should incorporate the core minimum requirements, be mapped to the building blocks above and should reflect a more detailed trajectory to the narrative, milestones and target metrics outlined in the 2026-27 column above.

| 2026-27 Local delivery plan - Strengthening Inclusion across education settings                                                                                                                                                                                                                                                                                                          |                                                                                                                     | Q2                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                         | Q3                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                           | Q4                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                           |
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| <i>Outcome - what you want to achieve with this workstream</i><br><br><i>Success measures – how you measure progress drawing on metrics from the accompanying data template</i>                                                                                                                                                                                                          | <i>Responsible lead per workstream – accountable for the delivery of the workstream and the identified outcome.</i> | <i>Milestones per workstream</i><br><i>What key milestones will enable you achieve your targeted trajectory</i>                                                                                                                                                                                                                                                                                  | <i>Target trajectory per workstream</i><br><i>Where do you expect your data to be?</i>                  | <i>Milestones per workstream</i><br><i>What key milestones will enable you achieve your targeted trajectory</i>                                                                                                                                                                                                                                                                                                                               | <i>Target trajectory per workstream</i><br><i>Where do you expect your data to be?</i>                                                                                    | <i>Milestones per workstream</i><br><i>What key milestones will enable you achieve your targeted trajectory</i>                                                                                                                                                                                                                                                                                                        | <i>Target trajectory per workstream</i><br><i>Where do you expect your data to be?</i>                                                                                                                    |
| <b>The Hackney 'common language' toolkit - Right Support, Right Time</b><br><br><b>Outcome</b> - Co-produce a refreshed Right Support Right, Time document, providing shared 'common language' to accompany the Local Reform Plan<br><br><b>Success measures</b><br><br><i>Percentage of settings publish inclusion strategies that reflect the content of Right Support, Right Time</i> | <b>Head of Integrated SEND</b>                                                                                      | Establish joint workshops with the Parent Carer Forum (PCF), inDEPth, and Schools (SENCoS) to co-author the definitions of "Ordinarily Available" support.<br><br>Review existing clinical and educational terminology with families to strip out jargon, ensuring the refreshed 'Right Support, Right Time' is accessible to non-professionals.<br><br>Work with students to define the "Common | 100% of the working group formally sign off on the draft definitions of "Ordinarily Available" support. | Formally publish the refreshed 'Right Support, Right Time' toolkit, containing the mandatory templates (pending DfE release) and definitions schools need to publish their own Inclusion Strategies.<br><br>Ensure the PCF and inDEPth provide a foreword to the document, confirming it reflects the lived experience of Hackney families.<br><br>Pending DfE guidance, align descriptors with the Digital ISP platform, ensuring they align | A "Plain English" audit confirms that the toolkit has moved from a professional-grade document to one where 90% of parents taking part feel confident in the terminology. | Launch a series of workshops for parents and carers to walk through the toolkit, ensuring they feel empowered to use the same language as schools during reviews.<br><br>Co-produce a library of "what good looks like" case studies with schools and families to be added to the toolkit, illustrating the Common Language in practice for different ages and needs.<br><br>Create a formal mechanism for the PCF and | Pending further DfE guidance on the national ISP template, an audit of the first 100 Digital ISPs shows that school-led interventions are consistently linked to the co-produced common language toolkit. |



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|                                                                                                                                                                                                                                                                                                                                         |                                                          | Language" for inclusive physical spaces.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                      | 1:1 with the language in the toolkit so that support is recorded consistently enabling better collaboration locally for schools, setting, children and families.                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Schools/Settings/SE NCos to flag "language gaps" in the toolkit, ensuring it remains a live document that evolves based on real-world use.                             |                                                                                                                                                                             |
| <p><b>Strategic Multi-Agency Planning (SMAP) Meetings</b></p> <p><i>Launch a pilot of Autumn Term SMAP meetings in line with the refreshed School Improvement Partner (SIP) cycle for all primary and secondary schools.</i></p> <p><b>Success measures</b></p> <p><i>Number of schools / settings that complete a SMAP meeting</i></p> | <p><b>Head of School Performance and Improvement</b></p> | <p>Synchronise the SMAP meeting schedule with the refreshed SIP visit programme allowing for pilots to take place (involving between 12 and 24 schools approximately)</p> <p>Distribute the first "setting-level data dashboard" (generated from the Qlik V1 dashboard) to schools, including SENCos and SIPs to prepare for Autumn discussions.</p> <p>Continue building on existing strong practice, to appropriately engagement with the sector in order to appropriately socialise the meetings. This will permeate the early stages.</p> | <p>The SMAP meeting is referenced in the SIP Programme and the Locality Inclusion Team (LIT) operating model with reference to key milestones and is signed off by the working group.</p> <p>Building on current good practice, all SIPs and schools have access to data packs and meetings have been set with key stakeholders.</p> | <p>Facilitate the first cycle of SMAP meetings for all settings, focused on "Intelligence-Led" identification of school needs.</p> <p>The Team around the School/Setting meets following the SMAP meeting to put "Intelligence-Led" identification of school needs into practice.</p> <p>Use the SMAP process to validate the mandatory 31st Dec setting-level Inclusion Strategies before they are submitted to the DfE.</p> <p>Explore and set up opportunities for school to school moderation.</p> | <p>75% of Primary and Secondary settings taking part in the pilot have completed their first full SMAP meeting, with school-level needs formally identified, recorded, and translated into "intelligence-led" data that support LIT mobilisation.</p> <p>Setting-level Inclusion Strategies for all schools are discussed and reviewed (quality-assured) through the SMAP process, ensuring schools are supported to be ready for mandatory December 31st DfE submission.</p> | <p>Review the impact of the Autumn Term SMAP meetings pilots, aggregating findings to evaluate the effectiveness of the "Intelligence-Led" identification process.</p> | <p>A comprehensive Impact Report off the pilot has been reviewed. This is shared with schools and settings and the SEND and AP Partnership board via the working group.</p> |

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| <p><b>Comprehensive Data Capture</b></p> <p><i>Develop and integrate the first setting-level data dashboard (Qlik V1 dashboard)</i></p> <p><b>Success measures</b></p> <p><i>Rate of dashboard usage by key stakeholders.</i></p> <p><i>Accuracy of data.</i></p> <p><i>Ease of data collection.</i></p> | <p><b>Head of Management Information</b></p>             | <p>Complete the full specification for the report content, including crucial data points (caseload, Continuing Professional Development (CPD) attendance, attendance patterns, and suspension information).</p> <p>Agree on the final format for the data pack to ensure access for non-council staff attending SMAP meetings.</p> <p>Determine the method for joining up linked data from sources like School Census, DfE Attendance Data dashboards, and current work around Transition.</p> | <p>The full specification for report content is formally signed off by the working group and is run by schools before SMAP meetings.</p> <p>The method for joining up linked data from all sources (School Census, DfE Attendance Data dashboards, and Transition work) is determined.</p> | <p>(Late September)<br/>Deploy the setting-level data dashboard in the agreed format so it is operational and shareable with SIPs, LIT professionals, and schools.</p> <p>Launch the first instance of the "School-based interventions and support data collection" (Frequency: Half-termly / termly)</p> | <p>The setting-level data dashboard is fully deployed, operational and successfully shared with SIPs, LIT professionals, and schools.</p> <p>Response from the first SMAP meeting regarding data visualisation is positive and any queries or concerns are voiced to the responsible lead.</p> | <p>Review the dashboard based on feedback from Q3 sharing, especially regarding data limitations / concerns like the delay in School Census data.</p> <p>Continue with scheduled school-based interventions and support data collection.</p> | <p>A formal multi-agency review of the dashboard, based on feedback from Q3 sharing, is completed, resulting in agreed-upon recommendations for V2 development.</p> <p>The scheduled data collection for school-based interventions and support is continued and completed for the second cycle.</p> |
| <p><b><u>Comprehensive Post-16 and Preparation for Adulthood (PfA) Pathways</u></b></p> <p><b>Outcome - Strengthened, multi-layered support system designed to proactively reduce the number of young people (YP) who become Not in Education, Employment or</b></p>                                     | <p><b>Head of School Performance and Improvement</b></p> | <p>Expand the remit of the NEET Prevention Panel beyond Year 11 and establish its new responsibility for tracking the destinations of YP with Education</p>                                                                                                                                                                                                                                                                                                                                    | <p>The new PfA guidance has been shared publicly and is being used by settings.</p>                                                                                                                                                                                                        | <p>Use findings from the NEET Prevention Panel and college group reviews to explore actionable post-16 solutions HEALS and other relevant</p>                                                                                                                                                             | <p>Increased proportion of mainstream secondary schools with staff trained in the new PfA frameworks to ensure consistent information flow.</p>                                                                                                                                                | <p>Complete a comprehensive review of the NEET Prevention Panel's expanded tracking data to measure its direct impact on reducing overall NEET rates for YP.</p>                                                                             | <p>A 5% reduction in the rate of YP identified with SEND categorised as NEET in Hackney, validated by the NEET Prevention Panel's data.</p>                                                                                                                                                          |



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| <p><i>Training (NEET) and strengthening pathways and access to training and employment.</i></p> <p><b>Success measures</b></p> <p><i>Reduction in NEET data.</i></p> <p><i>Number of mainstream secondary school staff who have completed the PfA training.</i></p> <p><i>Number of YP completing their first year in Further Education (FE).</i></p> <p><i>Documented relationship between LA employment teams and FE providers to ensure timely internship/apprenticeship access.</i></p> <p><i>Number of schools who have encountered employers in the Digital and Technology and Green Construction and Retrofitting sectors.</i></p> |  | <p>Health Care Plans (EHCPs) and those receiving SEND Support. Ensure schools are consulted as part of the changes.</p> <p>Identified at-risk students officially flagged to schools for extra support.</p> <p>Initiate engagement with appropriate partners including Hackney's largest college group, Multi-Academy Trusts (MATs) and other providers.</p> <p>Begin partner mobilisation for the Digital and Technology and Green Construction and Retrofitting Pathways for Year 10.</p> <p>Replace the old Transition Booklet with the new PfA Transition Guide.</p> | <p>Contact is made between local green and digital industries and settings.</p> <p><b>Reduction in the number of (children and young people (CYP) with SEN who are categorised as NEET</b></p> <p><b>269</b></p> | <p>teams working in the Post-16 landscape.</p> <p>Roll out PfA training to mainstream secondary staff and careers advisors, ensuring consistent information flow.</p> <p>Begin major employer encounters as part of the Digital and Technology and Green Construction and Retrofitting Pathways.</p> <p>All at-risk of NEET SEN students identified by the NEET Prevention Panel during the first half of the term are successfully flagged to schools or colleges. Those who are not enrolled in college are flagged to LIT/Young Hackney for additional support.</p> <p>For pupils in Y12 who were identified as being at risk of being NEET, they are tracked through the Panel's first half of the term and flagged to college (if enrolled) or LIT/Young Hackney for additional support</p> | <p>50% of secondary schools have encountered at least 2 employers as part of the Digital and Technology and Green Construction and Retrofitting Pathways.</p> <p><b>Reduction in the number of CYP with SEN who are categorised as NEET</b></p> <p><b>258</b></p> | <p>We will pilot "contextualised" GCSE repeats, embedding English and Maths into technical trades to re-engage learners.</p> <p>Execute the second cycle of the NEET Prevention Panel's termly destination tracking and college / school-flagging mechanism.</p> <p>A Memorandum of Understanding (MOU) signed between Employment and Skills (EAS) Team and Hackney's largest college group for internship / apprenticeship access.</p> | <p>100% of secondary schools have encountered at least 2 employers as part of the Digital and Technology and Green Construction and Retrofitting Pathways.</p> <p><b>Reduction in the number of CYP with SEN who are categorised as NEET</b></p> <p><b>247</b></p> |
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| <p><b>Comprehensive Data Capture</b></p> <p><i><b>Outcome:</b> Develop and integrate Experts at Hand Impact Dashboard</i></p> <p><b>Success measures</b></p> <p><i>Rate of dashboard usage by key stakeholders.</i></p> <p><i>Accuracy of data.</i></p> <p><i>Ease of data collection.</i></p> | <p><b>Head of Management Information</b></p> | <p>Complete the full specification for the dashboard content, focusing on monitoring impact (i.e. EHCP conversion rates), and caseload and activity.</p> <p>Design and validate a template for the LIT interventions and support data collection, ensuring quantification of interventions (i.e. hours).</p> <p>Ensure the new data collection includes necessary child-level information (Unique Pupil Number (UPN), name, Date of Birth, postcode) to accurately match the child to other centrally held data.</p> | <p>The full specification is formally signed off by the working group and LIT Professionals before being shared publicly.</p> <p>The template for LIT interventions and support data collection is designed and validated ready to collect data for the dashboard.</p> <p>Data collection matched against child-necessary information.</p> | <p>Integrate linked data sources, including School Census and DfE Attendance Data dashboards, with the Qlik environment.</p> <p>LIT launches the new LIT interventions and support data collection to continuously track activity for the cohorts of CYP in Targeted Plus.</p> <p>Deploy the Qlik dashboard to monitor early impact, caseload, and activity, aligning with the deployment of the setting-level data dashboard.</p> | <p>The Experts at Hand Impact Dashboard is fully deployed, operational and successfully shared with LIT professionals for use.</p> <p>Linked data sources are integrated and the LIT launches interventions and data collection for continuous tracking of Targeted Plus cohorts.</p> | <p>Review the dashboard output and data quality based on initial live use, especially concerning EHCP conversion rates and monitoring caseload.</p> <p>Maintain the continuous and live data collection, ensuring all relevant child-level data (Targeted Plus cohort) is accurately captured and integrated into the dashboard.</p> | <p>A formal multi-agency review of the dashboard, based on feedback from Q3 sharing, is completed, resulting in agreed-upon recommendations for Version 2 development.</p> <p>The scheduled data collection for child-level interventions and support is continued and completed for the second cycle.</p> |
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| <p><b>Early Years (EY) School Readiness and Transition</b></p> <p><i><b>Outcome</b> - Align EY with other workstreams, monitoring early impact, activity, and caseloads, specifically tracking EHCP conversion rates.</i></p> <p><b>Success measures</b></p> <p><i>Ease of data collection</i></p> <p><i>Number of Named Lead SEND Practitioners recruited/assigned to work alongside established Family Navigators within BSFHs.</i></p> <p><i>Number of successful SMAP meetings that take place.</i></p> <p><i>Impact of Lead SEND Practitioner on preventing unnecessary escalation to statutory services.</i></p> | <p><b>Assistant Director, Early Years, Early Help and Wellbeing</b></p> | <p>Integrate EY-specific data sources, including the mandatory 2-year-old developmental checks and PVI (Private, Voluntary, and Independent) caseloads, into the setting-level data dashboard.</p> <p>Formally recruit/assign Named Lead SEND Practitioners to work alongside established Family Navigators within BSFHs to create a multidisciplinary early-years front door.</p> <p>Deliver joint training for Family Navigators and Lead Practitioners on the "Common Language Toolkit" to ensure early identification uses a single, borough-wide terminology.</p> | <p>The setting-level data dashboard" dashboard is 100% populated with EY baseline data; 100% of EY Consultants have access to the dashboard to monitor active caseloads and activity.</p> <p>100% of BSFHs have a Named Lead SEND Practitioner integrated into the team.</p> <p>A "BSFH Universal Offer Map" is produced, documenting how family hub activities meet the newly defined "Ordinarily Available" standards.</p> | <p>Launch a dedicated tracking module within Qlik to monitor the "Support to EHCP" conversion pipeline in real-time.</p> <p>Use the first full cycle of SMAP meetings to identify EY transition needs to Primary settings, using "Intelligence-Led" data.</p> <p>Establish a schedule of joint case reviews where Family Navigators and Lead SEND Practitioners utilise "Intelligence-Led" data from the 2-year-old checks to triage early intervention.</p> <p>Begin recording the impact of Lead SEND Practitioner advice on preventing unnecessary escalation to statutory services.</p> | <p>100% of EY settings are actively recording intervention data; the dashboard provides a live view of EHCP conversion rates, allowing for "intelligence-led" identification of settings requiring additional support.</p> <p>85% of "Targeted Plus" families in the Best Start Family Hub system have a support plan that uses Common Language Toolkit terminology.</p> <p>Data captured in Best Start Family Hub systems shows the volume of families receiving "Universal Offer" support without the need for a statutory EHCP request.</p> | <p>Conduct a multi-agency review (including Best Start Family Hub leads, PCF, and health partners) to evaluate the impact of the Lead SEND Practitioner/Family Navigator partnership on early identification.</p> | <p>A comprehensive EY Impact Report is formally signed off by SEND &amp; AP Partnership Board, demonstrating that 85% of BSFH SEND support is now aligned with the Borough-wide Universal Offer.</p> <p>The "Borough-level Visualisation of Need" includes a distinct data stream showing the reduction in "implementation gaps" within the EY sector due to the new Best Start Family Hub workforce model.</p> |
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| 2026-27 Local delivery plan -<br>Access to specialist support and local placements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                     | Q2                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                             | Q3                                                                                                                                                                                     |                                                                                                              | Q4                                                                                                                                                                      |                                                                                                                                                                                                                           |
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| <i>Outcome - what you want to achieve with this workstream</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>Responsible lead per workstream – accountable for the delivery of the workstream and the identified outcome.</i> | <i>Milestones per workstream<br/>What key milestones will enable you achieve your targeted trajectory</i>                                                                                                                                                                                                                                                              | <i>Target trajectory per workstream<br/>Where do you expect your data to be?</i>                                                                                                            | <i>Milestones per workstream<br/>What key milestones will enable you achieve your targeted trajectory</i>                                                                              | <i>Target trajectory per workstream<br/>Where do you expect your data to be?</i>                             | <i>Milestones per workstream<br/>What key milestones will enable you achieve your targeted trajectory</i>                                                               | <i>Target trajectory per workstream<br/>Where do you expect your data to be?</i>                                                                                                                                          |
| <p><b>Success measures</b> – how you measure progress drawing on metrics from the accompanying data template</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                             |                                                                                                                                                                                        |                                                                                                              |                                                                                                                                                                         |                                                                                                                                                                                                                           |
| <p><b>Experts at Hand Mobilisation</b></p> <p><b>Outcome</b> - Systems partners actively working together to co-produce, test and refine the LIT Service</p> <p><b>Success Measures</b></p> <p>Agree and establish co-production cycles with key statutory and community stakeholders (e.g. Parents, CYP, EY settings, Family Hubs, Schools, FE settings, Youth and Community settings).</p> <p>System partners develop and agree clear plans for service user integration across workstream governance which will be reviewed annually.</p> <p>System partners adopt and adhere to a culture of 'You said, We did' specific to LIT Strategy.</p> <p>Creation and agreement of a comprehensive communication package that includes mechanisms for stakeholder feedback.</p> | EAH Service Lead                                                                                                    | <p>Development of a Communication and Engagement strategy to communicate to CYP and families and wider stakeholders the additional service delivery provided through LIT and partners.</p> <p>Communication package created.</p> <p>Development of Menus of Support following engagement with service users and practitioners, building on existing best practice.</p> | <p>System partners report an increase in awareness amongst current non-Service Users and workforce.</p> <p>Baseline survey data around user experience and access to LIT professionals.</p> | <p>Co-Production implementation cycles are scheduled and clear engagement is demonstrated by all stakeholders.</p> <p>On-going engagements to further communicate the EaH service.</p> | <p>System partners report a recognition of their contribution towards service design and implementation.</p> | <p>Co-Production implementation cycles are supported by clear engagement from stakeholders.</p> <p>Publication of initial 'You Said, We Did' feedback and response.</p> | <p>System partners report a strong sense of partnership in ongoing implementation and planning for Year 2.</p> <p>Clear evidence of service user contribution interwoven into planning and implementation for Year 2.</p> |

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| <p><b>Outcome - Recruitment and Alignment of LIT Workforce</b></p> <p><b>Success Measures</b></p> <p><i>Agree the staffing make-up of LIT teams alongside systems partners through the introduction of MOU or contract variation for health providers.</i></p> <p><i>SRO to establish agreement with Corporate HR regarding Recruitment parameters.</i></p> <p><i>Undertake recruitment strategy to recruit required roles for LITs.</i></p> <p><i>JDs written for all posts.</i></p> <p><i>Posts advertised and recruited.</i></p> <p><i>Deployment plan clearly articulated.</i></p> <p><i>Work with systems partners to design and develop an internship model integrated into the LIT workforce.</i></p> | <p><b>EAH Service Lead</b></p>                            | <p>MOU written.</p> <p>Job Descriptions written and recruitment campaign initiated.</p> <p>Posts advertised (June/July), Interviews completed by the start of September.</p> <p>Deployment plan written (August).</p> <p>LIT service model / Standard Operating Procedures developed as baseline to be refined over year 1 with input from stakeholders.</p> | <p>The workforce identified pending checks.</p> <p>Deployment plan in place.</p> <p><b>Number of CYP without EHCP supported by SLTs, OTs, &amp; EPs.</b></p> <p>SaLTs: <b>1781</b><br/>OTs: <b>636</b><br/>EPs: <b>305</b></p> | <p>Increased percentage of LIT teams in post and inducted into the new service.</p> | <p>Recruitment to LIT teams completed (Dec).</p> <p><b>Number of CYP without EHCP supported by SLTs, OTs, &amp; EPs</b></p> <p>SaLTs: <b>1934</b><br/>OTs: <b>735</b><br/>EPs: <b>443</b></p> | <p>Review staffing make-up and consider Year 2 staffing plan.</p>                                                              | <p><b>Number of CYP without EHCP supported by SLTs, OTs, &amp; EPs</b></p> <p>SaLTs: <b>2,088</b><br/>OTs: <b>833</b><br/>EPs: <b>581</b></p> |
| <p><b>Local Placements and Sufficiency</b></p> <p><b>Outcome 1 - Meet new demand for special school places through phased reprovisioning, allowing special schools to focus exclusively on the most complex needs</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Assistant Director, School Estates Strategy</b></p> | <p>Complete design phase of 48 place expansion of Ickburgh special school</p>                                                                                                                                                                                                                                                                                | <p>Design phase complete</p>                                                                                                                                                                                                   | <p>On-site start for 48 place expansion of Ickburgh special school</p>              | <p>Construction initiated</p> <p>Review our existing special schools to consider the strategic realignment of our estate in accordance with wider SEND reforms</p>                            | <p>Progress build-phase of 48 place expansion of Ickburgh special school</p> <p>Initial findings reviewed by Education SLT</p> | <p>Construction continued with no slippage to timeline</p> <p>Direction of travel identified</p>                                              |

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| <p><b>Outcome 2</b> - Establish support bases across all four neighbourhoods in our area-based model, ensuring mainstream settings are inclusive by default</p>                                                                                                                                                                                                                                                                        | <p><b>Assistant Director, School Estates Strategy</b></p> | <p>Locality steering groups discuss and agree approach to establishing additional support bases</p> | <p>Locality level approach agreed</p>                  | <p>Expression of interest forms or other agreed approach distributed to all mainstream schools by locality, taking consideration of schools' record of inclusion excellence</p>                                                                                 | <p>EOIs received for 4-6 support bases across EY, mainstream, and FE</p> | <p>Determine where capital work is required to mobilise support bases</p>                                                                                                               | <p>Capital funding amount agreed with all settings requiring capital funding</p>                                                     |
| <p><b>Outcome 3</b> - Expanding specialist base provision across the borough, ensuring a higher level of need can be met inclusively in mainstream</p> <p><b>Success measures</b></p> <p>Number of EOIs received for support bases across phases.</p> <p>Number of available in-borough specialist places.</p> <p>Direction of travel identified for special school places.</p> <p>Construction completed for placement expansion.</p> | <p><b>Assistant Director, School Estates Strategy</b></p> | <p>Construction phase of in-progress specialist base continues to schedule</p>                      | <p>Construction on program for SNS specialist base</p> | <p>Construction phase of in-progress specialist bases continues to schedule</p> <p>Expression of interest forms or other agreed approach distributed to all mainstream schools by locality, taking consideration of schools' record of inclusion excellence</p> | <p>Construction on program for SNS specialist base</p>                   | <p>Construction phase complete for new 30 place Specialist Base for SEMH at Stoke Newington secondary school</p> <p>EOIs or other agreed approach output evaluated against criteria</p> | <p>Number of available in-borough specialist base places increases by 30</p> <p>All EOIs/ other agreed approach output evaluated</p> |

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| <b>Strategically recommission AP into a 3-tiered model</b><br><br><i>Outcome - Progress commissioning activities identified for year 1</i><br><br><b>Success Measures</b><br><br><i>Successful sign-off for preventative placements across partner providers.</i><br><br><i>The percentage of active placements and spot rates captured automatically by the system without manual data entry.</i><br><br><i>Cost savings made through reducing uncoordinated spend.</i><br><br><i>Percentage reduction in permanent exclusions across the year-to-date cohort.</i> | <b>Head of Integrated Commissioning, Children and Education</b>                                                     | Enforce mandatory due diligence checks across 100% of currently active spot providers using the new DfE guidance.<br><br>Roll out standardised Individual Placement Agreements (IPAs) to regulate and secure fixed pricing for all ongoing Section 19 private tuition arrangements. | Secure finalised contractual compliance and quality-assurance sign-off for preventative placements across partner providers.               | Systematically cease funding to legacy providers by routing all new placements through the regulated SEND Setting Change Panel.<br><br>Begin automating tracking of real-time commissioning spend, active placement volumes, and individual spot rates. | Reduce the uncoordinated spend footprint by successfully decommissioning or consolidating the active caseload.                                 | Initiate formal sub-regional commissioning forums to design and procure dedicated post-16 Level 1 SEMH and vocational training frameworks.<br><br>Upload local provider performance data to the North London Quality Assurance Partnership to cross-verify provider scores and stabilise sub-regional spot pricing. | Achieve a verified reduction in permanent exclusions across the year-to-date cohort by ensuring available commissioned spaces are locked down for early-intervention use. |
| <b>2026-27 Local delivery plan - System leadership, local partnership collaboration and co-production</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                     | <b>Q2</b>                                                                                                                                                                                                                                                                           |                                                                                                                                            | <b>Q3</b>                                                                                                                                                                                                                                               |                                                                                                                                                | <b>Q4</b>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                           |
| <b>Outcome - what you want to achieve with this workstream</b><br><br><b>Success measures – how you measure progress drawing on metrics from the accompanying data template</b>                                                                                                                                                                                                                                                                                                                                                                                     | <b>Responsible lead per workstream – accountable for the delivery of the workstream and the identified outcome.</b> | <b>Milestones per workstream</b><br><i>What key milestones will enable you achieve your targeted trajectory</i>                                                                                                                                                                     | <b>Target trajectory per workstream</b><br><i>Where do you expect your data to be?</i>                                                     | <b>Milestones per workstream</b><br><i>What key milestones will enable you achieve your targeted trajectory</i>                                                                                                                                         | <b>Target trajectory per workstream</b><br><i>Where do you expect your data to be?</i>                                                         | <b>Milestones per workstream</b><br><i>What key milestones will enable you achieve your targeted trajectory</i>                                                                                                                                                                                                     | <b>Target trajectory per workstream</b><br><i>Where do you expect your data to be?</i>                                                                                    |
| <b>Systemically embedded co-production</b><br><br><b>Outcome - Institutionalising Co-Production</b><br><br><b>Success measures</b><br><br><i>Development of trust.</i>                                                                                                                                                                                                                                                                                                                                                                                              | <b>Head of Integrated SEND</b>                                                                                      | Formalise and support through strategic funding for the Parent Carer Forum (PCF). This funding will enable the PCF to shift its focus from addressing individual concerns                                                                                                           | 100% of the required strategic funding is secured.<br><br>Baseline self-assessment against the Four Cornerstones Approach to Co-production | Design and launch dedicated feedback channels specifically for inDEPth and the Deaf Youth Council, separate from parent/carer platforms.                                                                                                                | Two distinct feedback streams are live; 100% of responses are successfully tagged as "Youth Voice" vs. "Parent Voice" to prevent data merging. | Conduct a multi-agency review (involving PCF, inDEPth, and SEND & AP Partnership Board) to evaluate the impact of high-level board representation and distinct youth                                                                                                                                                | A comprehensive Co-production Impact Report is completed and formally signed off by the Working Group and SENDAP, evidencing the shift to strategic board involvement.    |

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| <p><i>Annual improvements noted in the Four Cornerstones Approach to Co-production self-evaluation tool.</i></p> <p><i>The percentage of strategic boards that include a documented update from the "Youth Voice" intelligence report (e.g., from the Deaf Youth Council and inDEPTh).</i></p>                                                                                                                                                                                                                                                                                                                                   |                                       | <p>to engaging in high-level strategic planning.</p> <p>Adopt the "4 Cornerstones" (Welcome, Care, Value, Trust) and initiate the self-assessment process.</p> <p>SEND reform plan comes to regular School and Settings meetings.</p>                                                                | <p>self-evaluation tool used to identify specific improvement actions required.</p>                                                                                                                                                                                               | <p>Implement a data-capture system that ensures youth perspectives are recorded, analysed, and reported independently from parent/carer data.</p> <p>SEND reform plan is part of the forward plan for schools and settings.</p> | <p>First-quarter feedback from the Deaf Youth Council and inDEPTh is synthesised into an "Intelligence Report" that can be incorporated in the setting-level data dashboard.</p>                                                                  | <p>feedback on service design.</p> <p>Complete a follow-up self-assessment against the 4 Cornerstones.</p> <p>SEND reform plan is a regular part of schools and settings</p>                                                                                                                                                                                                                                                                                                                                      | <p>Data shows an improvement in "Trust" and "Value" scores across the "4 Cornerstones" compared to the Q2 baseline, with 100% of strategic boards now including a documented "Youth Voice" update.</p>                                                                                         |
| <p><b><u>A Partnership-wide Universal Offer through a Cascading Engagement Model</u></b></p> <p><b>Outcome 1</b> - Bridge the "implementation gap" by translating setting-level needs into a formal Borough-wide Universal Offer across settings.</p> <p><b>Outcome 2</b> - An agreed universal offer that captures a high-quality baseline support across all Hackney settings.</p> <p><b>Success measures</b></p> <p><i>"Right Support, Right Time" builds parents' and settings' confidence in the system as it provides them with accessible and practical information about accountability and escalation pathways.</i></p> | <p><b>Head of Integrated SEND</b></p> | <p>Develop the baseline Borough-wide Universal Offer Agreement Framework, mapping the "Common Language Toolkit" against current school-level resource gaps.</p> <p>Co-design workshop convened with SMAP members, starting with review of the current Hackney Universal Offer guidance document.</p> | <p>Formally record "Implementation Gaps" where settings require additional LIT specialist input to meet the Universal Offer baseline.</p> <p>The SMAP workshop minutes capturing points, reflections and future considerations for Universal Offer is agreed by all partners.</p> | <p>Utilise the "Borough-level Visualisation of Need" to re-calibrate LIT specialist caseloads for the following year based on the gaps identified during the SMAP launch.</p>                                                   | <p>The LIT specialist caseloads for the following year are formally re-calibrated, documented, and aligned with the quantified "Implementation Gaps" identified during the SMAP launch, creating a data-driven model for resource deployment.</p> | <p>Aggregate data from the Q3 SMAP cycle to finalise the Borough-wide Universal Offer Agreement, codifying the guaranteed baseline of support for all settings.</p> <p>Final production of final draft of Partnership-wide Universal Offer Agreement, setting out clear processes for education leaders, Integrated Care Board (ICB) and system partners to work together on transparent place planning and shared responsibility.</p> <p>Agree with SMAP a timetable for reviewing and refreshing the offer.</p> | <p>The Borough-wide Universal Offer Agreement is finalised and codified based on 100% of the data aggregated from the Q3 SMAP cycle.</p> <p>The Universal Offer is formally signed off by Hackney Council, school reps including SATS and MATS, ICB, setting representatives, and the PCF.</p> |

| 2026-27 Local delivery plan -<br>Encouraging inclusive culture and behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                     | Q2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                      | Q3                                                                                                                                                                                                                                                                                                        |                                                                                                                              | Q4                                                                                                              |                                                                                                                                                                                                                                                                                                                                       |
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| <i>Outcome - what you want to achieve with this workstream</i><br><br><i>Success measures – how you measure progress drawing on metrics from the accompanying data template</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Responsible lead per workstream – accountable for the delivery of the workstream and the identified outcome.</i> | <i>Milestones per workstream</i><br><i>What key milestones will enable you achieve your targeted trajectory</i>                                                                                                                                                                                                                                                                                                                                                                                  | <i>Target trajectory per workstream</i><br><i>Where do you expect your data to be?</i>                                                                                                                                                                                                                                               | <i>Milestones per workstream</i><br><i>What key milestones will enable you achieve your targeted trajectory</i>                                                                                                                                                                                           | <i>Target trajectory per workstream</i><br><i>Where do you expect your data to be?</i>                                       | <i>Milestones per workstream</i><br><i>What key milestones will enable you achieve your targeted trajectory</i> | <i>Target trajectory per workstream</i><br><i>Where do you expect your data to be?</i>                                                                                                                                                                                                                                                |
| <b>Outcome - Post 16 Process, Pathways and Deployment</b><br><br><b>Success Measures</b><br><br><i>Post 16 LIT workstream established with LIT leads from each locality and existing Post 16 services and infrastructure.</i><br><br><i>Post 16 LITs provide universal and targeted advice, guidance and support to Post 16 colleges and sixth forms and Youth Hubs.</i><br><br><i>Post 16 LITs provide direct specialist support to targeted group of YP with SEND at risk of becoming NEET.</i><br><br><i>Parents and YP decision making supported by impact of Hackney PfA guidance.</i><br><br><i>Reduced absence rates of YP with SEND in Post 16.</i><br><br><i>Reduced numbers of YP who are NEET in Y12</i> | <b>EAH Service Lead</b>                                                                                             | Recruit and onboard new LIT workforce.<br><br>Establish Post 16 LIT workstream with existing Post 16 Leads.<br><br>Establish baseline of service offer to Y11 identified as being at risk of being NEET.<br><br>Establish points of contact for effective service delivery with YP e.g. Youth Hubs.<br><br>Establish links with Young Hackney.<br><br>Draft Post 16 LIT Menu of Support building on gap analysis.<br><br>Enhanced monitoring and tracking system developed for Post 16 pathways. | Post 16 LIT workforce recruited and training needs established.<br><br>Target group of Y11 at risk of being NEET YP identified at Summer term NEET panel.<br><br>The data set informs gap analysis for the target group of Year 11s.<br><br>Accurate reports monitor and track destinations and attendance for Year 11-13 with SEND. | Post 16 destinations tracked.<br><br>Post 16 LIT to complete gap analysis for Year 11 at risk of being NEET group.<br><br>Post 16 LIT pilot Menu of Support launched to include direct YP PfA / careers advice.<br><br>Post 16 LIT team visible at identified community contact point at scheduled times. | Young people express greater ease of access to LIT.<br><br>Greater number of Year 11 YP with SEND access direct LIT support. | Bringing together Post 16 LIT, ILD service and Adult services to strengthen LD pathways.                        | <b>Target trajectory per outcome</b><br><br>Specific system pivots planned to increase 'catch' for disability register at transition to adult services.<br><br>Reduction in numbers of Year 11 identified as being at risk of being of NEET.<br><br>Detailed data sets for Year 11-13 with SEND will improve gap analysis across LIT. |

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| <p><b>Outcome - HEALS / LIT Process, Pathways and Deployment</b></p> <p><b>Success Measures</b></p> <p><i>Each LIT will be linked to Hackney's 3-tier HEALS offer.</i></p> <p><i>The development of clear pathways between Neighbourhood LITs and the core HEALS LIT.</i></p> <p><i>HEALS LIT will ensure early intervention and wrap around support for children who have barriers to education at the Targeted + tier.</i></p> <p><i>HEALS LIT will provide advice, guidance and support to the core HEALS service and AP when working with children referred through the Inclusion Panel.</i></p> <p><i>HEALS LIT will provide advice, guidance and support to assist reintegration packages and pathways for children returning back into mainstream school settings after periods of absence.</i></p> | <p><b>EAH Service Lead</b></p> | <p>Identify members of the HEALS LIT team and establish Locality Inclusion Team linking mechanisms.</p> <p>HEALS Leadership and LIT Operational Leads to begin developing integrated pathways.</p> | <p>A joint understanding and contribution to HEALS systems; referral systems and data on the current cohort known to HEALS.</p> <p>5 pilot cases have an allocated LIT resource.</p> | <p>Early allocation of wrap around support from HEALS LIT to individual cases.</p> <p>Early allocation of consultative or intervention based support from HEALS LIT to individual cases.</p> <p>Early allocation of advice, guidance and support to the reintegration cohort.</p> <p>Establish a greater understanding of how the different LIT offers interact with HEALS.</p> <p>Emerging plans for sustainable approach to case allocation for HEALS LIT.</p> | <p>LIT team based at HEALS Hub, working to support children out of schools.</p> <p>More input from HEALS LIT for Elective Home Education children and Children Missing Education cohorts who have been identified as having a special educational need.</p> <p>Learning from Pilot cases integrated into Q4 allocation planning.</p> | <p>Clear pathways via Outreach and Engagement Officers to Inclusion Panel. Joined up support from LIT linked to pathways for children supported by HEALS.</p> <p>Understanding of an effective HEALS LIT approach to supporting CYP who have barriers to education.</p> | <p>Established links and clear pathways between services allowing cases to be held by HEALS officers supported by LIT.</p> <p>Recorded examples of successful re-integration of CYP returning to education.</p> |
| <p><b>Settings LIT Process, Pathways and Deployment</b></p> <p><b>Success Measures</b></p> <p><i>Establish access pathways for Schools, CYP and Parents to the LIT teams</i></p> <p><i>Establish LIT role in SMAP meetings and in supporting enhanced inclusion in school</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>EAH Service Lead</b></p> | <p>First draft of 'pathways' completed.</p> <p>SEND SPA development lead identified.</p> <p>Co-Production sessions held.</p> <p>LIT Menu of Support finalised.</p>                                 | <p>SMAP data packs identify gaps in provision.</p> <p>Development of Support Bases monitored and supported by LIT.</p>                                                               | <p>'Pathways' plan piloted for Autumn term.</p> <p>SEND SPA in development.</p> <p>LIT Leads analyse SMAP meeting gap analysis.</p>                                                                                                                                                                                                                                                                                                                              | <p>Stakeholders understand the access pathways.</p> <p>SMAP data packs are accessible to all SMAP attendees.</p> <p>ARP provision is enhanced by the additional specialist teacher capacity.</p>                                                                                                                                     | <p>Established links and clear pathways between services allowing cases to be held by Team around School professionals to be supported by LIT.</p> <p>Data protocols established across LIT models</p>                                                                  | <p>Increase in the number of CYP without EHCP or specialist placement supported by LIT.</p> <p>Reduction in allocated hours of SALT time within EHC plans.</p>                                                  |

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| <p><i>Begin to develop Single Point of Access (SPA) framework</i></p> <p><i>Co-produce final menu of support including agreed tools for understanding need in the school e.g. screening to provide baseline to measure progress</i></p> <p><i>Finalise data baselines for agreed metrics</i></p> <p><i>School LITs will provide, advice, guidance and support to enhance inclusion for children at the Universal, Targeted and Targeted Plus tiers</i></p> <p><i>Agree data capture system</i></p> <ul style="list-style-type: none"> <li><i>LITs enable mainstreams to establish quality provision in support bases</i></li> <li><i>Specialist Settings partner with Locality Inclusion Teams to provide outreach support</i></li> </ul> |                         | <p>SMAP data packs shared with School and LIT Leads and cascaded to individual TAS link professionals.</p> <p>Specialist setting identified in each locality (or in the borough, if required) that showcases best practice.</p> <p>Identified Special Leads join LIT Operational group and collaborate on LIT menu of support for schools.</p> <p>Specialist Teachers allocated to identified Specialist Settings to enhance capacity for future outreach.</p> |                                                                                                                                                                                                                   | Additional specialist teaching capacity provided for ARPs.                                                                                                                                                                                                                       |                                                                                                                                        |                                                                                                                                      | <p>Reduction in EHCNA requests submitted.</p> <p>Reduction in EHCNA agreed.</p> <p>Increased parental and stakeholder confidence.</p>                                                                                                                                                     |
| <p><b>Outcome - Family Hub and Early Years LIT Process, Pathways and Deployment</b></p> <p><b>Success Measures</b></p> <p><i>Early Years Team around the Setting meetings attended by a LIT member.</i></p> <p><i>Family Hub LIT Multi-Disciplinary Team (MDT) facilitate "Gap Analysis" to ensure effective identification and deployment of early intervention services in settings.</i></p>                                                                                                                                                                                                                                                                                                                                            | <b>EAH Service Lead</b> | <p>Family Hub LIT team established including SaLT, OT, EP and Area SENCos.</p> <p>SEND in EY project develops comprehensive guidance for EY settings around best practice with local examples of effective provision.</p> <p>Modeling developed of the best ways to integrate SEND in</p>                                                                                                                                                                      | <p>Shared cross service EY goals around service access for children at families in settings.</p> <p>Survey shows increased nursery practitioner confidence in implementing SEND strategies and interventions.</p> | <p>Family Hub LIT team processes in place.</p> <p>EY Menu of support shared at Team around Setting MDT meetings.</p> <p>Family Hub LIT leads facilitate gap analysis of setting provision.</p> <p>LIT members affect enhanced delivery of advice, guidance and early support</p> | <p>45% of Gap analysis complete.</p> <p>Marked increase in the number of children supported at Targeted Plus compared to baseline.</p> | <p>LIT members are established in early years settings, recognised by workforce and parents / carers as a key support provision.</p> | <p><b>Target trajectory per outcome</b></p> <p>Specific system pivots planned to increase 'catch' for disability register at transition to adult services.</p> <p>Reduction in numbers of Y11 identified as being at risk of being of NEET.</p> <p>Detailed data sets for Y11-13 with</p> |



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| <p><i>EY LIT model combines SEND in Early Years project with Family Hub, Portage and Playfulness, Acceptance, Curiosity, Empathy - Hackney (PACE-H) initiatives.</i></p> <p><i>EY Individual Support Plans offer standardised format for recording specialist strategies and informing transition to school.</i></p> <p><i>Integration of Family Hub LIT with the recruitment of the specialist SEND practitioner assigned to Best Start Family Hubs (BSFHs).</i></p> |                                                          | <p>EY project integrated with PACE-H transition and Family Hub workstreams.</p> <p>Finalisation of early years menu of support connects with Family Hub and PACE-H programmes.</p>                                                                                                                                                                                                      |                                                                                                                                                                                             | <p>interventions to early years settings.</p>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                            | <p>SEND will improve gap analysis across LIT.</p>                                                                                                                            |
| <p><b>Aligning School Improvement (SI)</b></p> <p><i><b>Outcome</b> - SEND and Inclusion are a key focus of the School Improvement cycle.</i></p> <p><i><b>Success measures</b></i></p> <p><i>The successful provision of a validated evidence base for the mandatory 31st December DfE submission</i></p> <p><i>The number of SMAP meetings that are completed by Q4.</i></p>                                                                                        | <p><b>Head of School Performance and Improvement</b></p> | <p>Building on the strength of the collaborative, long standing, school improvement programme, this will evolve to focus to ensure that SEND and Inclusion is a core lens of school improvement activity.</p> <p>Develop the relationship between the SI and LITs to foster cross-functional collaboration, identifying and addressing knowledge gaps to ensure a unified approach.</p> | <p>Regular SIP briefings will focus on the introduction of the new plan and its inclusion focus. These will draw on and showcase existing good practice to help cascade this to others.</p> | <p>SIPs work with school leadership to ensure the School Development Plan (SDP) and actions from the SMAP meeting inform a data-driven Inclusion Strategy.</p> | <p>Every setting has a robust, data-driven Inclusion Strategy that is explicitly cross-referenced with SDP data, providing a validated evidence base for the mandatory 31st DfE Dec submission.</p> <p>Headteachers will be in a position to implement changes in the next term, having been supported in developing their inclusion strategy where required</p> | <p>Building on existing strong practice, all visits for schools and have an inclusion themed focus.</p> <p>Evaluate the impact of the visits with advisers and schools themselves. Refine when needed.</p> | <p>An impact evaluation is received by the working group and reported to the SEND and AP Partnership Board.</p> <p>This is shared with Schools and Settings as partners.</p> |



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| <p><b>Distribution of IEYF</b></p> <p><i><b>Outcome</b> - Partners begin to recognise the Inclusive Early Years Fund (IEYF) as a powerful driver for systemic change.</i></p> <p><b>Success measures</b></p> <p><i>Schools and settings build on existing strong practice and moderate and share their plans and how they further develop quality first teaching.</i></p>                                                                                                                                                                                                                                                                                                         | <p><b>Assistant Director, Early Years, Early Help and Wellbeing</b></p> | <p>Facilitate a workshop with schools and settings leaders to present DfE's ambitions for SEND, expectations of system partners, including the opportunity of distributing Inclusive Early Years Fund (IEYF) in new ways to meet early identified needs of CYP.</p> | <p>Good representation from settings leaders.</p>                                                                     | <p>Facilitate an interactive workshop for schools and settings leaders to present and discuss new local and national strategies, ideas and approaches to adopt setting-wide inclusive practices</p>                   | <p>Good representation from settings leaders.</p>                                                                                                  | <p>EY Strategy Manager reports a good level of interest amongst settings and schools seeking support for their workforce to access training opportunities or incorporating their inventions in their strategic planning</p> <p>Monitoring/sampling of spend, reflects considered use of funds that contribute to real change in inclusive practices.</p> | <p>Schools and settings are openly engaging with Hackney Education to explore how they can best utilise their allocation of Inclusive Early Years Fund (IEYF).</p> |
| <p><b>Supporting high quality ISPs</b></p> <p><i><b>Outcome</b> - Establish a system-ready culture of inclusive planning, where standardised, co-produced ISP quality benchmarks ensure that support is evidence-based, portable across transitions, and serves as the mandatory evidence for the effective use of IMF and IEYF funding - ensuring the borough is operationally prepared for the national digital mandate pending further DfE guidance.</i></p> <p><b>Success Measures</b></p> <p><i>Successful endorsement of "Hackney ISP Guidance" with the PCF and Schools and Settings.</i></p> <p><i>Number of standardised ISP templates being piloted in schools.</i></p> | <p><b>Head of School Performance and Improvement</b></p>                | <p>Co-produce a Hackney ISP guidance document with the Schools and the PCF.</p> <p>This defines a "high-quality" plan in terms of content and impact, ensuring the borough is prepared for future digital requirements.</p>                                         | <p>Formal endorsement of the "Hackney ISP Guidance" by the PCF and the SENCO coproduction group by the end of Q2.</p> | <p>Roll out standardised ISP templates (based on the National Toolkit) to pilot schools.</p> <p>Implementation of a borough-wide digital platform is pending further DfE guidance on national ISP specifications.</p> | <p>100% of identified pilot schools are utilising the new standardised templates (based on the Toolkit) for all new SEN Support entries by Q3.</p> | <p>Conduct a "soft test" of the "Digital Passport" concept (sharing support data between KS2 and KS3) using existing secure systems. This builds the professional habits needed for the eventual 2029 mandate while remaining platform-agnostic.</p>                                                                                                     | <p>100% of the pilot cohort's transition data (KS2 to KS3) is shared via the agreed "soft test" secure system prior to the secondary induction period.</p>         |



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| Successful "soft test" of the "Digital Passport". |  |  |  |  |  |  |  |
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| Projected Investment Spend per quarter                                                                                                                              | HNPCHA (from previous allocations) | HNPCHA (from previous allocations) | HNPCHA (from previous allocations) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <i>Please specify funding source for each category</i>                                                                                                              | • £2,000,000                       | • £2,450,000                       | • £1,403,599                       |
| <i>Example categories:</i><br>Programme oversight/additional leadership capacity.<br>Workforce<br>Recruitment<br>Workforce training and development<br>Data/Digital | Transformation allocation spend    | Transformation allocation spend    | Transformation allocation spend    |
|                                                                                                                                                                     | • £47,034                          | • £70,552                          | • £70,552                          |
|                                                                                                                                                                     | LIT Workforce                      | LIT Workforce (source EAH funding) | LIT Workforce (source EAH funding) |
|                                                                                                                                                                     | • £118,089                         | • £671,064                         | • £671,064                         |
| <b>Total Spend</b>                                                                                                                                                  | EAH Admin                          | EAH Admin                          | EAH Admin                          |
|                                                                                                                                                                     | • £42,481                          | • £63,722                          | • £63,722                          |

\*\*\*INSERT DOCUMENT UPLOAD LINK\*\*\*

## 7. How will the local area partnership deliver the first-year plan?

Please set out how you will ensure the required capacity and capability is in place from organisational corporate functions to support implementation of the plan. This could include reference to how you plan to build or bring in project delivery capability to manage delivery against the plan, support prioritisation, and effective use of resources; and how you plan to build the capacity and capability in data and analytics to support effective tracking against the measures in the plan and reporting that informs decision making.

To ensure the successful delivery of our plan, we have established a dual-structured SEND Reform Team that separates strategic transformation from operational service delivery.



High-level oversight will be provided by the existing head of SEND, with a Programme Manager and Programme Coordinator driving the core workstreams funded by the transformation allocation. To ensure the programme remains on track, a transformation-grant-funded Service Coordinator sits within this team to manage cross-partner logistics and milestones. Financial integrity will be maintained by extending the remit of our existing Service Accountant, who oversees the "invest-to-save" realignment of the High Needs Block.

A dedicated Data Analyst will be recruited using the transformation allocation to provide the Single Inclusion Data Source capability, ensuring that Strategic Multi-Agency Planning (SMAP) meetings are informed by real-time evidence and longitudinal trend analysis. In year 2 when our grant increases, we will also fund a technical lead to oversee platform development for the migration to Digital Individual Support Plans (ISPs).

We will use our Experts at Hand (EAH) admin allocation to fund an EAH Service lead to provide deep Subject Matter Expertise and operational capability to lead the mobilisation of the Locality Inclusion Teams (LITs). To protect specialist capacity, a dedicated EAH Admin function - funded specifically through the 10% administrative allocation of the EAH grant - sits under this lead. This ensures that the triage and scheduling of specialists are managed efficiently without detracting from the core transformation budget, allowing the LITs to function as a responsive, "support-first" service from day one. This function will consist of a business support manager and business support officers.

## 8. Other funding **Local Authorities.**



Block Transfers: If you have made a block transfer (Schools Block to High Needs Block) for 26-27, please set out how your plans for this funding align with the activities outlined above.

N/A

Capital: We have announced at least £3 billion in high needs capital between 2026-27 and 2029-30 to support children and young people (CYP) with SEND, or those requiring alternative provision (AP). This funding is intended to support place delivery across the full 0-25 age range, including early years and post-16. We expect funding to support the following outcomes:

- a. Inclusion at the core of high needs sufficiency strategy, resulting in more children and young people with SEND accessing suitable places in mainstream settings, across all phases of education
- b. Every child or young person who needs a place in an inclusion base can access one
- c. Fewer children and young people with SEND needing to travel a long way to access a suitable placement
- d. Improved suitability of the mainstream estate to support children and young people with SEND, with adaptations to improve inclusivity and accessibility of the physical environment



We also welcome innovative uses of high needs capital to drive inclusion, for example, investment in assistive technology for use in mainstream settings.

Please outline your strategy for how this funding will meet the outcomes above, with reference to the core minimum requirements and other workstreams in this reform plan where appropriate. We would like to see detail around your plans to increase capacity for inclusion bases (formerly known as SEN units, resourced provision and pupil support units – SU/RP/PSUs), such as schools, colleges or early years providers identified, engagement with relevant settings and trusts, and target cohort of needs.

If your plans include increases to places in special schools or specialist post-16 institutions, please include a clear rationale, showing the need that is being met, and why it cannot be met through other types of provision, such as inclusion bases.

If you are receiving additional capital funding to replace one or more planned special or AP free schools, please set out how this funding will meet need in your area, and plans for engaging relevant trusts in your sufficiency planning.

Hackney has had a well established SEND Sufficiency strategy and programme for the past 7 years, with a robust delivery framework, reporting progress into the SEND and AP Partnership board and publishing publicly on the local offer. Building on our collaborative working model with schools and settings with strong inclusion practice, as well as foundational engagement from 2021 and a phased delivery plan; Hackney has invested in 211 new specialist places since 2021, primarily through expanding existing maintained special schools and developing Additionally Resourced Provisions (ARP) in mainstream settings.

Within this new plan, we are transforming our approach to SEND sufficiency by delivering via a neighbourhood model aligned with the council's new target operating model, health and social care neighbourhoods. Our neighbourhood model will ensure local, equitable access to inclusive education. This is underpinned by locally informed demographic forecasting, using current data to predict and identify shifts in demand, and pinpoint capacity gaps that currently drive reliance on expensive, out-of-borough independent placements and transport costs. Our ongoing engagement with headteachers through planning neighbourhood Steering Groups for September 2026 is beginning to map out the delivery parameters for our neighbourhood model, ensuring school leaders and partner Multi-Academy Trusts (MATs) are actively engaged in the local SEND data and corresponding neighbourhood level provision plans. This is detailed in our [Hackney Education Three Year Strategic Plan](#).

In June 2026, the local authority hosted focused data-sharing workshops with mainstream school leaders, and the Parent Carer Forum (PCF).



In these sessions, we shared our neighbourhood forecasting model and the target numbers for our new Support and Specialist bases. These workshops reviewed the baseline data framework and draft plan. Future engagement will be used to agree this plan which will then be ratified within the steering groups and wider partnership at the corporate board.

Starting autumn 2026, we are co-designing service level agreements, admission criteria, and design standards with partners to ensure shared ownership and excellence. To incorporate lived experience, the local authority will hold workshops with the PCF and school leaders through winter 2026. These sessions will co-design operational routines, transparent admissions processes, and environmental standards, establishing local provisions as high-quality, affordable alternatives to the independent sector. Following initial engagement with schools and partners throughout 2026, settings and locations for specific proposals will be formalised in early 2027. These developments will be prioritised and phased in alignment with our year-on-year delivery targets, with the first support bases opening in 2027 and the first specialist bases under this new framework opening from 2028 onwards

Our capital strategy supports this by repurposing underused spaces within existing mainstream provision, creating high-quality inclusion bases that provide children with specialist support within their own neighbourhood, thereby reinforcing our commitment to inclusive learning and long-term financial sustainability.

Moving forward, our strategy will transition to a longer-term trajectory by implementing a flexible commissioning model. Including possible two-year Service Level Agreements (SLAs) designed to be reviewed and adjusted based on evolving student numbers and specific needs. This ensures we can scale capacity up or down in a dynamic way to manage oversupply, with the ability to be responsive as mainstream demand fluctuates. This will enable flexibility including the incorporation of bulges when needed and to factor in longer term the impact of further falling rolls and the impact of the successful roll out of experts at hand.

Despite declining mainstream pupil demand across the borough (primary -12%, secondary -6% from 2021–2025), demand for Education Health Care Plans (EHCPs) is projected to grow by almost 19% by 2032. Currently, nearly 24% of the borough's EHCP cohort is educated out-of-borough, contributing to an unsustainable £20.5m cost for independent settings in 2024/25. To address this, we need to move away from the current limited model of mainstream, additional resource provisions in some schools and settings to a nuanced and interconnected area based model offering local support with a continuum of need for children. By utilising an expanded and robust range of 'middle' provision, we will ensure local placements, reduce travel distances, and significantly lower our reliance on expensive, out of borough, independent settings.

To ensure equitable geographic support and embedded early intervention, we are establishing support bases across all four neighbourhoods in our area-based model, aiming for approximately 530 places overall. We will work through steering groups to connect with all schools (including federations and trusts) on requirements and ask for expressions of interest. We will prioritise commissioning these bases in schools and settings with both a strong track record of SEND delivery and inclusion, as well as a desire to offer this early. These pilots will be used to inform other expansion. Individual base sizes will remain flexible to adapt to specific school environments and student profiles, working on an updated planning assumption of between 16 and 24 pupils per inclusion base.

Our goal is to expand the current accessibility strategy, utilising additional capital funding to enhance inclusivity across a broader range of schools. This initiative will be aligned with emerging neighbourhood plans and ongoing SEND reforms. Key actions will continue the



comprehensive review of the school estate and targeted physical adaptations to foster a more accessible and inclusive environment. We will explore the deployment of assistive technology through the neighbourhood steering groups.

Concurrently, building on strong local practice, we are expanding specialist base capacity by 186 new places to ensure mainstream settings are inclusive by default, identifying partner settings with a demonstrated history of inclusion. This includes targeted social communication bases, an early years complex needs unit, a secondary SEMH provision, and a central primary Hearing Impairment base designed to eliminate long journeys to other settings for vulnerable pupils. Working in partnership with secondary schools around their inclusion bases, we will collaborate to re-align provision, and map out pathways from primary ARPs to ensure sufficient secondary capacity and onto post-16.

Our plan also identifies a clear local requirement for 120 additional all-phase social communication special school places. Rather than commissioning entirely new infrastructure, in accordance with the reforms, we will collaborate with our existing special schools, who have a strong track record, to consider how we could best evolve or realign our provision in accordance with wider SEN reforms. This review will allow us to consider how we optimise existing spaces, ensuring special school provision is strategically positioned to focus specialist resources on the most complex social communication and high-dependency needs. To maintain a balanced provision during any strategic expansion or necessary reprovisioning, additional specialist bases may be required. This works in alignment with our broader goal of supporting lower-complexity cohorts locally within our expanded mainstream inclusion bases. Concurrently, Ickburgh Special School is being expanded by 48 all-phase ASD places to deliver committed local capacity.

**Post-16 Strategic Expansion & Partnership Model:** To address the overrepresentation of young people with EHCPs in the NEET cohort, our strategy establishes a vital, localised "middle ground" in our post-16 landscape. To ensure seamless transition pathways for students graduating from our secondary bases, building on best practice, we are planning to expand local capacity by establishing a 48-place Specialist Hub alongside a 32-place Support Base by 2029. Recognising that further education institutions operate as independent corporations, this proposed provision will need to be agreed and engaged and delivered in formal partnership with local schools, settings and colleges. This model moves toward a possibility of multi-year Service Level Agreements (SLAs) with revenue-guaranteed block funding rather than ad-hoc place purchasing. This provides potential providers with the long-term financial security to recruit highly specialised workforces and invest in local Preparation for Adulthood (PfA) infrastructure. Delivery remains strictly dependent on physical space and site feasibility across our local campus estate; consequently, this framework will be continuously reviewed, adapted, and updated in close partnership with providers to ensure long-term sustainability.

**Alternative Provision (AP) & Inclusion:** We are implementing a 3-tier AP model, through the Hackney Education Alternative Learning Service (HEALS) which will include a close partnership with our PRU, New Regents College, as well as local authority run HEALS Hub, to provide short-term, targeted support that facilitates reintegration into mainstream settings. Supported by the proactive deployment of targeted 'experts at hand', we anticipate a systematic decrease in overall AP numbers. Concurrently, a structured reintegration framework will be established to transition children safely back into borough provisions at key educational milestones as our local specialist capacity comes online, driving down our reliance on the independent sector.



In contrast to the general trend of declining school rolls, the Charedi Jewish birth rate in the north of the borough is rising. Currently, the majority of these pupils are enrolled in independent faith schools. As part of our broader education strategy, we are collaborating with the community to investigate new provision models, including a transition pathway to Voluntary Aided (VA) status. Several Charedi independent schools have already expressed interest, and we anticipate that two will transition to VA status within the next three years. This shift will create new opportunities for specialist maintained provision specifically tailored to the Charedi Jewish community.

To deliver these spaces cost-effectively, we will utilise the significant surplus capacity in school buildings created by falling mainstream rolls. We have already initiated engagement with schools via locality steering groups to collectively identify where to set up new inclusion bases. Furthermore, we are strengthening collaboration with MATs and identifying Specialist Hubs within our localities to serve as "Beacons of Excellence". Crucially, we will revise the admission criteria for Support Bases and Special Schools, enforcing transparent criteria strictly aligned with our local Graduated Response. Ultimately, these localised inclusion bases act as an immediate travel mitigation measure, projected to achieve substantial reductions in daily travel distances and directly alleviate the Hachm overspend currently straining our travel assistance service.

## **9. System partner and stakeholder engagement, and co-production.**

Please outline how the local area partnership plans to engage system partners and stakeholders to develop and implement the plan – include planned engagement with schools and early years settings, alternative providers, FE and post-16 providers (including those your young people attend that are not within your local area), Parents and Carers and children and young people with SEND, with reference to the core minimum requirements. Consider changing roles and responsibilities in the context of the Schools White Paper and how you work collaboratively to manage the transition. Please indicate where additional support is required to engage partners or stakeholders - senior officials at the Department for Education will be available to contribute to summer term events with education leaders and parent carer forum leaders.

### **Strengthening Parent and Carer Co-production**



Hackney Education and the Integrated Care Board (ICB) have funded a host provider for the past 3 years. A further year of support for the Parent Carer Forum (PCF) has been agreed with an additional year available, if deemed necessary. This resourcing is in place to enable the PCF to act as an independent strategic partner in SEND reform design and governance. Engagement includes:

- **Strategic Integration:** PCF chair and vice chair sit on the SEND & AP Partnership Board and work directly with Health partners and the Preparation for Adulthood (PfA) working group to help shape local strategy. The PCF are key partners in the Partnerships for inclusion of Neurodiversity In Schools (PINS) programme.
- **Direct Communication:** Monthly strategic meetings between PCF, Head of SEND, and ICB lead ensure rapid issue resolution. We are committed to strengthening SEND Information, Advice, and Guidance Service (SENDIAGS) to support the early resolution of queries and ensure families clearly understand the pathways and support their children are entitled to.
- **Collaborative Events:** Co-hosted workshops driven by forum topics refine the Local Offer and the PCF have an active role in our annual Preparing for Adulthood event.
- **Wider Parent/Carer Engagement:** This will be achieved through an annual parent/carers survey, a formal co-production charter, and planned engagement milestones as detailed in the year 1 roadmap.

### Empowering CYP voice

We ensure the distinct voice of children and young people (CYP) drives service improvements through:

- **Distinct Data:** Separate feedback channels including our annual lived experience survey for CYP ensure child-led perspectives are analysed independently.
- **Targeted Panels:** The iNDEPth Panel (neurodivergent experts by experience) co-designs information and support major events like PfA Live.
- **Participation Groups:** Termly SEND Pupil Forums for secondary and FE students focus on representation and access to role models. The Deaf Youth Council empowers pupils to advocate for themselves, exemplified by student-developed "SHARP" teacher prompt cards.
- **System Influence:** CYP have already acted as paid "Systems Influencers" for health service design, strategic surveys, and participate in recruitment panels for CAMHS projects to vet service providers.

### Engagement with Education and System Partners

The partnership works across the 0-25 system, providing collaborative oversight of transitions through:

- **Thematic Analysis:** Our independent SENDIAGS provides feedback and analysis of complaints and identifies systemic gaps to drive workforce development and ensure consistent quality standards for families, regardless of whether their child attends a local or out-of-borough setting.

- 
- **Impartiality:** Operating from a separate venue with an independent database, SENDIAGS provides unbiased advice on rights and mediation, which is communicated verbally and in writing by staff. This builds trust by emphasising parental choice and control during dispute resolution.
  - **Quality Assurance:** All partners will utilise the "4 Cornerstones of Co-production" to align priorities and improve outcomes.
  - **Integration:** Strategic Multi-Agency Planning (SMAP) meetings will translate data into milestones that will be communicated borough-wide.
  - **Cross-Borough Synergy:** Formally communicate via Neighbourhood Steering Groups to ensure that Multi-Academy Trusts (MATs), maintained school and setting leaders, and Integrated Care Board (ICB) partners remain mutually accountable for the Borough-Wide Universal Offer Agreement.

### Communicating our Plan

Our Local Plan monitoring framework uses established escalation pathways alongside standard bulletins and websites as primary communication channels.

- **CYP:** Existing panels and forums will update CYP. We will also use Hackney Education Alternative Learning Service (HEALS) infrastructure to reach students in independent placements, elective home education, or school avoidance.
- **Education Partners:** A settings representative on the SEND Reform Governance Board will update Neighbourhood Steering Groups.
- **System Partners:** Updates occur via the SEND & AP Partnership Board and monthly meetings between the PCF, Head of SEND, and ICB leads.
- **Parents/Carers:** The PCF chair will communicate directly with families to ensure accessible information for the entire community.

## 10. Risks and Mitigations

What are the key risks that could affect the successful implementation of your Local SEND Reform Plan, and what mitigation strategies are in place to manage these risks? Please include a maximum of 5 risks with impact and likelihood RAG for each risk. See Annex C for suggested risk matrix.



| Risk                                                                                                                                                                                                                                                                                                                                                                          | Impact                                                                                                                                                                                               | Likelihood  | RAG | Mitigation                                                                                                                                                                                                                                                                                                                                                           | Responsible Officer                 | Residual RAG |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------|
| <b>High Needs Block (HNB) Destabilisation:</b> The delivery of local specialised provision and the "Targeted Plus" infrastructure fails to keep pace with escalating demand, leading to a continued reliance on high-cost independent placements (INMSS) and an "EHCP-first" funding habit in schools due to perceived insufficiencies in the Inclusion Mainstream Fund (IMF) | <b>Impact: Critical</b><br>Inability to mitigate the cumulative HNB deficit, leading to unsustainable pressure on Hackney's general fund.                                                            | Likely      |     | <b>Streamline existing practice to accelerate delivery:</b> We will use our developed multi-agency Team Around the School and Team Around the Setting models as a launchpad to rapidly mobilise the EAH service, while exploring opportunities to streamline and refine our capital planning and delivery processes to ensure timely delivery of required provision. | SEND Reform SRO                     |              |
| <b>Equity of access and community inclusion (Charedi independent sector):</b> Due to their independent status, the independent faith-based settings serving our Charedi community are unable to access or adopt new infrastructure, leading to a "two-tier" system where inclusive local support is restricted to the maintained sector.                                      | <b>Impact: Critical</b><br>Failure to reduce statutory EHCP demand for approximately 30% of the borough's CYP population, leading to sustained high-volume pressure on the High Needs Block (HNB) as | Very likely |     | <b>Engagement with central government:</b> Proactive engagement with the DfE (detailed in the 'Central Government Support' section) to secure specific permissions or flexibilities for independent faith settings to interface with the "Experts at Hand" offer.                                                                                                    | Director of Education and Inclusion |              |



|                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                  |                 |  |                                                                                                                                                                                                                                                                                |                                                      |                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                           | statutory intervention remains the only route to support for this sector. Additionally, risk of non-compliance with the Public Sector Equality Duty (PSED) and further erosion of trust within a significant local community.                                                    |                 |  |                                                                                                                                                                                                                                                                                |                                                      |                                                                                     |
| <b>Mainstream Workforce Capacity and Implementation Burnout:</b><br>The delayed release of national "Experts at Hand" (EAH) guidance, combined with the new ISP mandate and heightened inclusion standards, leaves mainstream SENCOs and teachers overwhelmed and without sufficient specialised support. | <b>Impact: Critical</b><br><br>Significant burnout among school staff, leading to a failure to embed inclusive classroom practices, which would result in increased requests for EHCPs and an erosion of trust with mainstream partners, and between schools and families as the | <b>Possible</b> |  | <b>Rapid deployment of additional local guidance and support:</b> Timely deployment of LITs to begin supporting settings and fast-tracked development of the Common Language Toolkit (Right Support, Right Time) to reduce administrative "friction" and clarify expectations. | Head of School Improvement and Education Performance |  |



|                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                            |          |  |                                                                                                                                                                                                                                                                                                         |                                     |                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                               | 'universal offer' fails to meet expected standards                                                                                                                                                                                         |          |  |                                                                                                                                                                                                                                                                                                         |                                     |                                                                                      |
| <b>Erosion of Stakeholder Confidence and Strategic Trust:</b> Compressed timeframes for plan finalisation limit the depth of meaningful co-production, potentially leading to a perception that the shift from statutory EHCPs toward a "Universal Offer" is a fiscal cost-cutting exercise rather than a quality-led reform. | <b>Impact: Critical</b><br>A lack of authentic community "buy-in" and a breakdown in parental trust, resulting in increased adversarial relationships, higher volumes of Tribunal appeals, and sustained resistance to the plan's rollout. | Possible |  | <b>Continuous Co-production &amp; Transparency:</b><br>We will firmly establish the first year of reform as a "live pilot" where the PCF, youth panels, and schools have formal, weighted authority to refine and adapt the model based on real-time feedback.                                          | SEND Reform SRO                     |   |
| <b>Operational Funding &amp; Recruitment Liability:</b> The required scale of the Programme Team (transformation) exceeds the national allocation, while the permanent recruitment of the "Experts at Hand" workforce requires the LA and ICB to underwrite significant long-term costs against funding that remains subject  | <b>Impact: Critical</b><br>A shortfall in programme management and data capability and ICB/LA capacity to underwrite specialist recruitment prevents the mobilisation of the                                                               | Possible |  | <b>Prioritised Functional Delivery:</b> To manage the gap between the required programme team scale and the fixed transformation grant, Hackney will adopt a "Core-Plus" staffing model. This prioritises the recruitment of essential programme management, while seeking additional internal funding. | Director of Education and Inclusion |  |



|            |                                                       |  |  |                                                                                                                                                                                                                                                                                                                                                 |  |  |
|------------|-------------------------------------------------------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| to recall. | LITs and programme team, stalling the overall reform. |  |  | <b>Align EAH recruitment with funding confirmation:</b> To mitigate the initial DfE recall risk, we will initiate recruitment processes (job descriptions and advertising) during the review period, with formal contracts of employment only being issued upon confirmation of the funding status. This ensures no loss of momentum in Year 1. |  |  |
|------------|-------------------------------------------------------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

## 11. Dependencies

Please detail the key areas of the local area partnership's proposed SEND future state and roadmap that may be impacted by wider reforms nationally and locally and outline how you will manage these. We expect these will include but not be limited to:

- NHS reforms
- Local Government Re-organisation
- Reforms to Children's Social Care
- Best Start in Life, including Family Hubs
- Best Start In Life Strategy
- Curriculum and Assessment Review



To deliver our plan, Hackney is aligning its SEND Reform Plan with major national, regional, and corporate transformations. Managing these interdependencies effectively is critical to unlocking our targeted outcomes.

### 1. NHS North East London (NEL) ICB Restructure

- The NEL ICB restructure is due to be completed by Autumn 2026; with a combination of change and continuity in place and strategic leads working with SEND partners.
- The commitment to work in partnership across the SEND system and deliver statutory responsibilities remains an ICB priority.
- There are named leads within the City and Hackney Neighbourhood Delivery team; a Head of SEND for Inner NEL, and clear accountability and escalation routes through the Director for Inner NEL, SRO for SEND (Director of Outer NEL) and the Chief Strategic Commissioning Officer who is the Executive Lead for SEND.
- The new structure will balance the importance of close working with the Hackney SEND Partnership with optimising the opportunities to commission strategically across NEL, to support equity and consistency of high quality needs based offers to all families.

### 2. National Curriculum and Assessment Review

- Our strategic targets to reduce permanent exclusions by 27.1% and lower EHCP escalation by 7.8% depend on national accountability metrics shifting away from rigid academic outcomes toward inclusive performance measures. If the national framework remains unchanged, mainstream settings will face continued systemic pressure to exclude or rely on statutory safety nets.
- We are launching our local *Common Language Toolkit* early to build inclusive capacity in schools, bridging the gap ahead of the statutory 2028 national rollout.

### 3. Social Care and Family Hubs Alignment

- The success of early identification relies on seamless integration with wider Children's Social Care reforms and the Best Start Family Hubs network. This collective infrastructure must serve as a localised gateway for multi-agency intervention.
- By utilising Family Hubs as physical delivery points for our LITs, we will streamline access to early specialist advice. This builds parental confidence and equips the frontline workforce to identify and assist children with additional needs before statutory escalation is required.

### 4. Corporate Transformation

- 
- Our financial sustainability goals are intertwined with Hackney's wider corporate transformation programme and medium term financial sustainability plan. To ensure long-term sustainability, we must wrap administrative, legal, and operational reform around how we govern high-cost SEND spending and statutory workflows.
  - Corporate investment has been secured to restructure multi-agency panels and build the Strategic Outcomes Dashboard. This internal alignment provides the necessary administrative grip to improve our strategic use of data, streamline decision-making, and reduce unnecessary systemic friction.
  - Our corporate transformation programme also includes further innovation in SaLT, wrap around multiagency EY support and work in universal settings to ensure the right support at the right time.

## Section 3 – Monitoring and Evaluation

### 12. How will the local area partnership know delivery is on track?

Please set out how you will monitor and track progress referencing:

- **Monitoring tools and processes** - the specific tools, systems, and data you will use to track delivery milestones and measure the impact on outcomes.

*Some Local Area Partnerships hold data in a central SEND operational dashboard. This is used by teams on a weekly basis to identify trends in demand or inform conversations with local school or setting leaders.*

*In some Local Area Partnerships, a view of the Key Performance Indicators (KPIs) is reviewed monthly by a SEND Board to take decisions on prioritisation, resourcing and delivery of services informed by regular data.*



**Please set out how you will use data to track demand (e.g., EHCP applications for assessment), Service delivery (e.g., Speech and Language Specialists deployment; places created), Service quality (e.g., parental satisfaction) and outputs (e.g., pupil attendance; pupil exclusions)**

- ***Feedback and adaptation mechanisms*** - what feedback loops and stakeholder input you will use to review progress and adjust your approach.

Hackney is well-positioned to integrate the top-level monitoring of our SEND Reform Plan into existing tracking mechanisms for the SEND and Inclusion Strategy and our post-inspection action plans but this will be underpinned by a bespoke set of escalation routes and success metrics. We are currently operationalising a system-wide Outcomes Dashboard to capture partnership level progress against qualitative and quantitative success measures for both existing action plans, so the metrics detailed in this plan and the supporting 'success metrics and measures' document will sit within this central framework.

Through rigorous recording of both qualitative and quantitative insights, the SEND and AP Partnership Board and the SEND and AP Executive Board (as detailed in the 'Governance' section), will be empowered by transparent, cross-partnership data to challenge us on the delivery of this plan and take strategic, evidence-based decisions on the future direction of travel. Our success metrics are a combination of measures required as part of the DfE quarterly returns, in addition to qualitative measures gathered through a combination of surveys and feedback loops, and some additional service-level data, so will all be gathered as part of the business as usual delivery of the programme.

The SEND Reform Governance Board will act as the middle bridge between programme delivery and monitoring and evaluation, using its representative membership (detailed in the 'governance' section), to determine where workstream-level issues require escalation to the partnership board for consideration and review, and the partnership board will in turn determine where escalation to the Executive board is warranted. The programme board will maintain constant attunement to 'on the ground' delivery issues as they emerge, through the following membership channels. The Experts at Hand service lead will directly escalate issues surfaced at the Senior Lead LIT Neighbourhood Meetings, the PCF chair will directly escalate concerns from families outside of planned engagement and feedback loops, and the settings representative will directly feedback concerns surfaced at neighbourhood steering groups. However, all areas of the partnership, including children and young people, will also have the option to escalate concerns directly to the partnership board through established participation channels.

The setting-level data dashboard will enable SMAPs to monitor and respond accordingly as it will have real-time access to school-level data,



including caseloads, attendance, suspensions, and transition information. Our SMAP meetings will provide a school-level mechanism for delivering the SEND Reform programme. It will enable analysis of a school's SEND profile and inclusion data, identifying unmet need and barriers to attainment, attendance and belonging, evaluate the effectiveness of the school's Universal Offer, determine whether pupils are receiving the Right Support at the Right Time and deploy support from the LIT where required. Through the use of data it will inform school inclusion strategies and School Development Plans and identify workforce development priorities. In addition, our Experts at Hand Impact Dashboard will enable tracking the outcomes for children receiving "Experts at Hand" support, monitoring how many pupils eventually require a formal EHCP.

Collectively, our approach will ensure different boards, essential to the local and strategic governance of our approach, receive regular real-time data relevant to their specific oversight duties, allowing us to take a truly iterative approach to delivering our plan. This layered approach is designed to allow proactive monitoring of progress against success measures and identify early any slippage in targets and accountability to authorise and trigger any necessary adjustments via our central programme management function.

### **13. Reporting to DfE**

Using the attached data template, the local area partnership is required to provide quarterly data returns to DfE against selected key metrics. DfE will, in turn, provide quarterly data reports with visualised analysis and benchmarking that will support your local delivery, monitoring and evaluation. This will include data the department holds on Attendance, Exclusions, and Unauthorised absence.

Please use the attached data template to upload your initial data return to DfE.

See email attachment.

## Section 4 – Governance

### 14. How will the local area partnership ensure delivery of plans remain on track?

Please outline the governance structures in place to oversee delivery. Clearly set out who is responsible for overseeing reform delivery, what each governance group or individual is accountable for, and how these arrangements ensure progress is monitored and decisions are made transparently. Please identify where the named SRO for the Local SEND Reform Plan sits within the governance structure and ensure your response incorporates the core minimum requirements.

| <b>Governance Mechanism</b><br><i>This may be a governance group, or an individual (e.g. SRO).</i> | <b>Purpose/ Responsibilities</b><br><i>What is the function of this governance mechanism? What are they accountable for overseeing? What information is reported to this governance mechanism?</i> | <b>Membership</b><br><i>Who does this governance mechanism comprise of? [should include health and PCF representation] What stakeholders are represented at this governance mechanism? Please indicate who chairs this. (Include n/a if an individual).</i> | <b>Cadence</b><br><i>How regularly does this governance mechanism meet?</i> | <b>Decision Rights</b><br><i>What decisions can this governance mechanism make?</i>     | <b>Escalation Route</b><br><i>Where can this governance mechanism escalate issues or decision to?</i> |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| SEND and AP Exec Board                                                                             | <b>Purpose:</b> Acts as the senior multi-agency partnership, providing robust executive oversight and setting the strategic approach to meeting the needs of all                                   | <b>Chair:</b> Director for Children and Education, with a senior leader from the ICB<br><br><b>Members:</b>                                                                                                                                                 | Quarterly                                                                   | <b>Operational Decisions:</b><br>Key decisions from SEND and AP Local Area Partnerships | Health and Wellbeing Board<br><br>ICB Commissioning Board                                             |



|  |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>children and young people with SEND in Hackney</p> <p><b>Responsibilities:</b></p> <p>Responsible for setting the strategic priorities across the SEND and AP Strategy.</p> <p>Providing oversight for the SENDAP Partnership Board</p> | <p>Head of Integrated SEND (SRO)</p> <p>Chair of Hackney</p> <p>Independent Parent, Carers Forum</p> <p>ICB representative</p> <p>Cabinet Member for SEND/ SEND Champion</p> <p>Group Director, Children and Education</p> <p>Director, Education and Inclusion</p> <p>Head of Integrated Commissioning</p> <p>Director, Children's Social Care</p> <p>Head of SEND</p> <p>Education Property and Development Advisor</p> <p>Adult Social Care representative</p> <p>Director, Integrated Commissioning</p> <p>Assistant Director, School Estates</p> |  | <p>are identified and escalated.</p> <p>Ensuring all local partners are working towards creating inclusive settings.</p> <p>Monitoring the effectiveness of the preparedness of adulthood pathways.</p> <p>Provide assurances of the effectiveness of joint commissioning arrangements relating to SEND and AP.</p> <p>Monitor and agree the expansion of SEND and AP places across the local area.</p> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |                                                                           |                                                                                                                  |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Assistant Director, Early Years, Early Help and Wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                |                                                                           |                                                                                                                  |
| SEND and AP Partnership Board | <p><b>Purpose:</b><br/>Shaping the shared vision and strategic direction of SEND provision in Hackney, through setting priorities, influencing member organisations to achieve the agreed outcomes. The board provides oversight of partners' strategic work.</p> <p><b>Responsibilities:</b><br/>Responsible for providing a critical friend function to Hackney's education, health and care partnership. Providing strategic oversight, evidence-based challenge, and support to ensure the best possible outcomes for children and young people with SEND.</p> | <p><b>Chair:</b> Director of Education and Inclusion</p> <p><b>Members:</b><br/>Head of Integrated SEND (SRO)<br/>Health designates and ICB SROs<br/>Multi-Academy Trust strategic delegates<br/>Mainstream School Leaders<br/>EY &amp; Childcare strategic leads<br/>Further Education (FE) and Post-16 Providers<br/>Special School &amp; Alternative Provision (AP) Headteachers<br/>Parent Carer Forum (PCF)<br/>Children &amp; Young People's Voice<br/>Best Start Family Hubs strategic representatives</p> | Bi-monthly<br>Supported by outcomes from Neighbourhood Steering Group meetings | <b>Operational Decisions:</b><br>Refer finance decisions to Schools Forum | Escalation to SEND Exec Board issues, challenges and blockages that cannot be addressed through this partnership |



|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                               |         |                                                                                                          |                                                                                    |
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|                             | <p>Ensuring optimising the value of partnership and integrated commissioning arrangements.</p> <p>Monitoring the access to and effectiveness of provision delivered in Hackney.</p> <p>Developing and monitoring the SEND and Inclusion Strategy and Annual Action Plan to deliver identified priorities and mitigate risks.</p> <p>Coordinating and overseeing local mechanisms that encourage two way communication with Hackney children, young people and their families, professionals and stakeholders.</p> | Voluntary & Community Sector (VCS) representatives                                                            |         |                                                                                                          |                                                                                    |
| SEND Reform Programme Board | <p><b>Purpose:</b></p> <p>Acts as the primary delivery oversight body for all workstreams.</p>                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Chair:</b> Head of Integrated SEND (SRO).</p> <p><b>Members:</b> Programme Manager, EAH Operational</p> | Monthly | <p><b>Operational Decisions:</b></p> <p>Approval of planned spend and direction of travel across all</p> | Escalates high-level strategic policy blockers and risks to the SENDAP Exec Board. |

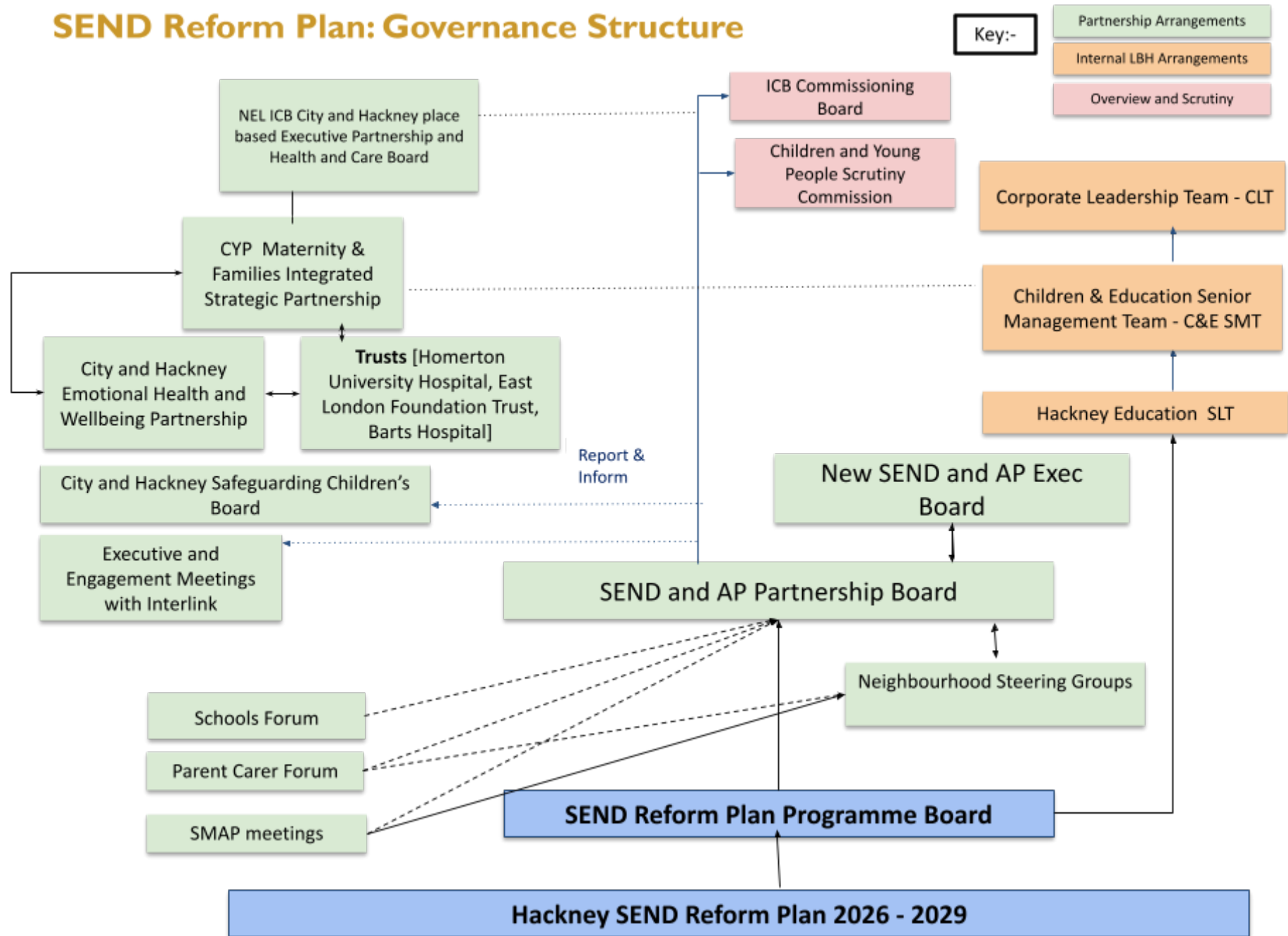


|  |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                     |                                                                                                                       |
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|  | <p><b>Responsibilities:</b></p> <p>Responsible for monitoring the Reform Programme, risks and dependencies, success measures/ KPIs, ensuring milestones are met, managing the "invest-to-save" budget realignment, and completing quarterly reporting to the DfE.</p> <p>Accountable for overseeing the sequencing and planning of all engagement milestones and ensuring effective communication across the partnership.</p> | <p>Lead, Service Accountant, ICB Head of SEND Coordination, Parent Carer Forum chair/ delegate, and an Advisory Headteacher/Schools Representative, Education property representative</p> <p>In Attendance: Programme Coordinator, Data/Technical Lead, and Service Coordinator as required.</p> |  | <p>workstreams, approval of adaptations based on 'test and refine' outputs, approval of risk escalation and management.</p> <p>Final sign-off on the "Engagement Roadmap," ensuring consistent co-production and engagement is embedded across all workstreams.</p> | <p>Escalates system-wide "Universal Offer" or significant co-production disputes to the SENDAP Partnership Board.</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|

If you have a diagram to show the relationship between these governance mechanisms, please upload this here.

\*\*\*INSERT DOCUMENT UPLOAD LINK\*\*\*

## SEND Reform Plan: Governance Structure





## Section 5 – Central Government Support

### 15. How can we help you?

Please outline any practical support you need from central government to implement your plan effectively.

This may include:

- Access to specialist expertise or advisory support
- Help with workforce development or recruitment challenges
- Tools or templates to support data collection, reporting, or evaluation
- Facilitation of peer learning or regional collaboration
- Support with system-level coordination across education, health, and care
- Guidance on navigating regulatory or policy barriers



250 words

#### 1. Statutory Clarification of the Children and Families Act 2014

Hackney has a unique demographic profile, with approximately 30% of school-age children actively attending independent Charedi Jewish faith schools. Over the past three years, these settings have used Section 63, paragraphs (3) and (4) of the Children and Families Act 2014 to legally challenge the council for funding at the non-statutory SEN Support level.

While we recognise our duty to all residents, funding independent settings outside the state-maintained infrastructure places the council in an untenable position. If Hackney is held liable to fund SEN Support in independent schools, our High Needs Block deficit will approximately double, neutralizing our "invest-to-save" strategy. We request central government amends or deletes Section 63 (3) and (4) to remove this funding ambiguity outside of an EHCP, and provide direct policy advisory support to help manage this complex demographic dilemma. We also request all funding is maintained at the promised level for the duration of the implementation.

#### 2. A Mandated National ISP Platform

Our reform hinges on digital Individual Support Plans (ISPs). To prevent "transition cliffs" caused by high inner-London pupil mobility, we request a mandated national platform for ISPs. A unified digital framework is critical to ensure early intervention strategies remain portable and seamlessly follow children moving across local authority borders.

#### 3. Regional Coordination

We request that senior DfE officials support with coordinating regional collaboration between LAs and ICBs implementing reform plans.

#### 4. National Accountability Metrics

We request a review of the national accountability metrics to enable a shift away from rigid academic outcomes toward inclusive performance measures. This would motivate more schools to be inclusive.



## Annex B - Supporting Documents

| Document                                                | Link                                                                  |
|---------------------------------------------------------|-----------------------------------------------------------------------|
| The Schools White Paper                                 | <a href="#">Every Child Achieving and Thriving</a>                    |
| SEND Consultation Document                              | <a href="#">SEND reform: putting children and young people first.</a> |
| LA and Schools Budget 2026-27                           | <a href="#">Schools Operational Guide 2026-27</a>                     |
| Local Partnership Maturity Assessment Guidance and Tool | Included in commission pack                                           |
| Local SEND Reform Plan – Data template                  | Included in commission pack                                           |
| Local SEND Reform Plan Quality Assessment Framework     | Included in commission pack                                           |
| Local Inclusion Partnership Grant 2026-27               | To be published Spring 2026                                           |
| Experts at Hand Guidance                                | To be published Spring 2026                                           |
| High Needs Capital Allocations 2026-27                  | To be published Spring 2026                                           |
| Guidance on Inclusion bases                             | To be published Spring 2026                                           |

## Annex C – Risk Matrix

| IMPACT DESCRIPTION                                                                          | IMPACT LEVEL | PROBABILITY/LIKELIHOOD |             |             |             |             |
|---------------------------------------------------------------------------------------------|--------------|------------------------|-------------|-------------|-------------|-------------|
|                                                                                             |              | <u>≤ 10%</u>           | >10% - <30% | >30% - <60% | >60% - <90% | >90%        |
|                                                                                             |              | Very Unlikely          | Unlikely    | Possible    | Likely      | Very Likely |
| Cannot deliver Reform Plan; Failure of mission critical activity.                           | Crisis       |                        |             |             |             |             |
| Significant impact to objectives; Significant and sustained disruption to activity.         | Critical     |                        |             |             |             |             |
| Delivery targets are compromised; Project delay / budget overrun.                           | Moderate     |                        |             |             |             |             |
| Limited impact on delivery targets; Deviations from project resource, timescale or targets. | Marginal     |                        |             |             |             |             |
| Minimal impact on delivery targets; Minimal impacts to project / programme efficiency.      | Negligible   |                        |             |             |             |             |