

Ref	Our improvement priority	What do we want to achieve and what is needed to make this happen?	What is needed to make this happen and what we will do to achieve our improvement ambition	SEND Reform Pillar	Intended outcomes and Impact	Impact Measures	Strategic Lead (SRO)	Improvement Lead	Start Date	Due Date	SEF/DBV/AF I(no)/AP	Inter/dependencies	Status (BRAG)	Last Reviewed date	Governance reporting	Moved from plan to continuous improvement - location (i.e. service plan)	
1.1	To work towards having clear and open lines of communication that support a collaborative and partnership approach to the delivery of services that offer greater choice and control.	Measure the impact of strategic actions of the LAP	Communicate transparently agreed timescales for service responses and meet them more consistently		Increased service user confidence in SEND Service Improved lived service user experience	Customer service feedback week 6/week 16/week 20. reduced number of complaints citing communication as an area of concern Increased Local Offer traffic	Mary Meredith	Kelly Hare	Feb-23	Feb-25	SEF	Local Offer move to JADU recruitment & retention of staff Demand for new EHC assessment & Plans	Completed	1/30/2025	Internal Senior Leadership team		
1.2			Further develop the SEND quality assurance framework to create meaningful opportunities for lived experience to inform self-evaluation and subsequent improvements to the system		Clear mechanisms to capture parental feedback on the system are identified within the QA framework, resulting in increased confidence and stronger inclusion	QA reports feature parent voice and the LAP can evidence how this has influenced service delivery and commissioning decisions	Mary Meredith	Paul Brownlee	Feb-24	Oct-25	AFI4 AFI5		On track no concerns	1/30/2025			
1.4			Ensure that there is learning from complaints and that listening to families is prioritised within the process, leading to continuous improvement		Increased service user confidence in SEND Service Improved lived service user experience Confident staff Practice standards	Customer service feedback reduced number of complaints citing communication as an area of concern Increased Local Offer traffic Reduction on staff leaving the service	Mary Meredith	Benn Broadhead	Feb-23	Feb-25	AFI4	HCC learning & development programme offer	Embedded Sustained	1/30/2025	Internal Senior Leadership Team		
1.5			Map out SEND services so that they are more easily navigated by parents - Clearer pathways and thresholds	Map out the front door and the neurodiversity proof of concept		Identify what support is offered pre and post diagnosis. This information will be collated to produce a new SEND directory and all information can be used in the planned update to the Local Offer website.	Customer service feedback reduced number of complaints citing communication as an area of concern Increased Local Offer traffic	Mary Meredith	Mike Foers	Feb-23	Jun-25	SEF	Local Offer move to JADU ICB workstream on mapping diagnostic pathways against NICE standards	Completed	1/30/2025	SEND Delivery Group Hull Health Place Team Operational Delivery Group.	
1.6				The Hull SEND Local Offer Information on services is clear and transparent. Promote the Hull SEND Local Offer website to raise awareness. Identify accountability for each area of the site.		Clear transparent information available on the local offer within a wider directory of SEND Services	Customer service feedback reduced number of complaints citing communication as an area of concern Increased Local Offer traffic	Mary Meredith	Vicki Pellatt	Feb-23	Jun-25	SEF	Local Offer move to JADU ICB workstream on mapping diagnostic pathways against NICE standards	Embedded Sustained	1/30/2025	SEND Delivery Board SEND Strategic Board	
1.7				Produce directory of AP's registered with the LA (not an approved list)		Raising awareness between schools and AP settings of what AP provisions are available in the City so informed choices can be made	Reduction in enquiries regarding AP. Meeting Ofsted requirements	Mary Meredith	Hayley O'Grady	Aug-25	Sep-25	AP		Embedded Sustained	1/22/2025		
2.1			To have improved links and partnership working where we develop and plan services together.	Embed the values of the coproduction charter across the SEND system, creating opportunities for meaningful engagement	To work with partners and parents to develop a SEND integrated hub within the newly acquired Lil Bilocca House for the LAFSS Service.		A smoother, more integrated approach to service delivery which reduces waiting times, anxiety and stress for young people.	Service user feedback	Taku Zvauya	Nikki Heffernan	Oct-23	Apr-26		Limetree Court project Sunshine House	On track no concerns	1/30/2025	SEND Delivery Board SEND Strategic Board
2.2	Meaningful involvement of parents and young people in SEND commissioning decisions achieved through commissioning cycles making effective use of focus groups, beginning with SEN Outreach				Lived experience informs service, design and delivery	Reduced number of cases hitting crisis Inclusion score card measures point to children's needs being met more effectively	Taku Zvauya	Kim Porter	Feb-23	Dec-24	SEF/DBV	Integrated Commissioning Group is been developed and led by the ICB	Embedded Sustained	1/30/2025	SEND Delivery Board SEND Strategic Board DBV Steering Board		
2.3	Implement a coordinated multi-disciplinary local area partnership workforce development approach, ensuring consistency of practice and accountability across all local area partners	Coproduce and deliver annually a multi-tiered SEND training programme to ensure that all professionals understand their roles and responsibilities and are well informed in relation to primary needs and how to meet them		Shared	85% of actions are realised as benefits within improvement plan timescales because impact measures are SMART enough for stakeholders to establish they have been met.	Stakeholder confidence increases through feedback on impact, through governance and accountability arrangements, including SEND Summits. Service improvements are evidence-based	Taku Zvauya	Mary Meredith	Feb-24	Oct-25	AFI5		Completed	1/30/2025	Workforce & Training Steering Group SEND Delivery Group SEND Strategic Board		
2.4			Map out, plan and implement the SEND training offer across the partnerships to promote understanding and access for SEND Children & Young People	Effective	Mapping will enable the LAP to identify which elements of SEND training should be implemented across the LAP and where gaps need to be filled. Tiered programme of a Core programme and more bespoke training where required across the partnership.	A confident, trained workforce will be drawing on strategies to promote the access of CYP with SEND and children's plans will fully reflect their needs	Taku Zvauya	Mary Meredith	Feb-24	Oct-25	AFI4		Embedded Sustained	1/30/2025	Workforce & Training Steering Group SEND Delivery Group SEND Strategic Board		
2.5			Ensure that mandatory training for health and social care partners includes a focus on how to write high quality EHCP advice and the systems and processes around this.		EHC plans will be holistic and personalised	Invision 360 and multi-agency review will demonstrate improvement over time.	Taku Zvauya	Benn Broadhead	Feb-24	May-25	AFI2 AFI4		Embedded Sustained	1/30/2025			
2.6			Embed the ICB SEND training framework across health partners		Practitioners across Health will have a consistent understanding of SEND and its implications for how service-users are supported to fully access services	Feedback from SEND families indicates increased levels of satisfaction with health services	Taku Zvauya	Sara Ness	Apr-25	Oct-25	AFI3		On track no concerns	1/30/2025			
2.7			Develop a strategic approach to harnessing lived experience with an ethos "nothing about us, without us"		Parents are meaningfully engaged in the development of the WFD plan, including ensuring their voices are heard in the training itself & through joint events	Parental confidence increases (survey), there is confidence in the training offer, EHCNARs reduce and inclusions scorecard metrics improve	Taku Zvauya	Mary Meredith	Feb-24	Oct-25	AFI4		On track no concerns	1/30/2025			
2.8			Within the quality assurance arrangements for SEND outreach services, monitor and evaluate the impact of SEND training on professionals' confidence and children's outcomes	Effective	Training plan includes an agreed approach to implementation which ensures that strategies are translated into practice.	Training has a positive impact on children's lived experience which is evident in their educational and wellbeing outcomes.	Taku Zvauya	Mary Meredith	Feb-24	Dec-25	AFI4/AFI5		On track no concerns	1/30/2025			
2.9		Establish a Local AP network to share best practice and address local improvement.	Fosters collaboration between providers and the LA, encourages shared best practice, early identification of issues, and joint problem-solving. Sharing best practice can lead to improved Outcomes and Progression, Improved attendance and engagement, positive post-16 destinations (e.g. college, apprenticeships, employment). Including unregistered providers in the network allows the LA to monitor quality and compliance		Attendance and engagement, improved safeguarding arrangements. Compliance with Ofsted in line with DfE guidance around AP	Taku Zvauya	Hayley O'Grady		Dec-25	AP		Completed	1/22/2023				
2.11		All early years settings to offer effective, inclusive practice in line with the plan for change outlined in the Giving Children the Best Start in life strategy	Improve GLD outcomes for children with SEND at the end of the reception year	Early	Increased percentage of children with SEND achieving GLD	Taku Zvauya	Sue Cornwall	Sep-25	Jul-28			On track no concerns	9/12/2025				

2.12			Produce AP strategic plan		Will outline clear expectations for all partners, school, LA and AP's. Will ensure consistency of approach and delivering best outcomes for children as a collective	Better outcomes for all children , improved attendance, more children reintegrated into mainstream education and right provision at right time for the child	Taku Zvauya	Hayley O'Grady		Mar-26	AP	Draft plan written going to AP board W/C 26 Jan	On track no concerns				
3.2	To identify need early so that the right support can be put in at the right time.	Strengthen the Graduated Approach to SEND, identifying and meeting needs early within inclusive school cultures	Implement a partnership wide training offer to increase consistency of Quality First teaching and SEN support (ppl 1-3)	Early	Increase parental confidence in SEND support Decreased Escalation into EHCP Greater clarity about thresholds for EHCP assessment	EHCP trend data shows flattening of upward trajectory	David Pullen-Higham	Kelly Hare	Feb-23	Apr-25	AFI4	DFE SEND improvement plan	Embedded Sustained	1/30/2025	SEND Delivery Board SEND Strategic Board DBV Steering Board		
3.3			Support SENCOs to complete Certificate of Competence in Educational Testing (CCET) training so that cognition and learning needs are identified and met more consistently		Correct profiling of SEND needs Hull no longer an outlier in terms of identified primary needs Childrens needs not escalating as they have the right provision and support	Reduction in SLD and C&I SLCN increase in MLD	David Pullen-Higham	Kelly Hare	Feb-23	Apr-24	AFI4	Trust support for SENCOs to complete training	Embedded Sustained	1/30/2025	SEND Delivery Board SEND Strategic Board Learning Partnership Board		
3.4			Utilising the 'ATTEND Framework and the Attendance Toolkit, promote a person-centered, graduated approach to Emotionally Based School Avoidance	Early	Stronger inclusive practice resulting from a greater awareness of EBSA and its causes	Reduced number of EHE and FAP for medical needs alternative provision Appropriate use of reduced timetables Increase number of pupils reintegrated back into mainstream schools from AP	David Pullen-Higham	Hayley O'Grady	Feb-23	Sep-25	SEF/DBV	Attendance Strategy DFE SEND improvement plan AP service level agreements/contracts	Embedded Sustained	1/30/2025	SEND Delivery Board SEND Strategic Board AP Steering Board Learning Partnerships		
3.5			Create and maintain a SEND support services virtual platform for schools and Academies can access inclusion tools, evidence based strategies and training CPD materials at a universal and targeted and specialist level, to support the graduated approach.	Effective	Stronger inclusive practice Support provided at the right time Greater capacity in mainstream workforce reducing reliance on specialist services	Inclusion score card measures point to children's needs been met more effectively Increasing number of children having Needs met at SEND support Slowing of demand for special school places from parents Shorter waiting times for specialist services	David Pullen-Higham	Kelly Hare	Feb-23	Jan-25	SEF/DBV	DBV financial implications for the development of this. Service level agreements development	Completed	1/30/2025	Outreach Partnership Send Delivery		
3.6			Revisit and refresh Whole School SEND review process so that good practice in relation to the graduated approach is identified and shared, promoting greater consistency.	Effective	Greater inclusion within school at whole school level. Sharing of good practice and peer to peer support Identify any key trends for workforce development	Measurement through the reports vi the Steering Group and tracker.	David Pullen-Higham	Kelly Hare	Feb-23	Jul-24	SEF		Embedded Sustained	1/30/2025			
3.7			Develop and embed a graduated approach to Alternative Provision referral via multi agency support	Early	To reduce the number of inappropriate referrals for an AP placement. Ensuring the provision is in place for the right child, right time, right place. Reduction in number of pupils receiving suspensions, exclusion or in receipt of reduced timetable.	Reduce number of pupils receiving suspensions, exclusion or in receipt of reduced timetable and a reduced number of referrals for AP placement. Families feel supported through pupil and parent voice.	David Pullen-Higham	Hayley O'Grady	Feb-23	Sep-26	DBV	Engagement with a need to change cultural practice and processes with regards to commissioning of AP placement.	On track no concerns	1/30/2025	Vulnerable groups and Attendance Board SEND Board Learning Partnership?		
3.8			Ensure all children have timely access to specialist provision when this is their assessed need	In collaboration with the Learning Partnership, grow the network of resource bases and SEND Units across the city to support school place planning and sufficiency of SEND places	Local	Children to remain in education Reduce the number of children being suspended Reduce the level of complaints Reduce the number of appeals Reduced number of children on Reduced timetables and/or in receipt of an EOTAs package.	Reduction in appeals Reduction in complaints Reduction in suspensions Reduced timetables and/or in receipt of an EOTAs package.	David Pullen-Higham	Richard Skog	Feb-23	Sep-25	SEND Sufficiency high needs capital spend strategy	Engagement of Academy's Local Authority capital from Central Government	On track no concerns	1/30/2025	Learning Partnership	As of 14 / 9 /2023 it has been moved to Business as usual under the sufficiency strategy.
3.9				Invest SEND Capital to expand the capacity of the special school estate, for greater sustainability of meeting need with efficient use of resources	Local	Children to remain in education Reduce the number of children being suspended Reduce the level of complaints Reduce the number of appeals. Reduced number of children on Reduced timetables and/or in receipt of an EOTAs package.	Reduction in appeals Reduction in complaints Reduction in suspensions Reduced timetables and/or in receipt of an EOTAs package.	David Pullen-Higham	Kelly Hare	Feb-23	Sep-26	SEF		On track no concerns	1/30/2025	Learning Partnership	As of 14 / 9 /2023 it has been moved to Business as usual under the sufficiency strategy.
3.11a			Increase short break provision for children with disabilities in residential and fostering, including emergency provision.	Construct a new exemplary home for overnight short breaks, named Limetree		Increase the number of children receiving short breaks	Number of children receiving short breaks	David Pullen-Higham	Mike Boddy	Feb-23	Aug-24	SEF	working with housing/private contractors re construction/remodelling of homes	Embedded Sustained	1/30/2025	SEND Delivery Group Limetree Court wider Project Group	
3.11b				Tillia residential home project - Develop a 2-bedroom home for longer term needs.		This project will provide two additional placements for children in Hull. Two children have been identified to reside in this home once it is complete. This home will allow these children to stay within the local area and close to their families. The home will be designed specifically to suit their complex needs and will be their 'forever'		David Pullen-Higham	Mike Boddy	Feb-23	Dec-25	SEF	Lime Tree Court Project, Bellfield House	On track no concerns	1/30/2025	SEND Delivery Group Limetree Court wider Project Group	
3.12	Improve access to edge of care support for families who have a child with a disability improve access to emergency provision for children with a disability			More children are supported in an emergency situation	Number of children appropriately supported in an emergency situation	David Pullen-Higham	Mike Boddy	Feb-23	Dec-24	SEF		Embedded Sustained	1/30/2025				
3.13	Launch targeted campaign and training programmes to attract foster carers with skills to care for disabled children			An increased number of foster carers are in place to support children with a disability	Number of foster carers supporting children with a disability. Number of foster carers recruited who can care for children with a disability.	David Pullen-Higham	Michelle Priest	Feb-23	Dec-24	SEF		Embedded Sustained	1/30/2025				
3.17	Reduce wait times across NHS therapeutic and diagnostic services	Refresh and publish the local areas joint commissioning strategy		To deliver a refreshed SEND Joint Commissioning strategy for 2024 - 2027 which incorporated the changing commissioning landscape.		David Pullen-Higham	David Pullen-Higham	Feb-23	Jun-24	SEF	SEND Strategy refresh Quality & Assurance Strategy	Completed	1/30/2025	SEND Delivery Group Hull Health Place Team Operational Delivery Group SEND Board			
3.18		Reduce ADHD and ASC assessment waiting times in line with the recovery trajectory, ensuring that demand is monitored and capacity created. Share the recovery plan with stakeholders	Early	Improve access and timeliness to ADHD and ASC assessment. Collective oversight and assurance of the trajectory.	Reduced waiting times for ADHD and ASC assessment to ensure no CYP are waiting greater than 52 weeks. Increased capacity for ADHD and ASC utilising innovative diagnostic pathways.	David Pullen-Higham	David Pullen-Higham	Feb-23	Dec-26	SEF	SalT Recovery and Transformation Programme	On track some concerns	1/30/2025	Humber Foundation Trust Board Fortnightly Provider and Place Team Assurance meetings. SEND Delivery Group Hull Health Place Team Operational Delivery Group SEND Board			
3.20		Reduce both waiting times for SaLT and the quality of the wait with particular focus on under 5s	Early	Improve access and timeliness to SaLT Assessment. Implement a new delivery model. Collective oversight and assurance of the trajectory. Targeted approach for the under 5s	Reduce waiting times for SaLT to ensure no CYP waiting greater than 18 weeks. Introduction of a new targeted pathway for under 5s.	David Pullen-Higham	David Pullen-Higham	Feb-23	Dec-26	SEF	ASD / ASC Recovery and Transformation Programme	On track some concerns	1/30/2025	Humber Foundation Trust Board SEND Delivery Group Hull Health Place Team Operational Delivery Group SEND Board			

3.2b			Appropriate referrals from professionals to the first steps to communication pathway	Early	Early intervention to reduce the need for referrals to specialist services	The number of children not requiring an onward referral to SaLT as a result of the intervention	David Pullen-Higham	Sue Cornwall	Sep-22	Dec-26	SEF		On track no concerns	12/09/2025	SEND Delivery SEND Board	
3.21			Ensure re-integration plans are in place and monitor transition arrangements monitoring each child's progress.		Supports a Smooth Transition enabling more pupils to successfully remain in a mainstream setting. Reduces anxiety for the pupil by providing structure and clarity. Improves Long-Term Outcomes Increases the likelihood of sustained engagement in education.	Will be able to ensure there is an AP place for every child at the point when needed - meeting statutory duty and Ofsted compliant	David Pullen-Higham	Hayley O'Grady		May-26	AP		On track no concerns			
3.22			Establish the expected curriculum delivery from AP Providers, ensure Day 6 support is suitable		Better outcomes for pupils, reduction in NEET	Reduction in NEET	David Pullen-Higham	Hayley O'Grady		May-26	AP		On track no concerns			
4.4	To have improved 'measurable' quality assurance arrangements that hold all partners to account in relation to their duties under the Children & Families, SEND Regulations and SEND Code of Practice	AF	Audit the impact of the escalation protocol for occasions when third party advice within the EHCP process is not provided or of good enough quality		Prompt resolution and successful integrated working	Quality and timeliness of Health advice in EHCPs improves outcomes.	Kelly Hare	Tara Harness	Feb-23	Mar-25	AF12/AF15	EHCP process and audit	Completed	1/30/2025	SEND Delivery SEND Board	
4.5			Reduce the original backlog of EP reports by 80% for EHC need assessments by procuring a Supplier		Assessments that have been delayed will be finalised. Reduce the number of complaints about EHCP delays.	Number of complaints received about EP delays Data on number of backlog assessments completed.	Kelly Hare	Lisa Stanley	Feb-23	Mar-25	SEF	Number of available agency EPs	Completed	1/30/2025	SEND Delivery Learning Partnership	
4.6			Improve 20-week timeline for new EHCPs from 28% to 50% of new EHCPs initiated from September 2024		Reduction in complaints to ensure following statutory duties. CYP to get the right support at the right time.	Reduction in complaints 20 week timeline increasing as a measure	Kelly Hare	Jonathan Ellis	Feb-23	Oct-25	SEF	Educational Psychology capacity and project to reduce EP assessment backlog by 80%	On track no concerns	1/30/2025	Dfe SEND Delivery Group HCC DCS Performance SLT	
4.7			Improve the quality and depth of contributions from health and social care partners so that EHC plans have a clear child and young person focus and any outcomes are specific to the individual	Shared	Holistic plans will ensure that CYPs educational outcomes are enhanced through timely and effective health and social care support, where appropriate.	Audit activity demonstrates that improvements are embedded over time.	Kelly Hare	Benn Broadhead	Feb-24	Aug-24	AF12	Dfe Change Programme / National EHCP template	Completed	1/30/2025		
4.8			Ensure that the EHC plans are shared with all services, including general practices		All children's plans across all services are underpinned by an understanding of the SEND needs.	Sampling of children and young people plans across services evidences that SEND information is being utilised effectively.	Kelly Hare	Kelly Hare	May-24	Dec-24	AF12		Completed	1/30/2025		
4.9			Ensure that Synergy Access provides the appropriate practitioners with read only access to EHCPs	Shared	CYPs SEND needs are well understood across the LAP and increase access to services.	Sampling of children's and young people plans demonstrates that professionals use the appropriate SEND strategies to improve outcomes	Kelly Hare	Diane Jeynes	May-24	May-25	AF13		Embedded Sustained	1/30/2025		
4.10			Single view includes up to date SEND information and is used by all services	Shared	Professionals have access to SEND information which is up to date.	Sampling of children and young people plans across services evidences that SEND information is being utilised effectively.	Kelly Hare	Diane Jeynes	Aug-24	Sep-25	AF13		On track some concerns	1/30/2025		
4.11			Develop a score card for annual reviews, the internal 4 week service standard of issuing a notice of amendment within 4 weeks of the MAC decision, the issuing of a final amended plan within 8 weeks of the notice of amendment.		reduced delays in the EHC AR process: Reduced number of Learner of Concern forms;	Reduction in complaints ; % of MAC decisions and amended final plans being issued within statutory timelines; reduced number of service user complaints	Kelly Hare	Jon Ashbridge	Feb-23	Sep-23	SEF	Dependent on schools academies send in EHC annual review documentation within statutory timelines	Embedded Sustained	1/30/2025	SEF; SEND Delivery Group; Internal performance SLT p	
4.12			Review Fair Access Protocol.		As below	Protocol has been reviewed - staff not in place as yet.	Kelly Hare	Hayley O'Grady		Apr-26	AP		On track no concerns			
4.13			Review process for reintegration and support – ensure opportunities for AP and mainstream school naming are clear. Review FAP to accommodate a planned reintegration journey from AP to mainstream. Ensure cross border arrangements are in place, retaining responsibility for the oversight of the provision if attended by a Hull Pupil.		Improved Equity and Transparency. Strengthened Cross-Border Collaboration Reviewing cross-border arrangements ensures cohesive planning between neighboring local authorities. It supports continuity of education for children who move across borders (e.g., due to care placements, family relocation, or resettlement). Prevents duplication of effort and ensures shared responsibility for hard-to-place pupils. Effective Reintegration Planning Ensures that reintegration into mainstream education (from AP or other settings) is planned, supported, and sustainable. Helps avoid repeat exclusions or placement breakdowns by ensuring the receiving school is prepared and supported. Encourages multi-agency involvement (e.g., SEND, social care, youth justice) in reintegration planning. Better Outcomes for Pupils Ensures that vulnerable learners are not left without provision or placed inappropriately. Promotes inclusive practices and reduces the risk of educational marginalisation. Supports timely interventions and tailored support plans. Policy and Practice Alignment Ensures that local protocols align with national guidance (e.g., DfE statutory guidance on FAP and AP). Helps maintain compliance and prepares for Ofsted inspections or local audits	AP review will identify what provision we need and will need. We need a change of provision which will help identify children and young ppl that can reintegrate	Kelly Hare	Hayley O'Grady		Sep-27	AP	Consultation (closed) options paper and feedback, cabinet decision, possible tender outcomes	On track no concerns			

4.14		To develop a QA framework for Alternative Provisions which can be shared with non schools and registered providers	Effective	Ensures Consistency and Standards Establishes clear expectations for teaching, safeguarding, and support. Promotes consistency across different AP settings, especially when multiple providers are involved. Helps align AP with mainstream education standards and statutory guidance. Improves Outcomes for Learners - focuses on tracking progress, attendance, engagement, and wellbeing. Enhances Safeguarding and Risk Management - ensures robust safeguarding policies are in place and regularly reviewed. Identifies and mitigates risks early through structured monitoring. Builds confidence among parents/carers/pupils/commissioners/Ofsted Provides a clear framework for evaluating provider performance. Drives Continuous Improvement - Identifies areas for improvement through audits and feedback. Promotes innovation and best practice sharing across AP settings. Aligns with Ofsted and DfE Expectations	Consistency, children safeguarded, providers compliant and in line with OFSTED.	Kelly Hare	Hayley O'Grady		Jan-26	AP			Completed			
4.15		Obtain letter of assurance from commissioned providers		Confirms that the AP provider has conducted all necessary safeguarding checks on staff and volunteers, including: Enhanced DBS checks (with Barred List if applicable) ID and address verification Right to Work in the UK Overseas checks (e.g. Certificate of Good Conduct) Prohibition Order and EEA sanctions checks for teaching staff	Local Authority has assurance children are safeguarded	Kelly Hare	Hayley O'Grady		Dec-25	AP			Completed			
5.1	Remodel SEND outreach services so that all pupils have access to specialist support within a clearly defined graduated approach, preventing escalation of need	Through a remodelling of the SEND outreach service offer, fill gaps in specialist support for SEMH, SLCN needs (secondary) and C&L and monitor impact	Fair	CYP provided with high quality SEND support that aligns with growth areas of need and which fills gaps	KPIs will underpin new service specifications and contract management processes will be a key way of measuring impact, such as % of pupils sustained at SEND Support, post intervention. Impact will also be measured through ECHNAR volume.	Mary Meredith	Kim Porter	Feb-23	Sep-25	AF15	SEND Support Service's digital platform development project	On track no concerns	1/30/2025	SEND Outreach Partnership; SEND Delivery; DBV Steering Group		
5.2		Ensure outreach services promote capacity building within mainstream school through training, planning and modelling as well as direct work	Fair	Capacity of outreach services is managed so that there are minimal waiting times. Professionals report greater confidence in delivering targeted interventions. Negative consults do not identify inability to offer a provision as a reason to refuse. SEN Support is more consistent across city schools	School-level EHCP data (already shared), regular contract management of outreach services - waiting times and impact on practitioner confidence/knowledge & skills to meet SEND needs	Mary Meredith	Kim Porter	Feb-23	Sep-25	SEF/DBV	DBV Commissioning Officer Recruitment and Development of outreach services service specifications	On track no concerns	1/30/2025			
5.3		To develop a commissioning framework for EOTAS and interim packages of education		SEND Commissioning framework in place to support the effective commissioning of SEN supports services that offer VFM	Reduced number of support services being commissioned on a spot purchase basis.	Mary Meredith	Kim Porter	Feb-23	Sep-25	SEF/DBV	Successful recruitment of the SEND Commissioning Officer; Successfully securing the DBV grant	On track no concerns	1/30/2025	DBV Steering Group; SEND Delivery Group		
5.4		Reducing the need for EHCPs through the consistent application of high quality teaching and SEND support.	Develop and introduce a transitions key-worker strategy which provides support for pupils transitioning from Early Years to YR and Y6 to Y7 who do not have EHCPs	Early	Children will transition successfully between different phases of education and feel happy and safe in their new educational setting	Reduced number of suspensions at key phases; Reduced number of submitting LOC forms; reduced number of EHCNA requests for children who are close to or have just transitioned between phases of education.	Mary Meredith	Lisa Stanley	Feb-23	Oct-24	AF11	Securing DBV Grant; Successful recruitment of SEND Support project officer;	Embedded Sustained	1/30/2025	SEND Delivery; DBV Steering Group	
5.5		Through implementation of the banding review and progressive provision documentation, ensure that there is a shared understanding of QFT expectations and thresholds for assessment	Fair	Through PPL funding more children can be supported in mainstream schools.	Reduced number of parental requests for special school places. Reduced number of negative school consultation responses.	Mary Meredith	Kelly Hare	Feb-23	Jan-25				Embedded Sustained	1/30/2025	SEND DBV Steering Group SEND Delivery Group	
5.6		Review bandings/top up. Review current arrangements. Review funding arrangements for other LAs. Refresh current arrangements and communicate findings to relevant partners for SEND children with or without a plan.					Kelly Hare			AP						
5.7	To deliver sustainable services that are value for money and ensure we have can continue to deliver good quality services that make a difference to our children, young people, and their families.	Expand the TOR of the Place Planning Board to include a strategic focus on SEND provision gap analysis		This has been disbanded and is now going to Learning Partnership						AP						
5.8		Ensure contracts are in place with all registered AP providers to ensure that statutory duties are met incorporating an outcome frame work		Contracts will ensure compliance with statutory safeguarding standards, including adherence to Keeping Children Safe in Education (KCSIE). The contracts will allow the council to set minimum quality standards, even for unregistered providers who are not subject to Ofsted inspection. Will Tenable regular monitoring, performance reviews, and clear expectations around: Curriculum delivery Attendance tracking Behavior management Reintegration plans. Formal contracts define pricing structures, helping authorities benchmark costs and ensure value for money. They reduce the risk of unregulated spending and allow for sanctions or recourse if providers fail to meet agreed standards. [www.nwadcs.org.uk] Contracts support coordinated commissioning, reducing fragmentation and ensuring placements are made based on need rather than availability. With a contract, providers can be held to account for outcomes			Kim Porter			AP						

5.9			Ensure contracts are in place with all unregistered AP providers to ensure that statutory duties are met incorporating an outcome frame work		Contracts will ensure compliance with statutory safeguarding standards, including adherence to Keeping Children Safe in Education (KCSIE). The contracts will allow the council to set minimum quality standards, even for unregistered providers who are not subject to Ofsted inspection. Will Tenable regular monitoring, performance reviews, and clear expectations around: Curriculum delivery Attendance tracking Behaviour management Reintegration plans. Formal contracts define pricing structures, helping authorities benchmark costs and ensure value for money. They reduce the risk of unregulated spending and allow for sanctions or recourse if providers fail to meet agreed standards. [www.nwacds.org.uk] Contracts support coordinated commissioning, reducing fragmentation and ensuring placements are made based on need rather than availability. <i>With a contract - providers can be held to account for outcomes</i>			Kim Porter			AP								
6.1	To have improved transition experiences for our children, young people which support and enable them to reach their full potential.	Ensuring that the transition process begins early and includes those who do not meet the threshold for high needs and complex care.	Map current transition pathways across all partners to identify gaps.		A Transitions protocol that covers all key transitions and is understood by families and services. Any gaps in support for SEND CYP transitioning identified and synergies confirmed.	Families are clear about next steps and services about their role in supporting the next steps.	Steve Tomlinson	Steve Tomlinson	Mar-24	Nov-24	AFI1		Embedded Sustained	1/30/2025					
6.2			To develop a joint Health, Education and Social Care PIA strategy		Families will understand the options open to them when they leave Childrens Services, when they are below the threshold for Adults Services. Opportunities for education, community, engagement and Housing will be identified. Partnership working will ensure PIA begins from age 13	Amount of young people participating in work, education or training. This could include supported internships, apprenticeships and traineeships. Young people leading healthy lifestyles.	Steve Tomlinson	Steve Tomlinson	Nov-24	Feb-25	AFI1		Embedded Sustained	1/30/2025					
6.3			Within children disabilities team (and any other relevant service), improve transition to adulthood through mental capacity assessments and best interest meetings, court of protection and DOLL		Supported decision making young people moving into adulthood.	Recording of MCA and best interest decision making recorded on Liquid Logic - utilising the legal gateway.	Steve Tomlinson	Nikki Heffernan/Zoe Golding	Feb-23	Dec-25	SEF			On track some concerns	1/30/2025	SEND Delivery Group			
6.4			Ensure robust processes in place CYPFS/ASC to ensure that referral process happens at age 14 where they believe a social care need is present and ASC are able to respond in a timely manner		No late referrals and all have an allocated social worker in social services	Data on ASC transition tracker on ages referred to ASC are age 14	Steve Tomlinson	Nikki Heffernan/Zoe Golding	Feb-23	Dec-25	ASC Programme	workforce capacity		Embedded Sustained	1/30/2025	ASC Programme Preparation for Adulthood SEND Delivery Group			
6.5			Expand the transition team within Adult Social care to ensure that planning for transition begins in Y9		Greater oversight of referrals, allocation and association	Transition Tracker will reflect the data referral and allocation and work been completed such as care act assessment, MCA and commissioning activity	Steve Tomlinson	Debbie Haytree/Zoe Golding	Mar-24	Oct-25	ASC Programme	Service Review (ASC)		Embedded Sustained	1/30/2025	ASC Programme			
6.6			Audit EHCP plans to ensure they clearly identify how young people will access services as they transition into adulthood, so that their needs are met		Families will benefit from transition plans that provide clarity about next steps and the support is in place to successfully make those steps	Within integrated PIA strategy, all services will outline the approach to audit and how feedback is utilised for lift quality. QA outcomes will be reported to SEND Delivery.	Steve Tomlinson	Paul Brownlee	Mar-24	Oct-25	AFI1			On track some concerns	1/30/2025				
6.7			Develop and embed the current post 16 transition protocol to ensure multi agency, person-centred plans are coproduced and shared between settings	Fair	Young people beginning post 16 pathways have appropriate support to ensure successful completion of courses.	1 reduction in NEET. Increase in retention rates. Improved post 16 outcomes.	Steve Tomlinson	Steve Tomlinson/ Zoe Golding	Feb-23	Dec-25	AFI1			On track some concerns	1/30/2025				
6.8			Ensure the local offer provides comprehensive support and guidance (PIA) to individuals and their families			Feedback from parents and young people on the local offer - via surveys and other engagement methods.	Steve Tomlinson	Steve Tomlinson	Feb-23	Mar-25	AFI1	2		Embedded Sustained	1/30/2025	ASC Programme SEND Delivery			
6.9			Increase the employment and training opportunities for SEND learners	Enhancing data capture and processes to ensure accurate and comprehensive information about employment outcomes for individuals with special educational needs and disabilities (SEND).		Robust data to identify who are NEET Work with young people to ensure they get back into EET	Data monitoring of young people who are NEET and their progression into EET Young people who are NEET and wish to not move into EET will be notified to SEND to cease the EHCP plans.	Steve Tomlinson	Fiona Amott	Feb-23	May-25	DBV	DBV		Embedded Sustained	1/30/2025	SEND Delivery SEND Board		
6.10				Strengthening our working relationships with young people, education providers, health and social care services, and businesses to ensure partnership readiness.	Shared	Better joint working practice Better service level for children and Young People and families. Strengthened communication between departments Reduction in complaints Less escalation of cases to senior management.	Feedback surveys and questionnaires Reduction in complaints	Steve Tomlinson	Fiona Amott	Feb-23	Dec-24	AFI1	Lead Performance Compliance and Commissioning Officer role		Embedded Sustained	1/30/2025	Transition Group SEND Delivery Group		
6.11	Provide CPD opportunities professionals to raise awareness of Supported Internships and SEND.			Maintain the quality of Careers Information, Advice and Guidance for the cohort to help raise aspirations and lead to smooth transition into EET	Reporting to Department for Education - September Guarantee and destination figures for the cohort with the Activity Report (monthly)	Steve Tomlinson	Fiona Amott	Feb-23	May-25	DfE Programme			Embedded Sustained	1/30/2025	SEND Delivery SEND Board NDTI on behalf of DfE Employment Forum				
6.12	Develop the Supported Internships offer and support providers to raise the quality of the programmes available.			Doubling the number of supported internships available to EHCP learners and increasing the numbers entering employment of at least 16 hours a week. Engaging with businesses to offer more Supported Internships. Introducing the Supported Internship Quality Assurance Framework to improve and maintain the quality of the supported internships available	Reporting to Department for Education - September Guarantee and destination figures for the cohort with the Activity Report (monthly)	Steve Tomlinson	Fiona Amott	Feb-23	May-25	DfE programme			Embedded Sustained	1/30/2025	SEND Delivery SEND Board NDTI on behalf of DfE Employment Forum				
6.13	All Young people will be supported with choice and control for their future.			Mental capacity assessments will begin at 16 to ensure that young people's destinations are secured early on and informed directly by their wishes	Increase number of young people in employment, supported internship, further education and reduced number of NEETs	Steve Tomlinson	Steve Tomlinson	Feb-23	Dec-24	SEF			Embedded Sustained	1/30/2025	SEND Delivery Transition Group Employment Forum				
6.14			Employ 2 Quality of Education officers to support transition from AP – Mainstream . The business case has been approved to recruit to these posts which will be known as Quality of Education Officers	Fair	Officers will work closely with pupils, families, and schools to create tailored reintegration plans. Consistency of relationships: Having two officers allows for continuity of care, especially if one is unavailable, ensuring pupils always have a trusted adult to support them. Increased Capacity for Monitoring and Intervention - Two	Steve Tomlinson	Hayley O'Grady		Apr-26	AP	recruitment process		On track no concerns						

6.15		Employment – we will work towards increasing the number of young people with an EHCP, undertaking experiences of the workplace and supported internships. In support of this ambition, we will hold an annual Preparation for Adulthood event, raise awareness with the business community and explore the option to implement a supported employment agency.	Shared	Increased take up of supported internships and foundation apprenticeships. Young people better prepared to make the transition to sustained employment. Increase in the volume of employers becoming 'disability confident'	Increase in the number of young people undertaking supported internships and foundation apprenticeships.	Steve Tomlinson	Steve Tomlinson	Dec-25	Dec-27				On track no concerns			
6.16		Independent Living – we will review sufficiency of specialist supported accommodation, implement a programme of independent travel training and a passport to property	Shared	Increase in the volume of young people who are able to travel independently. Young people are better prepared to live independently. Local accommodation is fit for purpose and adaptations are made in a timely manner.	Reduction in the Councils transport expenditure. More young people living independently.	Steve Tomlinson	Steve Tomlinson/Katie Fisher	Dec-25	Dec-28				On track some concerns			
6.17		Community Inclusion – We will provide a citywide SEND youth offer, which promotes friendship groups and volunteering opportunities	Shared	Young people have a greater sense of belonging and are able to develop sustainable friendship groups. reduced social isolation. More young people gaining volunteering opportunities leading to the development employability skills.	Increase in the volume of young people attending friendship group sessions. Reduction in social isolation.	Steve Tomlinson	Steve Tomlinson/Rachel Roberts	Dec-25	Dec-27				On track some concerns			
6.18		Health – We will improve the transition between children's and adult social care and better share the content of EHCP's across professional groups. We will ensure GP's are better informed around PFA in general	Shared	Young people and their parents / carers experience improved transitions between services and reduced waiting times. More professionals will have access to EHCP's and their respective reviews, providing greater visibility across services.	Increased in positive satisfaction survey responses. Better informed professionals who are able to make efficient and more collaborative recommendations. reduced pressure on health services.	Steve Tomlinson	Steve Tomlinson/Mike Foers	Dec-25	Dec-27				On track some concerns			

Ref	Our improve ment priority	What do we want to achieve and what is needed to make this happen?	What is needed to make this happen and what we will do to achieve our improvement	Intended outcomes and Impact	Impact Measures	Strategic Lead	Improvement Lead Partner	Start Date	Due Date	SEF/DBV/AFI(no)	Inter/dependencies	Status (RAGP)
Priority one - closures. Link to change control register												
1.3	Measure the Impact of Strategic actions	Refresh the 'new in city' protocol so that CYPF benefit from clarity about what happens.	Children/young people having access to education in a more timely way Improve service user experience for families entering the city child outcomes are met	Reduced number of complaints citing no young person access to statutory right to education Service user feedback Reported progress at annual reviews	Assistant Director Learning & Skills.	Lead Performance Compliance Commissioning Officer Standards & Effectiveness Officer	Feb-23	Sep-23	SEF	sufficiency strategy and its progress High needs block capital allocation to allow sufficient school places are available Place planning functionality of the new access EMS system	Embedded Sustained	
Priority 2 - closures. Link to change control register												
Priority 3 - closures. Link to change control register												
3.1	Strengthen the Graduated Approach to SEND, identifying and meeting needs early within inclusive school cultures	Working with SENCOs across Trusts and PCF, update the graduated approach documents available via the Local Offer, including reasonable adjustments and drawing on the current evidence base	Accurate early identification and intervention A Stronger inclusive practice increased parental confidence in mainstream school offer	Inclusion score card measures point to children's needs been met more effectively Increasing number of children having Needs met at SEND support Slowing of demand for special school places from parents	Assistant Director Learning & Skills.	Standards & Effectiveness Officer	Feb-23	Nov-23	SEF/DBV	Secondary Place Planning DFE SEND improvement Plan	Completed	
3.10	Ensure all children have timely access to specialist provision when this is their assessed need	Raise awareness through the Local Offer of the sufficiency strategy.	Reduce the number of children being suspended	Local Offer "traffic" Reduction in SEND Teams communication	Assistant Director Learning & Skills.	Head of Service (SEND)	Feb-23	Apr-24	SEF		Completed	

3.14		Embed the Improved LAFSS delivery model and Occupational Therapy (OT) service to meet rising demand for services	Increase OT capacity and develop new pathways	New Liquid Logic Pathway will be created More children needs been met. Assessments being met in a timely manner	Access to dashboard to see the impact to understand how many children's needs are being met including timeliness of assessments	Assistant Director Safeguarding	Head of Service	Feb-23	Aug-23	SEF	Liquid Logic development recruitment of OT staff	Embedded Sustained
3.15		Embed the Improved LAFSS delivery model and Occupational Therapy (OT) service to meet rising demand	Enhance the LAFSS service delivery to meet the varied and rising needs of children across the city	To provide opportunities for children with disabilities and complex health needs across the city.	LAFSS service provides monthly reports to HoS and Group Manager. (placed into the Portfolio Holder update)	Assistant Director Safeguarding	Head of Service	Feb-23	Aug-23	SEF	Property moves within the Property and Assets programme	Completed
3.16		Embed the Improved LAFSS delivery model and Occupational Therapy (OT) service to meet rising demand for services	Ensure that commissioning activity enhances the support available for those with high care needs or those on the edge of care	Development of new pathways and Liquid Logic improvement on short break data Quality of short breaks for children and young people. Short Breaks Panel improvement	Quality data Outcome of data analysis to show the need and impact to continue to identify areas for development and continued learning	Assistant Director Safeguarding	Head of Service	Feb-23	Dec-23	SEF		Completed
3.19		Reduce wait times across NHS therapeutic and diagnostic services	Understand the low rate of primary need ASC identification in EHCPs, compared to national average	Greater assurance for parents who cite difficulties securing diagnosis	Clear rationale for anomaly in primary need identification to inform any next steps	Assistant Director Learning & Skills.	Head of Service (SEND)	Feb-23	Oct-23	SEF	SEND SEF DBV analytics module - case reviews and primary need trends	Completed

Priority 4 - closures. Link to Change control register

Priority 5 - closures. Link to Change control register

Priority 6 - closures. Link to Change control register

Progress Update	Last Reviewed date	Governance reporting	Moved from plan to continuous improvement - location (i.e. service plan)
<p>08.09.23 - Protocol has been completed in Summer 2023. Paperwork amended and process altered to ensure we have more robust decision making and to ensure CY are not out of education. Elected Members will sign this off - meeting and date to be determined. Learning Partnership have a responsibility to ensure that schools are offering education to children that are new into the city</p> <p>15.02.24 - completed. Await details to go onto the Local Offer. Needs to be embedded. Completed within timescales.</p> <p>12.04.24 - embedded by the SEND Team. Await to be placed onto the Local Offer. New in city protocol completed.</p> <p>24.04.24 - The New in City protocol is refreshed and published. No scope for miscommunication and no further complaints. January 5 NIC.and no complaints from these 5.</p> <p>26.07.24 - Closed as per agreed Change Request - The New in City protocol is refreshed and published.</p>	4/24/2024	Internal Senior Leadership team Elected Members sign off Learning Partnership	This is now within the supervision form.
<p>16.08.23 - A new graduated approach document has been created and will move from draft to final copies in September. 4 areas of need linked to the code of practice. Await further details form partners regarding this. The guidance documents will be chaired at the SENCO Forum 28 November 2023. This will support he new progressive provision level funding that is replacing the old banding system for EHCP funding. 13.10.23 The final copy has now been created and awaiting formatting into final version ready to share. Some amendments were made regarding the Communication & Interaction area of need to specify SLCN and Social communication working closely with SaLT and Autism Lead.</p> <p>07.02.24 - Graduated approach guidance document shared with all schools, PCF and professionals such as EPs and Speech and language therapists. Completed. There is a dedicated section on the SEND Review proforma to put accountability on schools in terms of their delivery of the graduated response in line with this document. It is a working document and requires embedding prior to closing action.</p> <p>12.04.24 - all completed. Await documentation to go onto LO live version - June 2024. Ongoing work with the Outreach Partnership and Speech and Language colleagues to further support with resources embedded within the Graduated support.</p> <p>18.06.24 Agreement to close as a repetition of 3.5</p>	4/12/2024	SEND Delivery Board SEND Strategic Board DBV Steering Board	
<p>08.09. 23 -Progress to date - refreshed SEND sufficiency assessment has been completed and an we SEND sufficiency high needs capital strategy 2023 - 2028 detailing cities plans for developing additional SEND placements has been approved and published. PMOs have been submitted to Major Project Team for allocation of resource to progress phase one Capital projects. SCAP report submitted to the Dfe in July 2023 which will inform Hull City's future high needs capital allocation for 2024.</p> <p>23.02.24 - need to ensure this translates onto the new platform (JADU)</p> <p>12.04.24 - still ongoing with transferring over to JADU</p> <p>18.06.24 - Request to have this closed as this has been covered by improved comms</p>	4/12/2024	Learning Partnership	As of 14 / 9 /2023 it has been moved to Business as usual under the sufficiency strategy.

<p>7.9.23 - OT capacity continues to increase. One new permanent OT. Interim Clinical Supervisor for OTS for 6 months. OT lead and OT permanent post out to recruit. Training in progress September 2023 then system up and running 15 September 2023. Date and outcome review end of October. 2 OTAs due to start OT apprenticeship September 2024.</p> <p>Dependant on recruitment drive been successful.</p> <p>21.02.24 - addressing capacity issues as they arise and working closely with Housing colleagues (meeting 20 Feb 2024). 18.06.2024 - Agreement to close as per change control as project "OT Capacity" has been completed and impacts are measured. Accessible dashboard in place - impact data / to understand how many children's needs are being met including timeliness of assessments.</p>	2/21/2024	SEND Strategic Planning Group	CWD Service Plan
<p>07.09.23 - LAFSS service has been remodelled and restructured to provide services across the city. Recruitment campaign on going. Partnership development work with Special Schools, Health and Local activity providers i.e. Hull Museum 21.02.24 - Relocation to Lil Bilocca will increase capacity and aid development of a wider summertime programme from September 2024. Work programme in place under the SEND integrated Hub project. 24.04.24 - Work continues on the phase 2 business case and timeline development. Programme of work for the ground floor of Lil Bilocca House progressing and within target. 18.06.24 - as per change control agreement to close this activity – the project has been closed. The further activity is now captured within 2.1 of the improvement plan – SEND Integrated Hub.</p>	4/24/2024	SEND Strategic Planning Group	CWD Service plan
<p>7.9.23 - Improvement work continues with a project group including Health, commissioning, ITC representative, finance representative and CWD. New pathways in development including Liquid Logic improvement. Quality Assurance of agency providers ongoing. GM attends the Regional Disability Manager Forum Support around short break panel. 21.02.24 - ongoing. reviewed the summertime programme and a dispensation to ensure the summer programme delivery 2024 continues. 24/04/24 - no further update - ongoing 18.06.24 - As per change control closed as the project has been closed. Quality data provided / outcome of data analysis to show the need and impact to continue to identify areas for development and continued learning</p>	4/24/2024	DCS Senior Leadership Team	
<p>28.09.23-Case reviews on sample of EHCPs secured for Early Years children completed. Strong Evidence that children on waiting list for ASC assessment are having their communication needs identified prior to assessment through Health Visitor Assessment, leading to identification of primary need Communication and Interaction. DBV analytics complete, confirming C&I is substantially the need most commonly identified for early years CYP 18.06.2024 - request to close</p>	4/12/2024	SEND Delivery	