

Our Kirklees Local Area Partnership Engagement Sessions

SEND Reform: 'Putting Children and Young People First'

20th May 2026



Welcome and introduction

- ❖ Welcome !
- ❖ Building on previous sessions....thank you for everything so far
- ❖ Today is focussed on what we need to do for the 19th June.
- ❖ Other Government proposals at a future point.
- ❖ These reforms are largely in line with our direction of travel.



No	Item	Who?	Time
1	Welcome / Introduction / why we're here Aim – ensure we're all starting from the same point	Jo Sanders	10am
2	Young people's voice Aim – Share current and future approach	Kay Parry	10.15am
3	Questions from previous sessions Aim – provide feedback on what you asked, what we know and what we don't know yet	Jo Sanders	10.25am
4	Barriers, positives and opportunities from previous session Aim – share your feedback	Jo Sanders	10.35am
5	Draft vision Aim – share assessment criteria	Mick Kay	10.40am
6	Table discussion 1 - draft vision Aim – capture thoughts and comments	All	10.45am
	Break		11:05am
7	Current picture Aim – what does our data currently say	Jo Sanders	11.20pm
8	Maturity matrix Aim – share position	Jo Sanders	11.25am
9	Approach going forward Aim – Building on positives, opportunities & pillars to shape the workstreams	Jo Sanders	11.35am
	Break		11.50am
10	Experts at hand Aim – share proposed approach	Jayne Whitton	12 noon
11	Table discussion 2 – Experts at hand Aim – table discussion to capture thoughts and comments	All	12.15am
12	Final reflections and next steps Aim – summary and what's next	Jo Sanders	12.45am

Welcome and introduction

No	Action	When by
1	Local Authority Executive Board	15th June
2	ICB Executive Management Meeting - sign off	15th June
3	Sign off by Local Authority Executive Leadership Team	9th June
4	ICB exec papers shared	8th June
5	Papers to Council Executive Leadership Team (ELT)	3rd June
6	Shared with Education & Learning Partnership Board (ELPB)	June 1st
	Council AGM	20th May
7	Partnership event	20th May
8	Reforms consultation closes	18th May
9	Draft to DfE / meet with DfE advisors	21st May 15th May
10	Meet with ICB exec to discuss draft and gain approval on direction.	13 th May

Introduction

❖ You said – create a small group and work stuff up, so we did...



Information and guidance from the DfE



We know you'll need time to scope, plan & co-produce

We want a detailed plan supported by data & finance now

Where we start is not where we'll finish...

Young People's voice

Kay Parry



Young People's Voices: What we hear?

"Doodling helps me concentrate but I'm not allowed to, I don't have a diagnosis..."

Early intervention, adaptations and flexibility matter

Our Voice: "Do you like adults making choices for you?"

"Yes...[presses answer on IPAD) Mum & 1:1

"No...It's my life and **people should ask me**"

Trusted adults and their role in advocacy and influence

Our Voice: "Do you go to your meetings, about your health, education, and care plan?"

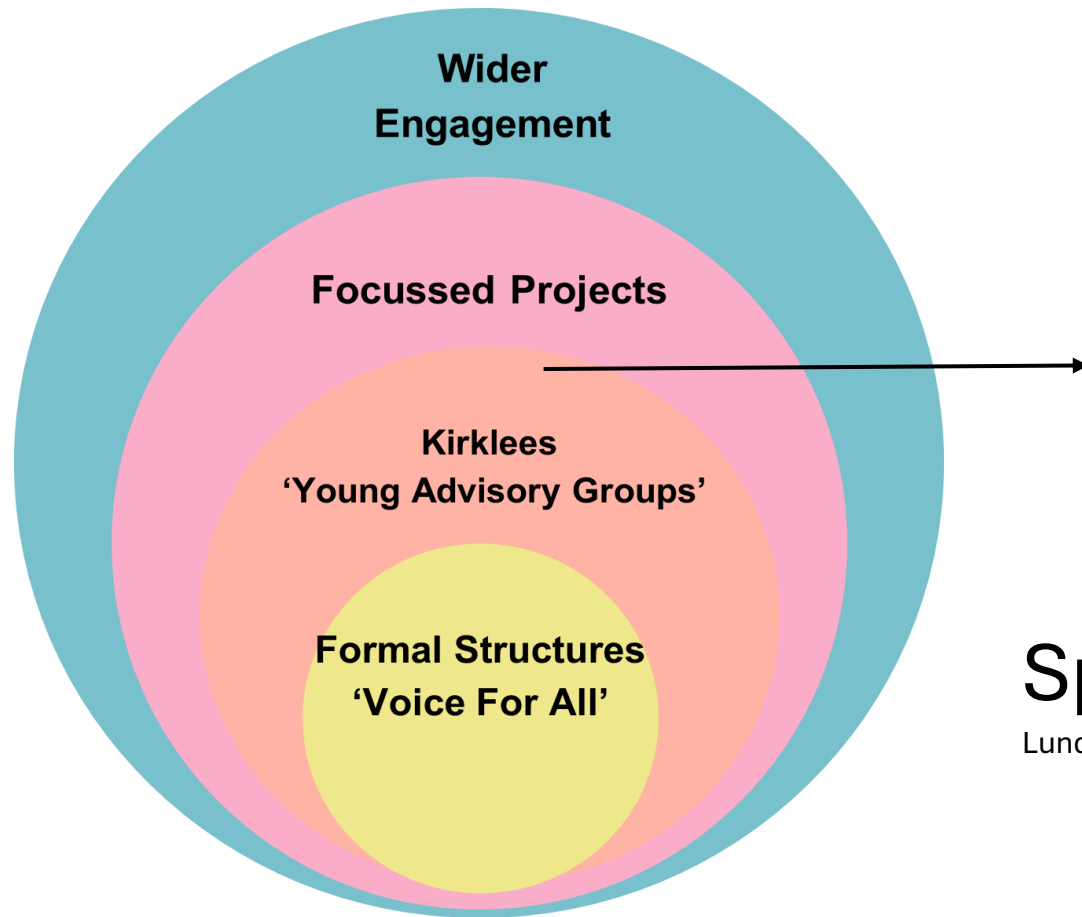
"I don't know what that is. Oh that? It's too **long** and **complicated**. I just **don't get it...**"

Shared definitions, plain language, and technology

"I didn't go to school for two years...the main thing that stopped me? **Anxiety**. Too busy, **isolation** and **constant detentions** for not following rules. College is different"

Environments (physical and emotional) matter

How we hear it: Our approach to co-production



Building on the foundation of **what we already know**

Accessible and **adapted approaches**, process and opportunities. Hearing the 'voice' of those not in the room.

Projects where we can **meaningfully co-produce or influence**

Space-Voice-Audience-Influence

Lundy (2007)

Working in partnership to widen reach, representation, and inclusion of young people's voices in key decisions.

Co-Production Challenges & Opportunities

Assumption

Fatigue & Tokenism

Disparate/ Under utilised

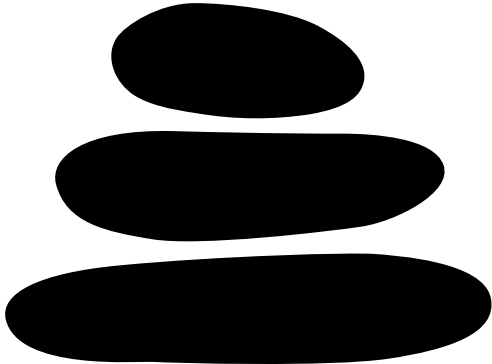
Survey, a couple of young people on a board or an isolated engagement event



Lived experience

Meaningful participation

Co-Ordinated Impactful



Promote, Support and embed the mixed model of ongoing engagement across the partnership to triangulate



Questions from previous sessions– answers from DfE

Will the funding be enough, and will it be allocated fairly based on need?

Over 3 years: £1.6bn Inclusive Mainstream; £1.8bn Experts at Hand; plus £3.7bn Hubs; £200m training.

Over time will rebalance funding from the high needs block into schools' core budgets.

Funding will still be based on proxy indicators, not identified SEND need.



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What is the workforce plan – where will staff come from and how will they be supported?

£200m programme: all staff will be entitled to SEND training from Sept 2026; teacher training will include stronger SEND content.

200+ Educational Psychologists will be trained per year (from 2026), backed by £40m.

Where from Be creative – travel with optimism

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What are the Inclusion Standards, who will set them, and how will they be funded and monitored?

National Inclusion Standards will be created, set by an independent expert panel on a statutory footing, covering all levels of support.

DfE will retain ownership; £15m + £4m research; Standards will be regularly reviewed.

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What will inclusion bases / hubs look like in practice, and who will be able to access them?

Inclusion Bases will replace current models (SEN unit, resourced provision, and pupil support unit); will include support (school-led) and specialist (LA-commissioned) provision.

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How will accountability work across the partnership, including health and social care, not just education?

Government will update the SEND Code of Practice and publish partnerships guidance to provide clearer expectations of the local SEND partnership – including health and social care. Expect to see more on this in upcoming Bill.

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How to shift system from rewarding schools for academic success only towards rewarding inclusion?

Ofsted now assesses inclusion; inspectors have received enhanced training.

Schools will be required to publish an annual Inclusion Strategy; Ofsted will assess how embedded it is.

Government will add a new way of measuring pupil progress alongside current measures.

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What you told us in March: Key barriers

1. Workforce capacity and time:

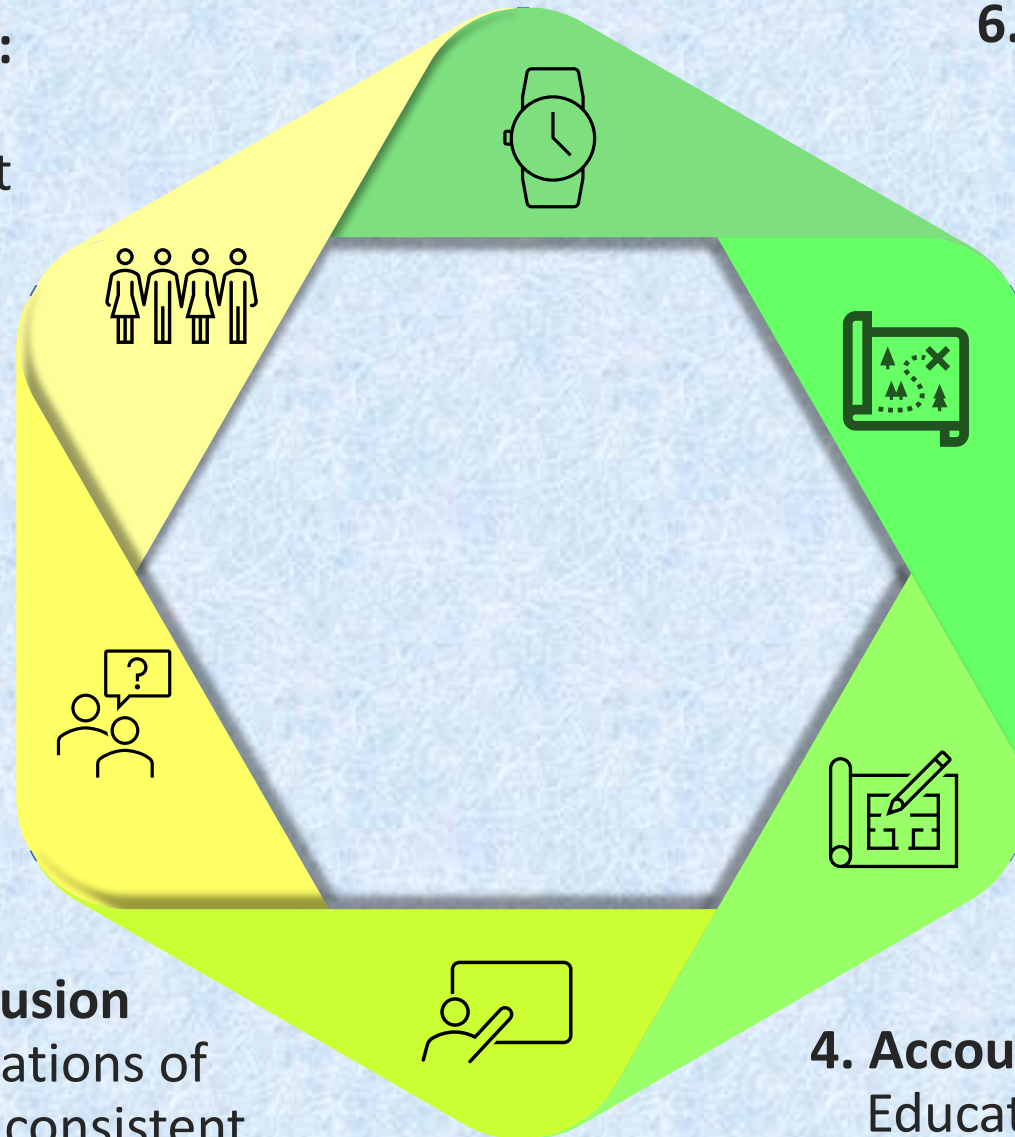
Shortages of staff, limited SENDCO capacity, recruitment and retention challenges, and limited spare capacity in the system.

2. Funding pressure and uncertainty:

Ongoing concern about whether funding will be sufficient, equitable, and able to support early intervention rather than crisis response.

3. Unclear and inconsistent inclusion standards:

Different interpretations of what “good” looks like, and inconsistent use of terms such as universal, targeted and specialist support.



6. **Pressure from SEND reform at the same time as rising demand:** Concern about introducing major changes at a time when services are already under strain and demand continues to increase.

5. **Fragmented systems and processes:** Data and information systems that do not join up, creating duplication, delays and confusion for professionals and families.

4. **Accountability not shared evenly:** Education seen as holding unmet need, with unclear accountability across health and social care.

What you told us in March - Positives and opportunities

Positives to build on

- **Strong support for the direction of travel:** Broad agreement that inclusion, early support and reducing escalation are the right ambitions and follows our existing direction of travel.
- **National focus and momentum:** Recognition that inclusion is a priority, with new attention and funding.
- **Existing partnership strengths:** Good relationships across education, health, social care and the voluntary and community sector.

Opportunities identified

- **Earlier, more joined-up support:** Different professionals working together to help children earlier and reduce crisis-driven interventions.
- **Clearer shared standards and expectations:** Co-developing inclusion standards that support practice rather than create additional bureaucracy.
- **A more confident and skilled workforce:** Collective training and shared expertise to strengthen inclusive practice in mainstream settings.

Vision and goals – Brief from DfE

What the local area partnership is trying to achieve?

Max number of words - 250

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



Vision and goals – Brief from DfE

Rating Description

Requirements Not Met

The response does not meet the minimum expectations. Key elements are missing, unclear, or incorrect. There is little or no evidence of understanding or alignment with the reform strategy.

Working Towards Requirements

The response shows some relevant effort or partial understanding but falls short of meeting the full minimum requirements. Some components may be present but lack clarity, consistency, or completeness.

Meets Requirements

The response meets the minimum expectations. It is clear, complete, and demonstrates a sufficient understanding of reform strategy. All essential elements are addressed appropriately.

Exceeds Requirements

The response goes beyond the minimum expectations. It is comprehensive, well-articulated, and demonstrates a strong understanding and effective development of the reform strategy. May include innovative or exemplary elements.

Vision not coherent or not aligned with SEND reform principles and SWP.

Goals are not measurable, realistic or stretching.

Vision not articulated clearly with alignment to some reform principles.

Goals not sufficiently measurable, realistic or stretching.

A clearly-articulated vision that aligns with SEND reform principles and SWP.

Goals are measurable, realistic and sufficiently stretching.

A clearly-articulated and compelling vision that aligns with the SEND reform principles and SWP.

Goals are measurable, compelling and ambitious.

The vision

In three years, we will have further strengthened our local system so children and young people in Kirklees can learn, thrive and feel they belong in their local communities.

Families will have greater confidence in a more joined-up system. They will be able to access early help more easily and will feel listened to, without needing to fight to be heard or to get the right support.

Wherever possible, children and young people's needs will be met in mainstream schools and settings, from early years onwards. Schools and settings will be supported to play a full role in inclusion with shared clarity about ordinarily available provision and embedding of the graduated approach. We will further strengthen cluster communities so different education settings, health and social care partners share responsibility, learning, expertise and specialist capacity.

Our young people will be better prepared for adulthood. Transitions into post 16 education, training and adult services will be smoother and more joined up.

Education, Health and Care Plans will be used when support is required at the most specialist level, with families and settings having a clear understanding of what support is available at all levels of a graduated approach.

The system will invest more consistently in early intervention so that, wherever possible, difficulties do not escalate or become more complex over time. This will improve experiences, outcomes and secure better value for money through more sustainable use of public resources.

Overall, children, young people and families in Kirklees will experience a system that feels fair, well-connected, inclusive and human.

Table discussion 1 – draft vision

- ❖ Given the brief, please share your thoughts & comments on your tables – 20 mins.
- ❖ Copies of the draft vision are on your tables



Break and Networking – 15 mins



Kirklees – Our Place and Our Communities

Education Profile

- 171 mainstream schools.
- 81 are maintained schools and 90 are academies.
- A maintained nursery school
- 6 special schools. (4 of which are maintained)
- 3 state funded alternative provisions.



SEND & Deprivation

- Total statutory school age children as at Jan 2026 = 62,290
- SEND support for school age children = 9, 841 (15.8%)
- Total EHCP's as at April 2026 = 5,138
- 1 in 5 school age children have additional needs in Kirklees
- 28% of school children eligible for free school meals
- Life expectancy is slightly below the England average
- There are high levels of deprivation, especially in the north of Kirklees - Kirklees is within highest 10% of deprived areas

Home to school travel

- Transport 1,247 children
- Around one-third of all settings transported to are outside Kirklees (32.2%).
- Out-of-district transport accounts for 7.3% of children but 15.1% of spend.
- Longest Journey - Seashells, Cheadle Hulme, 51-miles each way approx. 1hr journey time

Maturity matrix

Rating	The tool uses four levels of maturity for the assessment of partnership arrangements - an overview of what is meant by each of these levels is included below as a guide but local areas should consult the more comprehensive guidance if required.
0 - NOT YET EMERGING	<p><i>There are currently no significant arrangements or plans in place for this area. Collaboration or partnership working has not yet been considered or initiated.</i></p> <p><i>There may be little to no awareness of the need for development, and no structured discussions or intentions are evident at this stage.</i></p>
1 – EMERGING	<p><i>If you are 'emerging' it is likely that only basic arrangements are in place and any plans to improve or extend these arrangements are at an early stage or have not yet been fully formulated.</i></p> <p><i>There may be a range of positive relationships and partner intentions but these have not yet resulted in sustained collaboration and partnership working.</i></p>
2 – DEVELOPING	<p><i>If you are 'developing', arrangements are established and being actively strengthened. Collaborative working is increasingly consistent across partners, with shared goals and clear responsibilities.</i></p> <p><i>There is growing evidence of joint initiatives and improved outcomes, as partnerships deepen and systems evolve. Continuous improvement is recognised and partners regularly reflect on progress and refine their approaches together.</i></p>
3 – MATURING	<p><i>If you are 'maturing', collaborative arrangements are well-established and fully integrated into everyday practice. Partnership working is sustained, effective, and widely recognised for driving improved outcomes.</i></p> <p><i>Continuous feedback and joint decision-making are routine, and a strong culture of trust and shared responsibility ensures that improvement is ongoing and adaptive to changing needs.</i></p>

Maturity matrix

Pillar	Description	Rating			
		Not yet emerging	Emerging	Developing	Maturing
1	Co-production with parent carers, children and young people				
2	Effective system leadership and governance				
3	Accurate understanding of needs through effective use of data				
4	High Quality Service Delivery at universal, targeted and specialist levels to promote inclusion				
5a	Effective Partnership working across education, health and social care - Education perspective				
5b	Effective Partnership working across education, health and social care - Health perspective				
5c	Effective Partnership working across education, health and social care - Social care perspective				
6	Skilled and organised workforce				
7	Targeted, judicious and sustainable use of resources including sufficiency, place planning and capital				

‘Judicious’ – having or showing reason and good judgment in making decisions.



Approach going forward

- ❖ Mirror the pillars as our workstreams.
- ❖ Move across existing projects from within the current transformation programme where it makes sense to :-
 - Cluster communities
 - School re-builds
 - ARPs
 - Preparing for Adulthood
- ❖ And incorporate :-
 - Experts At Hand
 - Inclusion bases



Approach going forward

Maturity pillar	Workstream working title
Pillar 1: Co-production with parents / carers and Children & Young People)	Co-production, Voice and Partnership Engagement
Pillar 2: Leadership & Governance	System Leadership, Governance & Accountability
Pillar 3: Understanding need through data	Understanding Need, Demand and Experience (Data & Insight)
Pillar 4: High-quality universal and targeted provision	Inclusive Universal Offer (Mainstream First)
Pillar 6: Skilled workforce and effective specialist input	Earlier Specialist Advice & Intervention (Expert Support)
Pillar 5: Partnership working across 0–25	Preparing for Adulthood (PfA) & Post-16
Pillar 7: Sustainable use of resources	Resources, Sufficiency & Financial Sustainability

Break – 10 mins



Experts At Hand (EAH)

- Increase the support available in mainstream **schools, colleges and nurseries** by offering access to specialist expertise (both health and specialist education professionals) who can provide whole setting support, tailored guidance and strategic advice, accessed quickly and flexibly. This includes occupational therapy, speech and language therapy and educational psychology support.
- Ensure they can work directly with education staff and children, upskilling the mainstream workforce to support children and young people with commonly occurring needs enabling earlier, more effective support and help prevent needs from escalating wherever possible.
- Tilting local provision to focus on early support for mainstream education settings - staff are able to meet the needs of children more effectively and inclusively within the setting.
- More opportunities for education and health professionals to work with teachers, educators, children and young people, and parents rather than undertaking statutory individualised assessments

The offer should be **additional to** existing statutory and 1:1 support.

What do we have already that's working which we can build on?

Kirklees Community Clusters – a system enabler
– building on what we have already got...



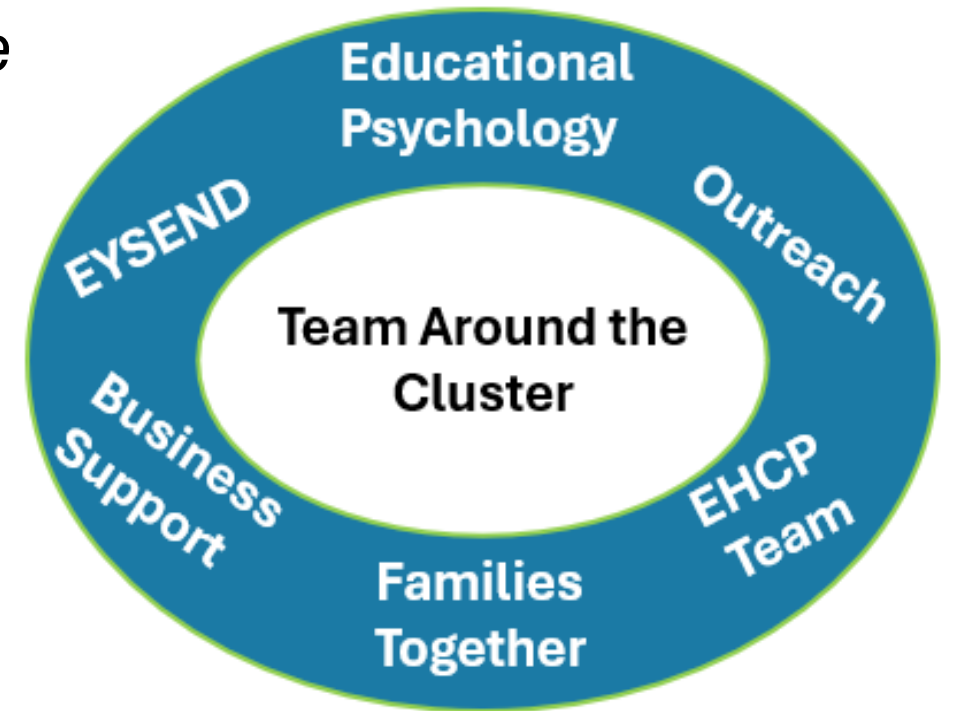
A 'CLUSTER' IS A GROUP OF MAINSTREAM SCHOOLS IN THE SAME COMMUNITY THAT WORK TOGETHER AS A TEAM.

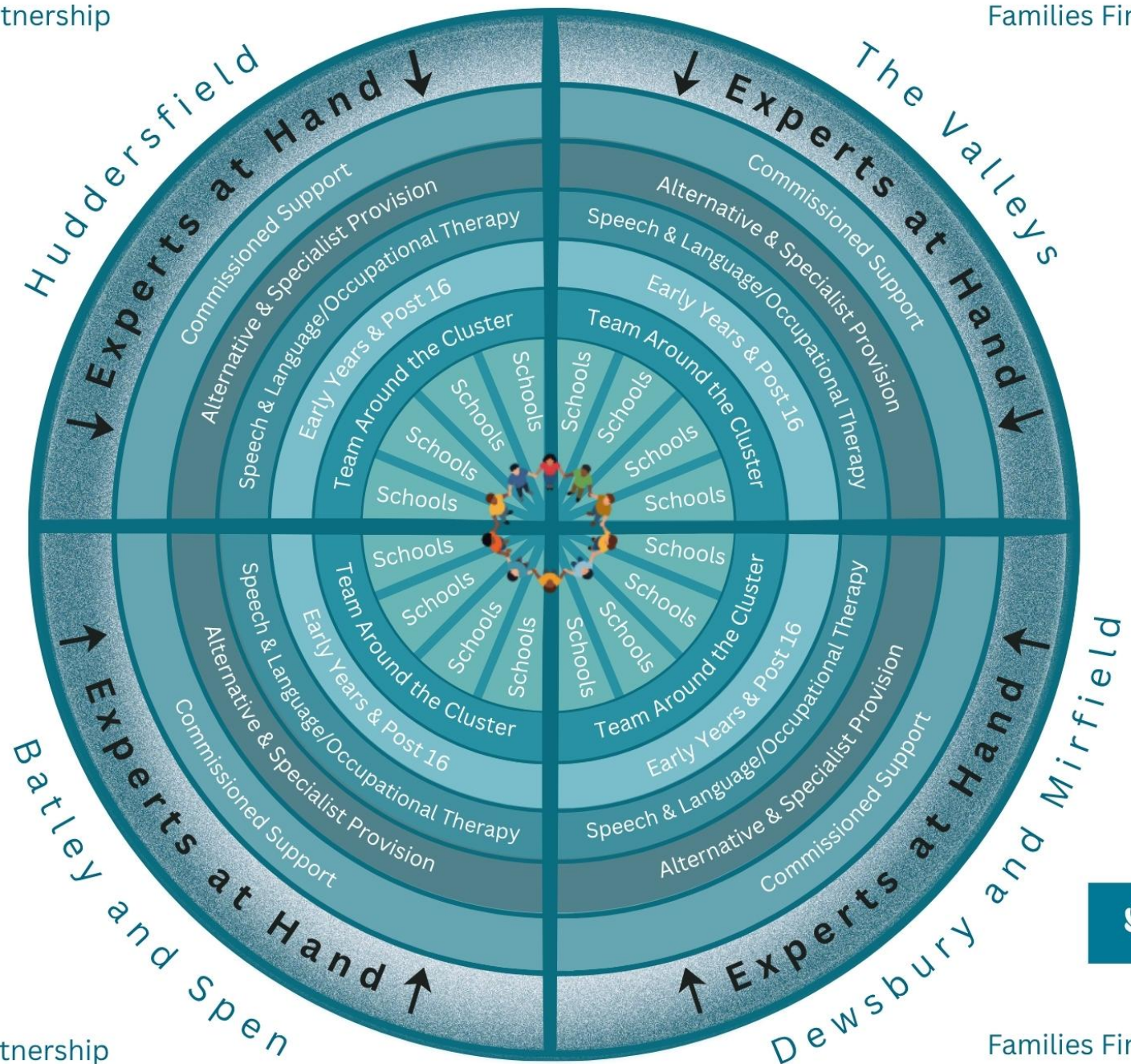
Their aim is to make sure that children and young people with special educational needs and disabilities (SEND), and their families, get the right support at the right time. To do this, SEND Coordinators from each school in the cluster meet regularly with other professionals from the council to share ideas, knowledge, and resources.



18 Cluster Communities across the 4 areas of Kirklees

- *Place based engagement*
- *Shared SEND expertise, pooled across a number of schools – makes ‘expert’ knowledge more accessible*
- *Consistent framework for advice and faster access to support*
- *Collaborative problem solving*
- *Shared professional network*





Moving forwards.....

- Develop our Experts at Hand locality model by building on Cluster Communities from Autumn 2026
- Expand to interface with Early Years
- Expand to Post 16
- Commission capacity from Special Schools

Approach underpinned and informed by parents/carers and children and young people (the voice of experts by experience)



Table discussion 2 - Experts At Hand (EAH)

- What does this mean for you / your team / your organisation?
- 20 mins to discuss and then please pick 1 item to feedback to the wider group



Final reflections and next steps



**If not us then who,
if not now then when**

