

Our Kirklees Local Area Partnership Engagement Sessions

SEND Reform: 'Putting Children and Young People First'

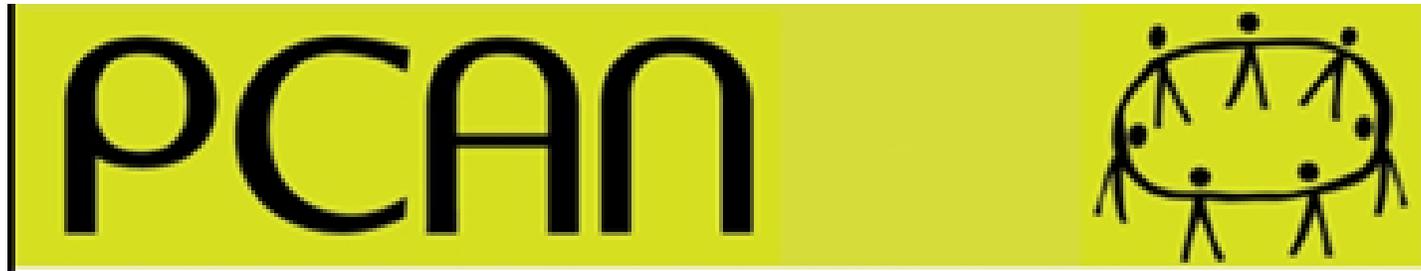
19th and 25th March 2026



No	Item	Who?	Time
	Welcome	Tom Brailsford	2pm
1	Sharing families experience – our children, our families, our Kirklees Aim – bring families experiences to the fore – we need to make sure they are at the centre throughout	PCAN	2.05pm
2	Why we are here Aim – Share context / case for change and scope	Tom / Jo-Anne Sanders	2.15pm
3	National SEND Reform proposals – Insight from DfE Aim – Share insight from our DfE advisor	Anne Hayward	2.35pm
4	DfE timeline Aim – Share high-level expectations	Jo	2.55pm
	Break and networking		3pm
5	Shaping and influencing the journey Aim – Share opportunities	Jo	3.15pm
6	Table discussion 1 – questions and barriers Aim – identify what questions are important to you and what might get in the way	All	3.20pm
7	Key feedback Aim – play back from tables to wider group	Tom / Jo / All	3.45pm
	Break		3.55pm
8	Table discussion 2 – positives and opportunities Aim – identify what you see as the positives and opportunities	All	4.05pm
9	Key feedback Aim – play back from tables to wider group	Tom / Jo / All	4.25pm
10	Table discussion 3 – how do we connect going forward Aim – look at options for connecting	Tom / Jo / All	4.35pm
11	Final reflections and commitments Aim – summary, confirm simple commitments needed		4.50pm

PCAN – Our children and families experience

- Who are PCAN and what do we do
- A day in the life of ...



Why we are here

- A schools White Paper alongside proposals to reform the SEND system
- The 'case for change' – working together across the Local Area Partnership
- Explore what is being proposed and listen to our partnership
- Resources to support transformation
- Aims and practicalities for today

Department
for Education

Every Child Achieving
and Thriving

HM Government

SEND Reform:
Putting Children and
Young People First
Government Consultation

CP 1508-1

CP 1509

Kirklees Local Offer



We are breaking the link between **background and success** through the **Opportunity Mission** and raising living standards through the **Growth Mission**

We will give all children the Best Start in Life
75% of children aged 5 reaching a Good level of Development by 2028.

Every child will achieve and thrive in a good local school
Focusing on increasing attainment and attendance.

We will provide skills for opportunity and growth
Two-thirds of young people are participating in higher-level study. This includes targeting at least 10% of young people to go into Level 4 or 5 study by 2040.



Providing early support for families through Family Hubs

Improving school readiness

Expanding childcare with a focus on early education

Keeping families together

Improving kinship care

Establishing more school-based nursery provision

Recruiting and retaining skilled foster carers

Sharing data across agencies to help the most vulnerable

Working together to improve school attendance

Rolling out free breakfast clubs

New entitlement to free school meals for all children in households on Universal Credit.

Better support for children with additional needs in local nurseries, schools, and colleges

Helping Schools improve through e.g, RISE and sharing data

A curriculum that gives children the knowledge and skills to succeed in life and work

Boosting teacher numbers and quality in schools and colleges

Boosting skills in priority areas

Technical Excellence colleges

HE Quality

Maintenance grants for disadvantaged students

Funded lifelong modular learning

FE and HE collaboration

Family Security: keeping children safe and tackling child poverty
Reduction in the number of children in care and in the number of children in relative poverty

‘What does a mature SEND system look like’

- Strong partnership leadership across education, health and care.
- High levels of confidence from families and stakeholders.
- High-quality system data used to plan services and monitor outcomes for children.
- Mainstream settings confident in meeting a wide range of SEND needs.
- Specialist provision used appropriately for the most complex needs.



It's about how children, young people and their families experience the system – not just the processes.

People will forget what you said,

People will forget what you did,

But people will never forget how you made them feel.

Maya Angelou



National SEND Reform Context / Insight - Principles

Early

- ❖ Children should receive the support they need as soon as possible.
- ❖ This will start to break the cycle of needs going unmet and getting worse, instead intervening upstream, earlier in children's lives when this can have most impact.

Local

- ❖ Children and young people with SEND should be able to learn at a school close to their home, alongside their peers, rather than travelling long distances from their family and community.
- ❖ Special schools should continue to play a vital role supporting children and young people with the most complex needs.

Fair

- ❖ Every school should be resourced and able to meet common and predictable needs, including as they change over time, without parents having to fight to get support for their children.
- ❖ Where specialist provision is needed for children in mainstream, special or Alternative Provision, we will ensure it is there, with clear legal requirements and safeguards for children and parents.

Effective

- ❖ Reforms should be grounded in evidence, ensuring all education settings know where to go to find effective practice that has excellent long-term outcomes for children.

Shared

- ❖ Education, health and care services should work in partnership with one another, local government, families, teachers, experts and representative bodies to deliver better experiences and outcomes for all our children.

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National SEND Reform Context / Insight – The 7 Pillars

-  Co-production with parents and carers and Children and Young People
-  Effective system leadership and governance
-  Accurate understanding of needs and experiences of children and young people through effective use of quantitative and qualitative data
-  High quality service delivery at universal, targeted and specialist level to promote inclusion
-  Effective partnerships working across education, health and social care
-  Skilled and organised workforce across local authority, education settings, health and social care
-  Targeted, judicious and sustainable use of resources including sufficiency, place planning and use of capital

DfE Timeline

Phase 1:

Aligning to best practice and higher standards

AY 2025/6 to 2026/7

In this phase, we will publish updated and new guidance, such as Families and Partners and Behaviour in Schools.

We will expand the operational and targeted support to help schools align with best practice, such as Attendance & Behaviour Hubs, Universal and Targeted RISE, and the Key Stage 3 Alliance launch.

This is supported by pupil premium increase and SEND capital investment.

Phase 2:

Preparation for SEND and curriculum reforms

AY 2026/7 to 2027/8

Support becomes available for schools to align with new SEND reforms, including:-

- significant investment in schools,
- the SEND Workforce CPD launch,
- and the National Inclusion standards
- as well as the new national curriculum in 2027.

Phase 3:

Full reform implementation

AY 2028/9 onwards

Schools will be better aligned with best practice and prepared for SEND reforms and the new curriculum incoming in Autumn 2028.

Shaping and influencing the journey

- Responding to the DfE consultation (18th May)
- The Local Partnership Maturity Assessment (19th June)
- The Local SEND Reform Plan (19th June)
- Autumn 2026 – DfE ‘Next Steps’

We need to hear the views of the whole partnership to enable us to influence and build on what is already strong across Kirklees



Table discussion 1 – the reforms proposals

❖ 2 questions :-

a. What questions do you have?

b. Barriers - what might get in the way?

❖ Practicalities :-

a. Share your thoughts on your tables

b. Capture Flipcharts and post its

c. Short feedback after



Table discussion 2 – the reforms proposals

❖ 2 questions :-

- a. What do you see as the positives?
- b. What do you see as the opportunities?

❖ Practicalities :-

- a. Share your thoughts on your tables
- b. Capture Flipcharts and post its
- c. Short feedback after



Table discussion 3 - How do we connect going forward



Smaller core working group

People from across the partnership to start to work through the detail – get in touch



Wider partnership group

Similar to today
Reconvenes in 10 -12 weeks
Checks progress / challenges assumptions and steers direction

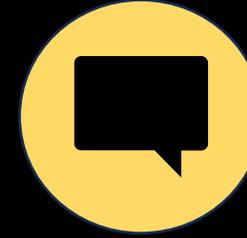


What would help you stay connected between now and the next session?

Final reflections and commitments



- ❖ Proposals
- ❖ Direction of travel
- ❖ Thank you



- ❖ Share what you've been involved in / heard
- ❖ Let us know how you want to be involved

Email – SEND.TransformationProgramme@kirklees.gov.uk

Contacts: Jo-Anne Sanders - Service Director Learning and Inclusion
Adrian Wisniewski - SEND Programme Manager

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way to go”
sighed the boy.

“Yes,” said the horse...

“But look how far we’ve
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Charlie Mackery

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